

**STONY BROOK UNIVERSITY**

**SCHOOL OF SOCIAL WELFARE**

**HEALTH SCIENCES CENTER**

**STONY BROOK, NEW YORK 11794-8231**

**GRADUATE  
FIELD EDUCATION  
MANUAL**

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2011 -2012



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## **GRADUATE FIELD EDUCATION MANUAL**

This Manual is for students, field instructors, and faculty. It includes the objectives, policies and procedures relating to the shared responsibilities of the School, agencies, field instructors, and students regarding field education. The School's web site is being updated and all current field education forms will soon be available to you. Please watch for a new and easier to access web site. We encourage you to utilize this resource. ([www.hsc.stonybrook.edu](http://www.hsc.stonybrook.edu))

This material has been developed as a result of ongoing experience between the School and the professional community in our partnership to educate students for the profession. This edition of the manual includes guidelines for process recordings and administrative logs. We hope the Manual will be helpful, and we value your ongoing suggestions and collaboration in improving the field education experience for our students.

Betty-Jean Wrase, LMSW  
Director, Office of Field Education

## **ACKNOWLEDGMENTS**

The School of Social Welfare wishes to acknowledge Professor Madeleine Reinert for her invaluable contribution to the Field Education component of the Graduate M.S.W. Program. This manual is dedicated to her memory.

## FORWARD

The Field Education Manual provides information regarding field education policies at the School of Social Welfare at Stony Brook University. We hope this information will be helpful in answering questions students, field instructors or faculty may have.

One of the important features of social work education is the field education component. Field education plays a central role in the curriculum by providing students opportunities to develop their practice skills in a professionally supervised setting. The concurrent field and class experiences are interactional and the field placement becomes a medium for integrating the knowledge, skills and values that comprise professional practice.

We appreciate the contributions of field instructors, agency executives and other agency personnel who impact so vitally on the professional preparation of the School of Social Welfare students. Professional education could not exist without the close collaboration of schools and agencies.

Frances L. Brisbane, Ph.D.  
Dean

# GRADUATE FIELD EDUCATION MANUAL

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**SCHOOL OF SOCIAL WELFARE  
STONY BROOK UNIVERSITY**

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## **THE MISSION OF THE SCHOOL OF SOCIAL WELFARE**

The mission of the School of Social Welfare shall be to create a more just society based on equality, human dignity, and social justice. We believe that inequality and injustices are deeply embedded in society's political and economic structures and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifested in discrimination on the basis of class, race, ethnicity, gender sexual orientation, religion, age, and disability among others.

Our purpose is to prepare students for work in professional social work practice in the public and nonprofit sectors of health and social welfare. The School's educational processes enable people to identify and analyze the nature of and extent of oppression and engage in social work practice that affirms people's strengths as a means to create social change in their lives and in society. The School stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice, and individual and group self-determination.

The following goals emerge out of the School's mission statement and guide its educational practice:

- To develop human relationships that are grounded in social justice, human dignity and mutual respect;
- To develop new and more just organizational forms;
- To transform already existing structures to ones that affirm and enhance dignity and social diversity;
- To identify new ways to influence social, economic, and political systems to distribute power, resources, rights, and freedom so as to achieve social justice; and
- To prepare social workers who engage in self-reflective practice.

## INTRODUCTION

A well-rounded education in social welfare is best obtained through the integration of theory and practice. Field and class education are integral parts of a single educational experience. Guided by the theme, social work in health, the curriculum of the School of Social Welfare provides social work students with basic knowledge of health programs, policies, and practices and how they affect individual and societal well being. The curriculum stresses health in social work, provides the knowledge and skills needed by all social workers, regardless of the setting in which they practice, and gives proper attention to health problems and their social consequences. The field education component of the curriculum provides a framework in conjunction with the School's focus on the development of professional social work skills and for the integration and application of social work theories and values to working with client systems.

During the first year of study, the curriculum concentrates on developing the student's capacity for problem identification, analysis, and beginning generalist practice skills. It links social, economic and political variables to practice skills. It also relates the effects of oppression, exploitation, and devaluation to social policy and to the psychological and social aspects of daily life. The student will, during this first year, engage in beginning practice skills, begin to critically analyze situations with which client systems are involved, and begin to understand social work values in the context of theory and practice.

The second year of the program builds upon the experiences of the first year to strengthen the student's knowledge and skills. During this second year, students become more skilled in integrating theory, practice and social work values. In addition to preparing for advanced social work practice, students may declare a specialization that defines the field of practice within which they will be placed. At present the School of Social Welfare offers specializations in Student-Community Development (SCD) and in Health, with sub-specializations in Alcohol and Substance Abuse or Public Health.

The student's field education experience includes a supervisory relationship with a field instructor in a field placement agency approved by the Office of Field Education of the School. The field instructor is an interested, concerned teacher, and a resource available to the student in the field. The field instructor has both administrative and educational responsibilities. He/she is responsible for the facilitation of student learning and for assuring the quality of services available to the client systems with which the student works. With the School, the field instructor's task is to help the student develop analytic professional practice skills within the framework of social work values.

## **I. EDUCATIONAL PROGRAM**

### ***A. EDUCATIONAL OBJECTIVES***

The graduate field education offers students an opportunity to understand the role of the social worker and to internalize the professional base of practice. The overall goal of field education is to foster integration of the knowledge, values and skills of professional education within the context of the mission of the School. Field education focuses on enabling students to:

- Demonstrate the integration of social work knowledge and values in practice.
- Develop skill in analyzing and synthesizing data to develop a focus for intervention.
- Develop skill in making differential assessments of client system needs and problems.
- Demonstrate, in practice, an understanding of cultural diversity, life styles, sexual preferences, and personal choices.
- Demonstrate, in practice, an understanding of the impact of racism, sexism, ageism and other forms of discrimination on people's lives.
- Develop skill in the initiation, maintenance, and termination of the professional relationship.
- Develop the ability to apply knowledge of communication principles.
- Develop skill in the differential application of the concepts, principles, approaches and techniques of intervention with various client systems.
- Develop the ability to use feedback for critical analysis leading to ongoing modification of policies and intervention strategies.
- Develop the ability to assess and evaluate one's own professional practice.
- Integrate, in practice, an understanding of the impact of social, political and economic factors on people's lives.

### ***B. ACADEMIC FORMAT***

All Field Education and Social Work Practice courses are registered sequentially and taken concurrently. In addition, students are required to take courses in Human Behavior, Policy, Research, Social Work in Health Care and electives. Each student must work with an Academic Advisor, as well as review "TO HELP YOU MANAGE", and the Graduate Student Handbook, to establish an academic course of study. For students doing field education through a school-sponsored project, special courses/seminars may be required in addition to the above practice courses. In addition to regular full-time students, some students register in one of our Pathway

options. Advanced Standing Students, considered second year students, are in the Pathway I Option. Students utilizing their place of employment as their field education site are in the Pathway II Option. Modified full-time students are in the Pathway III Option. Each Pathway student follows the academic format as outlined in "To Help You Manage", and the Graduate Student Handbook. [Note: Pathway students should refer to: "Field Education Hours as found in Section II, D of this manual].

## **II. FIELD EDUCATION PLANNING PROCESS AND REQUIREMENTS**

### **A. *FIELD PLACEMENT REQUIREMENTS***

The Field Education requirements of Pathway students are the same as for regular full-time students. While each placement is considered individually, the following are basic requirements:

- The field instructor is an integral member of agency staff and offers regularly scheduled weekly individual supervision lasting a minimum of 1 hour for a 14 hour per week placement and 1½ hours per week for a 21 hour per week placement. It is expected that the field instructor will be available to the student at other times.
- The agency provides the student with a beginning understanding of fiscal policies, organizational structure, functions, and managerial systems of the agency, and legal and confidentiality mandates that apply to the agency's service parameters.
- The agency agrees to provide a range of experiences that relate to generalist and/or advanced practice. Agencies participate with the School in training students for professional practice in a variety of settings. In keeping with the mission and the practice orientation of the School, field instructors are expected to encourage students to plan interventions that encompass networks and significant others with whom the client system is in meaningful transaction; such as family members and institutions impacting on clients' lives.
- Provision must be made by both the School and the agency for consultation between field instructors and appropriate School faculty.
- Field instructors supervising for the first time are required to take the Seminar In Field Instruction (SIFI, See Section V, F 8).

The workload of each student should include the following (Refer to Appendix B):

- Exposure should be provided to a mix of micro, group, and macro level assignments. The student is given an adequate number of assignments that encompass a varied, culturally diverse, and range in the nature and severity of problems and length of intervention needed. Assignments should include an opportunity to work with people or issues encompassing varying ages, cultures, ethnicities, socio-economic backgrounds, life styles, and the historically devalued and oppressed.
- Experience in providing concrete services in areas such as financial, employment, housing, transportation, education, legal, and health.
- Experience in intake, collaboration, use of consultation, referrals, research, committee work, community contacts, and/or work with groups.
- Experience in identifying and/or working to help develop service for unmet client needs.
- Experience in long and/or short-term intervention of various modalities with client systems.

With the above in mind, first year students are introduced to a generalist foundation and workloads incorporate a broad range of social work roles and modalities. Typically this should involve some direct micro level work with clients and some work with larger clients systems either in the form of group work or community outreach or program planning/administrative tasks.

Second year students are introduced to the theoretical background of both micro and macro level interventions. Students may focus or specialize in a specific area of practice and are expected to have the opportunity to experience an advanced level of roles and functions of social work practice. The amount and balance will depend upon agency capability and student learning needs.

## **B. *ASSIGNMENT OF STUDENTS TO FIELD PLACEMENT***

Decisions regarding individual placements are made within a broad context. The learning needs of each student, placement opportunities, and the nature of the supervision available must be considered. Knowledge about each individual student's needs is matched with knowledge of the agency and the field instructor.

Both the student and the agency participate in the final placement decision. Following the assessment of a variety of factors including the student's interests, background, education, and previous experience, field education faculty make contact with a prospective agency/field instructor. The student visits the agency and meets with the field instructor, or coordinator. Then the student, field education faculty, and prospective agency/field instructor engage in determining the "fit" of the placement and the specifics of the educational plan.

During the Spring semester of the first year, students begin the process of field placement selection for the second year. This process includes an initial discussion between the student and his/her academic advisor. The student and academic advisor complete a "Second Year Field Education Planning Form" which includes information on the student's fields of interest, goals, and the nature of the student's current placement. After that is completed, an appointment is set up with a member of the field education faculty to further discuss placement opportunities. Field education faculty actively engages second year students in the selection of their placement. Learning needs, strengths, weaknesses and areas of focus for second year are identified in the meetings between field education faculty and the student so that a placement match can be made. In order to expose students to the broad range of roles and functions of social work practice, students are placed in a different field of practice in their second year from their first year placement experience. Once possible options are identified, field faculty contacts the agency and communicates as much information as is needed to secure the best possible match for each student. Students then visit the agency for an interview with the field instructor/coordinator and the "fit" is determined.

### **C. FIELD EDUCATION CALENDAR**

The Field year of the School of Social Welfare is comprised of 33 weeks beginning in September and continues through mid-May. The year is divided into two semesters. Each semester is discrete from the other and the transition is marked by the completion of the required minimum hours and an end of semester evaluation indicating the level of the student's performance capabilities. A minimum of eight Field Education credits (462 Field hours) is required for each year in field placement. **The field education requirement each year is comprised of both the completion of 33 weeks plus the minimum of 462 field education hours.**

Prior to each semester, a field education calendar is sent to all agencies. Students' schedules conform to agency schedules. Students are not in field placement when the agency is closed. If the agency is closed on a student's regularly scheduled placement day these hours must be made up. Students are in field placement when the agency is open, except as indicated on the field education calendar. If other arrangements are necessary for the student and/or the agency, field education faculty must give prior approval.

Agencies are expected to excuse students from field education for special events planned by the School, or for such matters as the scheduling of employment interviews. The student will inform the agency in time to permit appropriate planning. Students are expected to make up this time. Also, there may be occasions when the student's presence at the School is required during hours normally spent at the agency. The student must also make up these hours.

The agency is expected to respect the student's wish to arrange hours that allow for religious observance. This time is to be made up, except for those religious holidays that are included on the Field Education calendar.

**D. FIELD EDUCATION HOURS**

Graduate students must register for a minimum of 4 credits (14 hours per week) for field education. Students may also register for 6 credits (21 hours per week) of field education when the school, agency, and the student have agreed to this arrangement. When a student takes a 6-credit field placement for *at least two or more* semesters, the additional credits earned will be considered as meeting requirements for a one three-credit elective. See the chart below for the number of hours required.

In addition to regular full-time student status, students may register for one of the Pathway options. For students enrolled in Pathway I, the Advanced Standing Option, a 21-hour a week placement (6 credits per semester) is required and the additional credits **do not** count as an elective.

Students approved for Pathway II (Students using place of employment as a field education site) and Pathway III (Modified Full-Time) can only register for 4 credits of Field Education per semester (14 hours per week).

<u>CREDITS</u>	<u>MINIMUM HOURS PER WEEK</u>	<u>MINIMUM HRS. PER SEMESTER</u>	<u>MINIMUM HOURS PER YEAR</u>	<u>MINIMUM WEEKS PER YEAR</u>
4	14	238 (1 <sup>st</sup> & 3 <sup>rd</sup> ), 224 (2 <sup>nd</sup> & 4 <sup>th</sup> )	462	33
6	21	357 (1 <sup>st</sup> & 3 <sup>rd</sup> ), 336 (2 <sup>nd</sup> & 4 <sup>th</sup> )	693	33

For students who are unable to negotiate the 14 hour per week requirement, the Office of Field Education will consider the possibility of a placement that progresses weekly at less than 14 hours but more than 10 hours per week. If this arrangement is approved, students must still plan on being in placement each day for no less than 4 - 5 hours. This is possible only if the agency agrees and the Office of Field Education is satisfied that this arrangement does not compromise the education of the student. This is a formal agreement made at the time of placement. If this arrangement is made, students are required to extend their placement beyond the normally expected 33 weeks to reach their required minimum field education hours. ***Regardless of agency, School, or student schedules, students must complete the total minimum required field education hours.***

It sometimes occurs that students have difficulty completing the required minimum hours in a timely manner due to unforeseen circumstances. In these situations, field instructors and students should alert the Office of Field Education so that an educationally sound plan that preserves the integrity of the educational experience can be formulated. Although a plan can be devised that extends the time a student is allowed to complete field education hours, this is done in consultation with the field instructor, Office of Field Education and student. It is School policy that in no circumstances are students allowed to progress to HWC 502 until all requirements of HWC 501 are complete.

#### ***E. FIELD EDUCATION WRITTEN ASSIGNMENTS***

Students are required to submit an assignment and process recording/log to their field liaison during the academic year. First year students submit two assignments (in October and February). Second year students submit one assignment (in November). Details regarding this assignment will be distributed to students in September. Copies of the assignment are available via Blackboard and also from the Office of Field Education.

#### ***F. LUNCH AND DINNER BREAKS***

Any student in placement for six consecutive hours is entitled to at least a thirty-minute lunch or dinner break. Any student in placement beginning before 11 a.m. and extending beyond 7 p.m. is entitled to a lunch break and an additional twenty minutes for a dinner break. Lunch and dinner breaks are not counted as part of the student's total field education hours in placement. As a matter of good professional practice and time management, the Office of Field Education advises that all students take lunch and dinner breaks.

#### ***G. ABSENCES***

Following are the policies/procedures for absences:

- Sick days, personal days, religious holidays, agency holidays, etc. are to be made up by students as previously outlined.
- The student is required to contact and notify the field instructor/agency, in the case of unavoidable absence or lateness. In the event that the student cannot contact the field instructor/agency the student must contact the Office of Field Education.
- Promptness and regularity of attendance are expected of all students.

## **H. TRAVEL BY STUDENTS**

Most field education sites are located in Suffolk and Nassau Counties. There is minimal public transportation in both counties. Although there are a few placements available on, or near the campus, the School cannot guarantee a field placement that does not require an automobile.

The School is unable to provide transportation or travel expenses for students. It is anticipated that the agency will reimburse the student for travel expenses incurred in making field visits and/or travel related to the student's field assignment, in accordance with agency policy.

Students may be requested, by the agency or client, to transport clients in their own automobile. The School advises strongly against such practice. However, the decision as to whether to use his/her own automobile for this purpose is solely the student's. The School assumes no responsibility in such instances. If Students choose to transport clients in their own vehicles, they should check with their own insurance companies as to whether they are covered by their own policies and should also inquire as to the agency's policy regarding liability when transporting clients.

## **I. HOME VISITS**

Home visits are an integral component of many field placements. Agencies are expected to take appropriate measures to minimize danger and ensure the safety of students. The same safeguards of good practice provided to agency staff apply to students. In addition, additional support may be warranted. The School expects that field instructors provide appropriate and adequate guidelines and support to students undertaking this task. Questions concerning this aspect of field education should be directed to the Office of Field Education.

## **J. INSURANCE**

An increasing number of agencies require that students possess individual malpractice insurance and the School of Social Welfare strongly encourages students to consider this option. The agency's position on this matter is determined at the student's pre-placement interview. Students may purchase malpractice insurance after becoming student members of the National Association of Social Workers. Students may contact: NASW 1-800-638-8799 or [www.socialworkers.org](http://www.socialworkers.org)

#### ***K. BACKGROUND CHECKS***

Students are advised that some of the facilities used for field placement may require students to submit to a criminal background check or drug screening as a prerequisite to a student's placement at that facility. Such background checks may include, but not limited to, Social Security trace, criminal history, drug testing, fingerprinting, and sex offender registries. Students placed in a facility requiring a background check and/or drug screening are personally responsible for obtaining the background check or drug screen (including cost unless the site is willing to assume the cost) and may bear the responsibility of delivering the required documentation to the facility. Following these background checks, it will be the decision of the site to determine acceptance of students into its training programs.

Students may choose not to be subjected to a background check. The Office of Field Education will work with the student to identify another appropriate site, but cannot guarantee referral to an alternate site that does not require background checks. All students must complete field education requirements for graduation.

The School of Social Welfare will assume no responsibility for obtaining student background checks or drug tests, paying for the background checks or drug tests, evaluating the results of the background checks or drug tests, or for providing the information to placement sites.

#### ***L. AMERICANS WITH DISABILITIES ACT***

If a student has any condition, such as a physical or mental disability, that will make it difficult to carry out the work as outlined, or which will require extra time for completion of assignments, the student should register with the Office of Disability Support Services (ODSS) and should also alert the School of Social Welfare ADA Coordinator. The ODSS will verify that the student has the claimed disability. The documentation, which the student provides the ODSS to substantiate the existence of the disability, is confidential. The ODSS advises the School of Social Welfare ADA Coordinator on reasonable accommodations. The Coordinator advises the student's Field Faculty who informs the student's field instructor regarding reasonable accommodations. The Office of Disability Support Services is located in The E.C.C. building, Main Campus, Zip: 11794-2662. Phone number: (631) 632-6748.

#### ***M. LABOR DISPUTES AT FIELD EDUCATION AGENCY***

The School's position regarding a labor dispute/strike at an agency is that students do not cross picket lines. In the event of such labor action the agency and student should inform the Office of Field Education. The School makes the decision as to whether or not the student(s) will have a choice of continuing at the agency during the strike

period. Time lost because of a labor dispute does not change the total hour requirements for field education.

### **III. SCHOOL EXPECTATION OF AGENCY/SUPERVISION**

#### **A. *SUPERVISION***

The agency's field instructor must provide regular and ongoing supervision. A weekly scheduled individual conference with the student is the minimum requirement. The weekly conference must be at least 1 hour if the student is doing a 14 hour a week placement and at least 1 ½ hours if the student is doing a 21 hour per week placement. Group supervision is a helpful adjunct to individual supervision but is not to be used as a substitute to individual supervision. In addition to this formal supervisory time, the ongoing availability of the field instructor to the student is essential.

[Note: Included in appendix D are Performance Expectations for both first & second year students. Field instructors should review these to have a good understanding of the knowledge and skill level we expect students to acquire.]

#### **B. *RECORDING***

Agencies vary in the kind of recording required for their permanent records. Students are expected to meet these requirements. Students are always expected to maintain appropriate records of all their activities and to comply with the agency's use of forms and records and to respect confidentiality. In addition it is expected that field instructors and students will utilize process recordings/logs as a learning tool. Process recordings are typically used in the review of individual, family, or group work. Logs are typically used in the review of administrative or macro level assignments and journals are used to aid the student's self-reflection on an ongoing basis.

Various formats of process recordings exist. Example formats are distributed to students at the start of each academic year and are available upon request from the Office of Field Education. Formats and guidelines are also provided as Appendix D of this Manual.

First year students complete one to three process recordings/logs per week. Second year students are expected to write one to two process recordings/logs per week during the first semester and one process recording/log per week during the second semester. These numbers are to be used by the field instructor as a guide. Additional process recordings/logs may be required based upon the educational needs of the student. Field instructors are expected to provide 1 - 2 hours of a student's weekly field

education hours for the completion of process recordings. Students who complete 21 hours of field education per week should expect that these requirements may be adjusted to reflect their additional time in placement.

Some process recordings are to be available for perusal by School faculty. At least one process recording/log will be reviewed by the student's field liaison. The field instructor may also require a variety of other recording methods such as audio or videotapes or a written log of work undertaken for a specific task. The number and frequency of such recordings will be determined by the field instructor and the student based on the student's learning needs.

### **C. EDUCATIONAL PLANS AND CONTRACTS --**

#### **The Sixth Week Educational Plan**

The Sixth Week Educational Plan is a plan for the academic year. It has three major purposes:

- To describe the goals that the student and field instructor have formulated regarding learning assignments, responsibilities and skill development;
- To describe the student's current and anticipated assignments; and
- To identify educational objectives for the academic year.

The Sixth Week Educational Plan is distributed to students who bring this form to their field instructor for discussion and completion. The completed form is then sent to the Office of Field Education. The form will be reviewed and shared with appropriate faculty. This Educational Plan facilitates coordination between the School and the agency. It provides early identification of issues related to workload and assignments and offers an opportunity for the field instructor and student to identify any other issues that should be dealt with between the agency and School.

#### **Field Education Learning Contracts**

In addition to the Sixth Week Educational Plan, it is sometimes helpful to devise a learning contract that specifies learning goals and objectives, and outlines timeframes and specific strategies aimed toward achievement of the identified goals and objectives. These contracts are written with the help of Field Faculty and/or Field Liaisons. The learning contract, and the process of creating it, acts as a support to students and field instructors in their efforts to target specific goals. Copies are provided to the field instructor and student from the Office of Field Education.

- D. **EVALUATION** - (see Appendix E - Performance Expectations for Field Education and Appendix F - Guides for Written Evaluation of Students' Performance in Field Education)

### **Evaluation Process**

The evaluation of the student's performance in field education is an important aspect of the student's professional development. Evaluation is a mutual process between supervisor and student and entails an ongoing process of assessment. Evaluation discussions may be held at any time. It is suggested that field instructors plan a mid-semester evaluation conference, as well as an evaluation conference four to six weeks prior to the due date of the written evaluation. This date is marked on the Field Education Calendar. The School requires written evaluations at the end of each semester.

The written evaluation reflects prior discussions between field instructor and student and describes progress and areas for further development. It should be definitive about the boundaries of competence. The field instructor prepares the written report. The student reads the report. The field instructor and student then discuss it and may agree on changes. Both sign the completed evaluation. The student's signature verifies that the student has read the evaluation. In addition to the content, the signature of the field instructor verifies for both the School and the student that the student has completed the required number of field education hours.

The completed evaluation is submitted to the Office of Field Education. It must include a completed face sheet signed by both field instructor and student and follows the guidelines outlined in Appendix F. It is School policy not to provide copies of evaluations to prospective employers but if students wish to share their evaluations, they may do so.

The student may attach an addendum to the evaluation if he/she feels it is necessary. The student writes the addendum. It reflects the student's perspective on his/her field experience. The addendum follows the evaluation format. It is a communication to the Office of Field Education with a copy provided by the student to the field instructor.

### **Field Education Grade**

The School assumes responsibility for final decisions on educational matters. The School, through its field education faculty, assigns grades for field education.

Field Education (HWC 500 - HWC 503) is graded Satisfactory (S), or Fail (F). A Fail grade in Field Education automatically places a student on probation; and the matter is referred to the Academic Standing Committee. A student receiving a fail grade in Field Education may not advance to the next Field course. Reserved (R) grade is used where the time requirement has not been met, or where there is serious question regarding a student's performance, or more time is needed before a definitive decision regarding a grade can be made. Timely submission of evaluations is essential in processing a student's field education grade.

#### ***E. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT-HIPAA***

Students in field education receive an introduction to the requirements of HIPAA regulations prior to the start of placement. Agencies are expected to introduce students to the specific HIPAA policies, and procedures that pertain to their facility.

### **IV. SCHOOL EXPECTATION OF STUDENTS**

#### ***A. PROFESSIONAL BEHAVIOR***

Students in field education are representatives of the agencies and are to conduct themselves in a way that reflects their accountability to the client, the agency, the community, the School, and the social work profession. Students are expected to embrace the profession's Code of Ethics and adhere to the University Code of Conduct. In addition, all students are to adhere to the "School of Social Welfare Student Conduct Code" and Technical Standards. The School of Social Welfare Conduct Code and Technical Standards are included as Appendix G.

While students are matriculated at the School of Social Welfare they may not engage in private therapeutic intervention (work) with clients, unless they are licensed by New York State to engage in such practice as a result of their possession of another professional degree, license, or certificate. They may only engage in such professional practice for which they are licensed or certified. Automatic Academic Review will be initiated as a consequence of violation of this policy.

One of the principles enunciated in the National Association of Social Work Code of Ethics is that "the social worker should not misrepresent professional qualifications, education, experience, or affiliations." Students are not to conceal from clients their

student status, nor deliberately represent themselves as employees of the agency. Questions that arise on such matters as their limited time in the agency and planned termination are to be dealt with honestly. A suggested title is "Social Work Intern".

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn. Stony Brook University has established a Critical Management Initiative which requires a process of documenting, reporting, treating and following-up with any disruptive, abnormal or threatening behaviors that cause concern to faculty and staff. A procedure is being developed to provide the necessary follow-up and management of critical behavior incidents occurring on campus. As field education is considered part of each student's curriculum, Field Instructors are expected to contact the Office of Field Education if they become concerned about their student's behavior at their agency/organization.

#### ***B. USE OF AGENCY MATERIAL***

The student's experience in field is an integral part of learning and case material is used in classroom education. Students must disguise the material used so that client confidentiality is maintained. The guideline of minimum necessary information is to be followed in compliance with the Health Insurance Portability and Accountability Act (HIPAA) regulations.

#### ***C. STUDENT ACCESS TO FIELD EDUCATION FILES***

The Office of Field Education maintains an active file relating to each student's field education. Students have access to their file through field education faculty. The student's field education material becomes part of the student's permanent file.

### **V. AGENCY/SCHOOL/STUDENT RELATIONSHIP**

#### ***A. SCHOOL/AGENCY AGREEMENT***

The School/Agency Agreement (see Appendix A) identifies the areas of School and/or agency responsibility. Final decisions as to the selection of an agency are the School's responsibility. The agreement for continuing relationship between the agency and the School remains in effect until both or either party chooses to terminate it.

The standards for approval of an agency for training students are the same whether the School places the student or students are using their place of employment for field education.

#### ***B. AFFILIATE AGREEMENT***

The School of Social Welfare welcomes the opportunity to establish a formal affiliation with each field placement agency. A standard State University of New York Clinical Affiliate Agreement is available to all new field education agencies. We suggest that you review and complete this agreement. In order to receive a draft, you may contact the Office of Field Education at 631-444-2143 or by e-mail at [iskevofilax@notes.cc.sunysb.edu](mailto:iskevofilax@notes.cc.sunysb.edu).

#### ***C. COMMUNICATION: AGENCY/SCHOOL/STUDENT***

Field education faculty serves as a "connecting bridge" between the agency and the School. Contact is made at least twice a year with each field instructor and student. In addition, effort is made to visit each agency. Visits and contacts provide an opportunity to discuss with the field instructor and agency administration and/or any other staff that has been working with the student to gain a better understanding of student's assignments, skill level, and knowledge base. This allows field faculty to discuss the student's learning and supervisory needs with all members of the Field Education educational team. In addition, the School keeps informed regarding the student's experience and progress in the field through telephone contact with agencies, reports and evaluations submitted by the field instructor, group meetings with field faculty, student discussions with classroom faculty, student presentations in practice courses, and student field education assignments.

Conferences between the field instructor and field education faculty occur when the agency, the School, or the student feels the need for discussion regarding the student's experience and/or progress. A student's recorded materials may be shared as a means of facilitating necessary communication. Student recordings, are made available for perusal at the agency as needed.

#### ***D. FUNCTIONS OF FIELD EDUCATION FACULTY***

The specific functions of field education faculty include:

- Implementing field education policies and procedures established by the Faculty of the School of Social Welfare.
- Selecting field education agencies in keeping with the established and approved policies of the School.
- Approving the designation of field instructors in accordance with established and approved policies and criteria of the School.

- Serving as agency/School liaison.
- Providing the structure and channel for discussion of student progress and concerns in field education.
- Consulting with field instructors, faculty advisors, and other appropriate faculty in regard to student assignment to field education agencies.
- Providing the Seminar In Field Instruction (SIFI);
- Assigning student grades in Field Education. (See Part III, Section D).

The Office of Field Education assigns a field liaison to each student. Field education liaisons are representatives of the School who coordinate and consult with the field instructor, the student and other agency staff as necessary, to ensure that the student and field instructor are working within an appropriate educational plan. This plan should allow the student to learn the social work skills for the appropriate level of the student's status in the program.

The field education liaison is available to discuss student progress, needs or problems with the field instructor at any time during the academic year. If a field instructor has questions or concerns, a member of field education faculty, or the field liaison should be contacted for discussion of the issues/concerns. Students are encouraged to discuss their field placement with field education faculty, or their field liaison at any time during the year and to discuss any issues/concerns they may have regarding their placement.

The field education liaison communicates with the field instructor and student through a variety of ways including field visits, e-mail and phone contact during the academic year. This allows faculty to discuss the student's learning and supervisory needs with all members of the Field Education educational team.

The agency visit contributes to the on-going collaboration between the School and field instructors regarding student performance and education. To facilitate each student's integration of the field education experience, a segment of the field site visit provides the opportunity for student self-evaluation of achievement of individual learning goals. Topics usually covered during the visit include:

- The context and nature of actual and anticipated assignments.
- Identification of additional learning opportunities available to enhance the student's experience.
- Issues related to field education supervision including time allotted, teaching methods utilized and the student's use of the supervision provided.
- Learning achievements and challenges.
- Goals and objectives set for the academic term and year.

- Opportunities for integration between the student's field education experience and the School's curriculum.

### *E. AGENCY SELECTION*

The School selects agencies for field education whose orientation and practice is consistent with the mission of the School. Prior to evaluation, agencies submit information about their services and describe anticipated learning experiences available for students. A School/Agency Agreement form is completed and signed when the agency and School have agreed that the agency will act as a field education site. Once agencies have been approved, it is requested that they keep the Field Education Office informed of any changes that may occur.

Agencies are evaluated to ensure that:

- The agency exhibits a professional level of practice.
- The agency provides a recognized quality of service in which the social work component is under the direction of social workers having Masters Degrees from accredited Schools of Social Work. Exceptions may be made to these qualifications for certain types of agencies such as those which offer professional services that are not otherwise available to populations identified in the School's mission, and those agencies able to provide an educationally sound experience for students.
- The agency leadership supports graduate professional education and is willing to provide an atmosphere in which meaningful education can take place. This includes providing the field instructor, who is an integral part of the agency and who has a Masters Degree from an accredited school of social work, an adjusted workload to reflect educational responsibilities. It also includes providing the student with appropriate working space, accessibility to telephone, and clerical assistance.
- The agency is able to provide a variety of graduated and meaningful learning experiences related to the student's educational needs. Agencies are participating with the School in training students for professional practice in a variety of settings. Agencies should be open and willing to encourage students to implement practice approaches reflecting classroom learning.
- The agency offers opportunity for the student to participate in staff meetings, conferences, and the usual work of the agency whenever it is appropriate.

Students are expected to be flexible in their hours to meet the needs of the agency and clients. Agencies are encouraged to arrange flexible hours for students who work. A School committed to social change must seek new arenas of social work practice. It is the function of a professional School to constantly seek to extend the parameters of professional practice. One way of accomplishing this is to use new arenas for field

education settings. When such a setting is selected, field education faculty assists in the development of an educationally sound field experience.

## **F. AGENCY FIELD INSTRUCTORS**

### **1. Selection**

The standards for approval of a field instructor are the same whether the School places the student or the student is using a paid employment setting for field education (Pathway II).

Agency field instructors are selected on the basis of their commitment to social change and general philosophic agreement with the Mission of the School. Instructors must demonstrate an acceptable level of social work practice, an ability to supervise students, and an understanding of the conceptual framework within which field education is practiced. They are expected to provide opportunities for students to try out social change activities in the professional setting and to provide a supportive atmosphere within the agency for students and their work. Agencies participate with the School in training students for professional practice in a variety of settings. Field instructors must therefore be open and willing to encourage students to implement practice approaches reflecting classroom learning and which may not be part of the agency's on-going array of services or modalities. Field instructors are expected to encourage students to plan their interventions to include those with whom the client system is in meaningful transaction such as, family members. In keeping with the mission and the practice orientation of the School, interventions should also include institutions that impact on clients' lives and problems.

Field instructors must have a M.S.W. degree from an accredited graduate school of social work, must be a licensed New York State social worker (either LMSW or LCSW) unless the role for which they are employed is exempt from licensure as defined by New York State law and have at least three years of post - MSW agency supervised experience.

The agency/field instructor submits a description of the projected content of the student's field assignment, addressing issues such as variety of clients, modalities of intervention, outreach and planning, staff meeting participation and other relevant aspects of the field experience. The Field Opportunities Form, used for this purpose, is sent to each field instructor annually.

### **2. Responsibilities**

Field Instructors are expected to:

- Attend field conferences organized by the School.

- Attend a course in supervision (SIFI - Seminar in Field Instruction) if they have not had such a course.
- Continue with the student throughout the two semesters of the academic year.
- Be familiar with the School's curriculum and objectives for Field Education.
- Confer with appropriate field education faculty in relation to the student's performance and progress.
- Submit completed Sixth Week Educational Plans, end of semester Evaluations of student performance, Attendance Records, and other required forms at the times specified by the School.
- Provide at least 1 hour of regularly scheduled weekly individual supervision for a 14 hour a week placement, or 1 ½ hours for 21 hour a week placement (additional supervision may be offered in groups).
- Plan with the student in relation to educational goals so that his/her learning needs can be considered in the assignment of cases or projects.
- Provide an orientation to the setting including:
  - purpose, function, policy and goals of the organization;
  - source of funding;
  - population served;
  - geographic area covered;
  - relationship of the agency to other community agencies;
  - activities and services provided;
  - expectations of student and role of instructor; and
  - personnel regulations and lines of communication and agency protocols.
- Select assignments for the student and arrange for participation in activities that enhance student's knowledge of the agency, community, referral agencies and accountability of the agency to its clients and the community. In addition, assignments should be carefully selected with reference to the student's learning needs.
- Make initial assignments within the first week of field education so that the student is immediately involved in learning through doing, and increase the complexity of the student's assignments in accord with his/her progress.
- Help the student plan and organize work effectively.

- Help the student utilize supervision effectively.
- Afford the opportunity for the student to collaborate with staff members in areas of mutual concern.
- Help the student learn to communicate effectively through verbal and written means.
- Help the student recognize personal attitudes and values that may affect work with clients.
- Help the student develop critical thinking skills.
- Help the student become aware of his/her strengths, limitations, and areas for further development.
- Help the student learn to evaluate his/her own progress and practice.
- Help the student examine the impact of agency structure and function on service to clients.
- Help the student recognize gaps in agency and/or community services and help the student work for alternative ways for meeting client needs.
- Help the student develop practice skills appropriate to the needs of the client system.
- Help the student develop a professional identity and adhere to professional values.

### **3. Task Supervision**

A specific area of a student's field practicum may require supervision from someone other than the field instructor. We define this as Task Supervision. This Task Supervisor may be a qualified field instructor, a social worker who does not meet requirements to be a field instructor, a non-social worker and/or someone who has needed expertise different from the field instructor for one part of the student's assignment.

To have this arrangement implemented successfully, field instructors are expected to retain overall responsibility for the student's experience and remain accountable for the quality of all teaching. The field instructor must continue to meet for a minimum of one hour a week with the student, to supervise the student's ongoing practice, to maintain primary responsibility for the teaching of the social work focus, and for the evaluation of the student's performance. The task supervisor may also meet regularly on an individual or group basis with the student. The field instructor must maintain ongoing communication with the task supervisor. The task supervisor might provide an oral evaluation to the student at mid-semester about his/her performance of the specific task supervised by the task supervisor. At the time of formal written evaluation at the end of each semester, the task supervisor may either confer with the field instructor and have his/her assessment

included in the body of the field instructor's evaluation, or prepare a separate statement to be appended to the evaluation.

Since it is possible for a student to become caught between conflicting messages from both supervisors, it is essential that field instructor and task supervisor maintain open communication. If the task supervisor is not a social worker, active involvement of the field instructor in identifying potential issues around professional identity and differences between social work and other disciplines in approaching practice require particular attention. While it may be more difficult for a new field instructor to share teaching of a student with a task supervisor, each situation should be assessed individually.

#### **4. Entitlements for Field Instructors**

Each field instructor currently supervising a student is entitled to the following:

- The use of the Health Sciences Center Library is available throughout the academic year.
- One course per academic year in the MSW Program may be audited with permission of the course instructor.
- Selected School conferences, colloquia, and workshops are offered at reduced rates to field instructors.
- Tuition Waiver credits are available to field instructors wishing to enroll in courses at any State University of New York site. Information is available from the Office of Field Education (See 5 below). The tuition waivers cannot be used for Continuing Professional Education offerings.
- Adjunct Faculty Status: The School of Social Welfare recognizes the commitment and contributions of field instructors and other agency staff made to our students and the School. The School therefore offers the opportunity to interested and qualified professionals to apply for the rank of Adjunct for Field Work Education (See 6 below). Applications are available from the Office of Field Education

#### **5. Tuition Waivers**

The New York State University Board of Trustees sets the policies related to the issuing of tuition waivers. Monies set aside for tuition waivers are limited and waivers are therefore issued on a first come first serve basis. The following is additional information regarding tuition waivers:

- An application will not be accepted more than 60 days after the end of the semester in which supervision was offered. Please note that this refers to the

specified end of semester date on the field education calendar, not to the date the student may finish field education hours beyond this specified date.

- A Tuition Waiver is equivalent to 3 credits. The monetary value of the waivers issued is reportable as taxable income to the recipient regardless of whether the waiver is used or not. If, after having been issued a waiver, you decide not to use it, you can avoid having this reported as income to the IRS by returning the waiver by November of the respective year to the School of Social Welfare. Please note that if the waiver is surrendered, this same waiver will not be reissued at a later time.
- Tuition Waivers are valid for use at any State University of New York site.
- Tuition Waivers are earned per semester, rather than per student.
- The field instructor is eligible for a Tuition Waiver upon completion of each academic semester.
- Tuition Waivers are issued to the specific field instructor of the student(s) and are not transferable.
- The course taken must be completed by the expiration date on the waiver (i.e., 25 months from the date of issue).
- Tuition Waiver application forms are available from the Office of Field Education.

## **6. Adjunct for Field Work Education**

If a field instructor has supervised at least one School of Social Welfare undergraduate or graduate student for three out of the last five years, he/she may become a School of Social Welfare Adjunct for Field Work Education. The Adjunct status is in effect for the period while the field instructor supervises a graduate and/or undergraduate SUNY @ Stony Brook School of Social Welfare student.

Other agency staff who have substantial and sustained involvement with field work education are also eligible to apply and will be considered on an individual basis. The term of appointment is for the period of involvement with field education for School of Social Welfare, SUNY @ Stony Brook undergraduate and or graduate students.

## **7. Continuing Professional Education**

Because of the self-supporting nature of our Continuing Education Program, tuition waiver credits cannot be used for this program. However, every effort is made to offer a limited number of scholarships to enable field instructors who might otherwise be unable to attend Continuing Education courses. Priority is given to those with the longest period of service to the School. Periodically, the Continuing Education Program and the Office of Field Education offer Continuing Education

courses exclusively for field instructors and cooperating agency staff at reduced or no charge.

Field instructors will receive advance information about Continuing Education courses. Any questions concerning this program should be addressed to the Office of Field Education at (631) 444-2143.

### **8. Seminar in Field Instruction (SIFI)**

All first-time field instructors are required to attend a 24 hour, twelve-session Seminar in Field Instruction taught by field education faculty. Field instructors who have completed a comparable seminar at another school of social work may be exempt from this requirement. If the SIFI was completed at a school that is a member of the New York Directors of Field Education they do not have to attend one offered by Stony Brook University.

The purpose of the seminar is to train new field instructors with the necessary knowledge and skills so they can effectively meet the range of educational responsibilities in their role as field instructors of social work students. The curriculum is created under the auspices of the New York Area Directors of Field Education, SIFI Subcommittee and is administered locally by each of the New York Area Schools of Social Work. The Office of Field Education provides additional information regarding the content areas covered, requirements, and venue of this seminar.

## **VI. CHANGES IN OR DISCONTINUANCE OF STUDENT PLACEMENT**

Change or discontinuance of placement prior to completion of the number of semesters originally planned is a serious step involving careful evaluation. The agency, the student or the School may initiate consideration of such a step. It is expected that in situations where this is being considered, considerable prior activity has occurred in which the problems and issues have been discussed and worked on between the student, field instructor, field education faculty, field liaison, and other faculty as appropriate. Field instructors and students are strongly urged to initiate and maintain contact with the appropriate field education faculty, or liaison at the School as early as possible and before problems appear serious enough to warrant consideration of discontinuance.

Even though every effort is made to arrange educationally sound placements for students, it may become apparent that a setting is not providing an adequate educational experience for the student. This may be due to a variety of factors which were either not anticipated, or could not have been anticipated prior to placement; such as: lack of suitable assignments, agency problems or pressures interfering with the educational experience. Students are urged to bring these problems to the attention of the field education faculty, and/or faculty advisor as early as possible. Field education

faculty will make every effort to help resolve such problems. Where this is not possible, a change of placement may be considered.

When the student's termination in placement has been initiated as a result of the student's difficulty in meeting agency learning and performance expectations, generally an academic review is indicated. The School Academic Review Procedure, as described in the "To Help You Manage" Graduate Student Handbook, is followed. The outcome of this procedure will determine further field planning. Effort will be made to arrange placement at another agency if educationally indicated. An immediate transfer to another agency cannot be guaranteed. Decision regarding credit for the hours worked in the original agency will be made on the basis of the student's performance. The student's faculty advisor and field education faculty must approve a student's voluntary withdrawal from Field Education.

Whatever the basis for the student's leaving an agency sooner than originally planned, students are expected to terminate their agency commitments in a responsible and orderly fashion meeting with agency and School approval. In addition, the student is expected to submit a Discontinuance Form. The form is to be submitted to the Office of Field Education.

## **VII. USE OF PAID EMPLOYMENT SETTING FOR FIELD EDUCATION: PATHWAY II**

Admission to the School does not imply approval of a student's request for use of a paid employment setting for Field Education. The evaluation of suitability for Pathway II is conducted after the student's admission to the School. Standards for approval both of agencies and field instructors are the same whether the student is placed by the School or is using paid employment for field education.

Students requesting use of this option for Field Education must:

- Have three years of full-time social work agency experience acceptable to the School within the five years prior to admission to the School;
- Have been supervised for a minimum of three years by a social worker who holds an M.S.W. from an accredited school of social work, or the student must have completed a minimum of 32 credits in our program with a minimum of 2 semesters in field placement (minimum of 8 credits) and have 2 years of acceptable social work experience including supervision by a social worker who holds an M.S.W. from an accredited school of social work; and
- If the student's eligibility for Pathway II has been established, agency and student must submit supporting documents for final approval. These documents must outline a 14-hour per week educationally sound experience with a M.S.W. field instructor who is not the employment supervisor.

The student spends 14 hours per week in an approved educationally delineated experience at tasks different from of his/her normal work experience, and with a different supervisor. Agencies are expected to relieve students of their usual work responsibilities for 14 hours per week (i.e., 4 credits). Students are expected to take 9 additional credits in course work.

Students may use a paid employment setting in a specific agency *for only one year*. One of the two years of field education must be in a different agency. If the use of the student's place of employment for field education is unacceptable for any reason, the student must be placed in a field placement site by the process outlined previously.

Pathway I, Advanced Standing students may not use a paid employment setting for Field Education.

### **VIII. FIELD EDUCATION COMMITTEE**

Student education occurs within a framework of close partnerships between the School and the field education site/agency. To continue to work collaboratively with agencies and field instructors, the School has established a Field Education Advisory Committee. This Committee is the forum for discussing field issues as they relate to the educational needs of our students and the integration of these educational considerations into agencies that are used as field education sites.

The Field Education Committee is composed of field instructors, classroom teaching faculty, field education faculty and students from both the graduate and undergraduate programs of the School. The Committee addresses issues that affect the quality of student learning in the field. It assesses and acts on the relationship and relevancy of field practice and curriculum as these pertain to the goals and mission of the School.

In addition, the Committee:

- A. Reviews policies and makes recommendations for changes and for new policies.
- B. Serves as a forum for resolution of issues related to implementation of policies.
- C. Reviews and acts on exceptions to policy and where necessary, makes recommendations to the faculty of the School of Social Welfare.

**APPENDIX A**

**SCHOOL / AGENCY AGREEMENT**

**GRADUATE SCHOOL/AGENCY AGREEMENT**

Agency \_\_\_\_\_

Address \_\_\_\_\_

Telephone # \_\_\_\_\_

Agency Field Instructor \_\_\_\_\_

Telephone # \_\_\_\_\_

Agency email: \_\_\_\_\_

Student: \_\_\_\_\_

**Effective period of the attached statement**

It is understood and agreed that the effective period between the agency and the School of Social Welfare of the Stony Brook University shall be for the academic period beginning \_\_\_\_\_ and until both or either party chooses to terminate this agreement.

\_\_\_\_\_  
Director of Agency (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Field Education (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean of School of Social Welfare (Signature)

\_\_\_\_\_  
Date

## **SCHOOL / AGENCY AGREEMENT**

The approval of an agency for training of students is a School responsibility. The agreement between the agency and the School remains in effect until both or either party choose to terminate the affiliation. The agreement identifies areas of School and/or agency responsibility. These and other processes are spelled out in more detail in the Field Education Manual. It is assumed that in signing this agreement the agency accepts the policies and procedures as spelled out in both this agreement and the Manual.

### **RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WELFARE**

The School will provide the agency and field instructors with appropriate materials related to the field education program.

The School recommends students to be placed in agencies and/or programs. The expectation is that students will remain in a field education placement for two consecutive semesters (one academic year of 33 weeks) unless other arrangements are made. A minimum of 462 hours of Field Education is required of students in a two-day placement. A minimum of 693 hours of Field Education is required of students in a three-day placement. Any deviation from this understanding is contingent upon the careful consideration of circumstances affecting the student, the Agency and the School.

The student and the agency will participate jointly in developing an Educational Contract focused on the student's educational needs. The School reviews this contract for its educational validity.

The School will be available to the agency for consultation around field education issues.

The School will provide the structure and channel for the periodic review of field placement and for discussing the student's progress and the concerns of the student/field instructor/agency.

The School will provide on-going contact and meetings for agency field instructors and administrators.

### **RESPONSIBILITIES OF THE AGENCY**

The agency will provide a field instructor who has a Master's Degree in Social Work from a CSWE accredited school of social work and has a minimum of three years post-Master's supervised experience in social work. The field instructor needs to be an integral member of the agency staff. Special arrangements may be considered in the use of a field instructor who does not meet the necessary criteria but who has knowledge and experience the

School considers essential for field education. The field instructor is expected to be familiar with the mission, goals and objectives of the School of Social Welfare as outlined in the Field Education Manual and be willing to train students in keeping with these.

The agency will adjust the field instructor's workload in order to provide time for adequate supervision of the student(s) assigned.

The agency, through the field instructor, will make available to the student learning experiences suitable in quality and quantity for maximum professional growth and will participate in developing a field education plan with the School and the student.

The agency will provide time for field instructor involvement and attendance at seminars, meetings, and conferences that pertain to the student's educational experience. Field instructors who have not attended the Seminar In Field Instruction (SIFI) previously are required to attend and meet the requirements of this seminar.

The field instructor will submit an Educational Plan during the sixth week of the student's placement and a written evaluation of the student's performance at the end of each semester. Evaluations will be submitted to the School of Social Welfare, Office of Field Education by specified dates.

Copies of the student's recordings will be made available for perusal either at the School or the agency as needed. Recordings will comply with HIPAA regulations.

The agency agrees that students will be using their case material for class discussion and assignments. Where such material is used, client confidentiality will be protected in accordance with HIPAA regulations.

Agencies participate with the School in training students for professional practice in a variety of settings. They must therefore be open, willing and encourage students to implement practice approaches reflecting classroom learning.

## **APPENDIX B**

### **TASKS AND ASSIGNMENTS**

The curriculum for first year students is based upon a generalist foundation and therefore, student workloads should incorporate a range of modalities. In addition, micro, group, and macro level assignments should be assigned to give the student the opportunity to experience a broad base of professional roles and functions. Typically this should involve some direct micro level work with clients and some work with larger clients systems either in the form of group work or community outreach or program planning/administrative tasks.

Second year curriculum provides students with theoretical background to both micro level and to macro level interventions. Second year student field placement tasks should also combine modalities within micro, group, and macro practice assignments. The amount and balance will depend upon agency capability and student learning needs. With these broad guidelines in mind, the following list provides a range of possible tasks and assignments for students within their first and/or second year field placement.

## POSSIBLE TASKS AND ASSIGNMENTS

### **Work with Individuals**

Case management  
Discharge planning  
Psychosocials, Intakes, Assessments  
Short term focused counseling  
Long term counseling  
Crisis Intervention  
Advocacy  
Collateral Contacts

### **Work with Families**

Case management  
Discharge planning  
Psychosocials, Intakes, Assessments  
Short term focused counseling  
Long term counseling  
Crisis Intervention  
Advocacy  
Collateral Contacts

### **Work with Groups**

Focus groups  
Task centered groups  
Socialization groups  
Therapeutic groups  
Relapse groups  
Rehabilitation groups  
Educational groups  
Mutual Support groups

### **Work with Organizations (Program Planning, Administration, Policy Analysis and Research)**

Assess service needs program gaps and resources  
Develop program goals/objectives  
Develop strategies for program development, management, and policy development  
Develop budget, prepare fiscal reports  
Develop timetable for program policy implementation  
Design/implement program evaluation  
Work on fund raising projects  
Proposals/grants writing

Develop/implement Marketing strategies  
Conduct staff training  
Provide fiscal management  
Work with boards/committees  
Work with external consultant groups  
Utilize computer technology  
Utilize/learn computer programs for management purposes  
Provide supervision to volunteer and/or para professionals  
Provide consultation  
Develop policy objectives  
Assess policy making process  
Implement policy  
Identify strengths and/or weaknesses of policy provision  
Advocate for policy adoption  
Utilize research strategies for library and Internet searches  
Identify appropriate research design  
Sample statistics  
Design instruments, collect data, analyze data  
Disseminate materials  
Develop program evaluation strategies  
Use qualitative models and/or quantitative research  
Prepare written policy or research documents

### **Work with Communities**

Public speaking  
Develop consumer/client/community participation in program design/  
implementation/evaluation  
Develop outreach strategies for the community  
Locate/recruit community resources  
Supply information to consumers  
Represent agency on committees, community councils, or other relevant community  
organizations  
Participate in lobbying activities  
Assist consumers in using resources  
Educate consumers of their rights  
Develop/encourage consumer participation  
Develop process for consumer grievances  
Collaborate with staff from other disciplines

## **APPENDIX C**

### **SIXTH WEEK EDUCATIONAL PLAN**

Attached is an Educational Plan form that we would like field instructors to complete and return to the Office of Field Education during the sixth week of the student's placement. The form has three major purposes. It serves as:

- a description of the goals which the field instructor and the student have formulated regarding learning assignments, responsibilities and skill development;
- an assessment of the student's current level of knowledge and skills; and
- an identification of the areas you will be working on during this academic year.

The form will be reviewed and shared with appropriate faculty. The form facilitates coordination between the School and the agency. It provides early identification of issues related to workload and assignments, and offers an opportunity for field instructors and students to identify any other issues which should be dealt with.

If contact with a member of the field education faculty would be helpful at this time, please be sure to indicate this.

DATE: \_\_\_\_\_

**SCHOOL OF SOCIAL WELFARE  
STONY BROOK UNIVERSITY**

**SIXTH WEEK EDUCATIONAL PLAN  
GRADUATE STUDENTS**

**Please Print:**

Name of Student: \_\_\_\_\_

1st Year: \_\_\_\_\_ 2nd Year: \_\_\_\_\_

Specialization: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Name of Agency: \_\_\_\_\_ Phone #: \_\_\_\_\_

Weekly # Hours in Field: \_\_\_\_\_

Indicate time and day of regularly scheduled supervision: \_\_\_\_\_

(Note: 14 hour students = 1 hour of field education supervision, 21 hour students = 1 ½ hours of field education supervision)

**ASSIGNMENTS:**

**1) Briefly describe student's current assignments. That is, number of individuals/families/groups and work with community groups.**

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2) Briefly describe anticipated assignments.

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II. Process Recordings / logs are utilized on a regular basis in supervision.

\_\_\_\_\_Yes                      \_\_\_\_\_No

Are they handed in on a timely basis?

\_\_\_\_\_Yes                      \_\_\_\_\_No

III. Will the student have the opportunity to work with oppressed and devalued populations?

\_\_\_\_\_Yes                      \_\_\_\_\_No

**VI. EDUCATIONAL GOALS AND OBJECTIVES**

Directions: Please indicate which of the following best applies in each of the field curriculum areas specified below by using the following key:

*1=Working on Development of Skill;*

*2=Enhancing Skill Level;*

*3=Consolidating Skill Attained;*

*4=Not A Learning Goal*

<b>A. SERVICE TO CLIENTS AND CLIENT SYSTEMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Engagement Skills				
Interviewing Skills				
Contracting Skills (planning, goal setting)				
Psychosocial Assessment Skills				
Intervention Skills				
<b>SERVICE TO CLIENTS AND CLIENT SYSTEMS (cont.)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Knowledge of Entitlements, and Resources for Client Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy and Empowerment Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening for Underlying Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Planning and Development Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration and Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Organization Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy Analysis Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proposal Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of Mission of the School with Clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. AGENCY AS SERVICE DELIVERY SYSTEM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understanding agency function, structure, policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fulfilling administrative responsibilities in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating with agency staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately representing agency to client and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. PROFESSIONAL DEVELOPMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Initiation of and responsibility for learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of an agenda for supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of role and function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of own practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FIELD INSTRUCTOR COMMENTS:**

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**V. Please indicate any concern held by either you or the student regarding the progress of the field experience.**

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**VI. Does the student agree with the learning plans?**

Yes \_\_\_ No \_\_\_ Somewhat \_\_\_ (Please comment on No or Somewhat)

**ADDITIONAL FIELD INSTRUCTOR COMMENTS:**

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**VII. Would you like a member of the Field Education Faculty to contact you at this time?** Yes \_\_\_ No \_\_\_

**VIII. STUDENT COMMENTS:**

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**Field Instructor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## APPENDIX D

### PROCESS RECORDINGS AND LOGS

#### **Purpose of recordings:**

Process recordings, logs and journals are valuable tools for learning and teaching social work skills and values. They are a written account or reflection of an interaction with the client system which may be an individual session with a client or family, a group session, or a community or agency meeting. Depending on the interaction processed, these recordings can be organized as a verbatim account, as a narrative, or as an ongoing log or journal entry. The goal of these recordings is to facilitate student review of the interaction thereby supporting development of self-awareness and self-reflective practice. These recordings encourage the student to observe, reflect, examine, and evaluate the work undertaken. Used in the supportive and focused context of supervision, these recordings stimulate and enhance a student's critical thinking skills – so essential for successful social work practice.

In summary, process recordings, logs and journals enhance the supervisory process in the following ways:

For the field instructor these recordings may:

- Provide direction and structure for supervision
- Assist in the assessment of the student's ability to respond to the feeling or latent content of interviews or activities with client systems
- Show the extent to which students are able to integrate knowledge and theory gained from previous supervisory sessions, experiences, classroom courses, and outside readings
- Provide information about the student as a growing professional
- Provide information about the student's ability to collaborate with other professionals
- Provide an opportunity to look closely at the student's work, efforts and interventions, and to examine how they use themselves in a session or interview

For the student these recordings may:

- Serve as an instrument to guide learning
- Help to clarify the purpose of the interview or activity
- Provide a basis for stimulating communication in supervision
- Develop observational and active listening skills, and the power of recall
- Help focus problem solving,
- Promote critical thinking and self-reflection

## PROCESS RECORDINGS

### The Structure of Process Recordings

Formats vary. Whatever format is utilized, it is important that the process recordings communicate the dialogue and the content accurately and that its structure facilitates the student's discussion with the supervisor. It is understood that writing process recordings is a skill that is acquired and developed with practice. It often takes time for students to produce a process recording that fits both the student's needs and the supervisory objectives for the student's learning.

**Verbatim Recordings:** I said/ she said, or script recordings. The student is asked to recall and record as much as possible about the actual client system / worker encounter in sequence. This type of recording may take the form of an "Accordion Style" which provides three columns: 1) Thoughts/feelings/ comments; 2) I said, he said; and 3) a blank column for comments from the field instructor. It may also take the form of a "Narrative Style" in which the information is not broken into columns but instead presented in paragraph form.

**Structured Recordings:** The field instructor provides a format for recording under specified headings and students provide information accordingly.

**Summary Recordings:** Summarizes the major themes and content of the session, but provides details of selected interactions between the student and client system. This format generally follows the outline of structured recordings. Examples of issues included are: aims for the session, how these aims were achieved or what barriers existed, a summary of what was talked about that includes the reactions to the content (emotional tone, body language, speech patterns, etc.), several detailed interactions that give more detail regarding the nature of the contact/conversation during the session, what work remains, and questions for supervision.

### Components of all Process Recordings:

- **Identifying information:** The student's initials, date of the interview, and the client's initials or identifying number. It is helpful to state the number of the interview (i.e., "J. F's 4<sup>th</sup> contact with Mrs. S.")
- **Objectives for the interview:** The purpose of contact with the client system; noting any specific goals to be achieved, For recordings of initial contact include the nature of the referral, the nature of the initial/presenting issues, and the client's agenda
- **A description of what happened--**as well as can be recalled. This includes nonverbal communication.

- **Student feelings and reactions to the client and to the interview:** This includes unspoken thoughts and reactions as the interview is going on. (e.g. "At this point I began to feel uneasy. I was a little frightened and wondered what to do next".)
- **Observations and analytical thoughts** regarding what happened during the interview: (e.g. "I wondered what would happen if I said such-and-such. I chose not to, but I wondered whether I should have raised it", or "Mrs. S. said she felt happy but this seemed to contradict what she said earlier, I didn't think she looked very happy so I asked her to explain further".) This includes unspoken thoughts and reactions as the interview is going on. (e.g. "At this point I began to feel uneasy. I was a little frightened and wondered what to do next".)
- **A summary of impressions:** This is a summary of analytical thinking about the interview. This includes: thoughts on what was learned—both the student's increased self-awareness and additional insight regarding the client system's situation-- what has changed because of this session, what has remained the same, and an assessment of the work.
- **Future plans:** This includes identification of what unfinished business remains, what steps the client system needs to take before the next contact, and what steps the student may need to take.
- **Identification of questions for supervision:** Based on the above, an agenda for supervision is formulated.

## GROUP PROCESS RECORDING FORM

Record verbal and non-verbal behaviors engaged in by specific members of the group. Guide observations by the statements and questions included below. Focus on the processes that emerge in the meeting rather than on the content of what is said.

1. **DESCRIPTION OF THE SETTING:** context, type of group/meeting
2. **STRUCTURE:** How does the group organize to accomplish its task? What group rules emerge? What leader behaviors are displayed? How are decisions made? How is information treated?
3. **CLIMATE:** The psychological atmosphere of the meeting. How are feelings (as opposed to (points of view) dealt with? What non-verbal behavior indicates changes in the climate? How do members' voices denote feeling tone?
4. **FACILITATION:** How do group members influence the development of the group? Does the group process itself? What group building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are engaged in?
5. **OBSTACLES:** Behaviors that hinder the accomplishment of the group's task. What anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns create barriers or obstacles to the group?
6. **DEVELOPMENT:** How does the group move from independence to collective judgment? What behaviors promote agreement? What consensus-seeking behaviors are observed? What false consensus behaviors (such as "me too", "I'll go along with that") are displayed?
7. **ASSESSMENT OF NEXT STEPS:** What possible next steps are recommended? What changes or plans might be required?

## LOGS FOR MACRO LEVEL ASSIGNMENTS

**INITIAL ENTRIES:** The following format may be utilized for a new assignment.

**Brief description of the assignment** - a few sentences providing background, origin, and context of assignment.

**Task Plan** - assignment purpose and need being addressed

- "steps" or primary activities required to complete assignment listed in the order in which they will occur with projected completion dates (e.g. MBO, GNATT chart, PERT may be used); and
- resources both from within and outside the agency which must be obtained to complete the project.

**Obstacles** - initial ideas about problems anticipated

**Progress summary** - a detailing of activities completed and progress to date

**Student assessment of activity** - questions, associated apprehensions or uncertainties; retrospective evaluation of practice and observations about how it might have been improved

**Agenda for supervision** - questions, issues etc.

**SUBSEQUENT ENTRIES:** The following format may be utilized for assignments which are in progress and for which an initial description and task plan have been submitted.

**Brief assignment description:** a few sentences providing background, origin, and context of assignment.

**Activity Summary** - a description of primary project activities completed during the week; and identification of problems or barriers encountered.

**Revised Task Plan** - modifications in task plan and timetable as a result of problems encountered or experience gained during conduct or work. If there is a major revision, a new plan should be described.

**Student assessment** - questions, associated apprehensions or uncertainties; retrospective evaluation of practice and observations about how it might have been improved

**Agenda for supervision** - questions, issues, etc.

## PROCESS RECORDINGS AND LOGS

## **TIPS FOR STUDENTS**

The following are some suggestions to facilitate the task of completing process recordings/logs and for preparing for a discussion of your work in supervision.

### **Preparation:**

- Jot some notes following a session or meeting to facilitate recall.
- Help yourself manage the time it takes to complete a process recording/ log by discussing scheduling time (1 hour) within placement for writing with your field instructor.
- Begin by focusing on the narrative. Then build upon this by first adding observations, and then feelings, thoughts, and questions.
- Reread the recording. This will help focus your use of supervisory time on this work.

### **Consider:**

- What is the purpose of this session/contact/task? How do the interventions used aid toward the achievement of this goal?
- To what extent was an agenda followed? Did this facilitate the work?
- To what extent was all that the client system was attempting to communicate heard and responded to?
- What next steps are needed?
- What help is needed to achieve these next steps?

## **APPENDIX E**

# PERFORMANCE EXPECTATIONS FOR FIELD EDUCATION

## GRADUATE FIELD EDUCATION PERFORMANCE EXPECTATIONS

The performance expectations define professional practice based on the school's curriculum. The criteria for first year students emphasize the development of foundation skills while the criteria utilized for second year students emphasize advanced social work practice. It is understood that every student will not have the opportunity to attain each expectation as outlined due to the particulars of a student's assignments and workload.

The field education experience enhances the application of theoretical knowledge and integrates the student's academic and experiential learning. Over time, the student's practice shows increasingly effective strategies in helping client systems counteract the negative effects of previous dysfunctional transactions. In addition, a deepening understanding of the way in which society's negative valuations related to race, gender, class, age, disability, sexual orientation, marital status, among others, is evidenced in the student's practice.

Assessment of the student is based on performance and proven ability to meet these basic expectations. Field Instructors and students are reminded that all learning occurs on a continuum. Learning and implementation within the first year is often uneven and inconsistent whereas in the second year, performance is more consistent and students demonstrate a deepening and expanding repertoire of skills and interventions. During the two years of professional education the student is expected to become increasingly skillful in applying knowledge from classroom learning to practice. The student's knowledge and intellectual understanding are frequently ahead of their ability to integrate these in their practice. Closing the gap is the major challenge for the two-year experience.

The Performance Expectations have been divided into the following five areas:

- I. Functioning within the Agency and Administrative Responsibilities
- II. Understanding Agency Policies
- III. Knowledge, Skills and Values
- IV. Use of Supervision/Learning Opportunities
- V. Professional Communication

In order to assist field instructors and students to identify achievement and attainment of these performance expectations, items have been keyed as:

- A. Achieved by end of first year,
- B. Beginning skill achieved by the end of the first year, and
- C. Competence achieved by the end of the second year.

Please note: "client system" as used throughout refers to individuals, families, groups, communities, and/or organizations.

## GRADUATE FIELD EDUCATION PERFORMANCE EXPECTATIONS

A = Achieved by end of first year,

B = Beginning skill level achieved by the end of the first year, and

C = Competence achieved by the end of the second year.

### I. *FUNCTIONING WITHIN THE AGENCY AND ADMINISTRATIVE RESPONSIBILITIES*

	A	B	C
<b>Meets time and attendance requirements at agency, and uses time productively</b>	A		
Prioritizes tasks utilizing sound judgments	A		
<b>Maintains appropriate records as required by the agency and understands their professional uses</b>	A		
Understands the agency's relationship to larger network of human service systems	A		
<b>Adheres to administrative demands</b>	A		
Actively participates in staff meetings/ committees	A		
<b>Understands the purpose of Boards/Committees and how to effectively work with them to maximize program services</b>		B	C
Works collaboratively with all levels of administrative and program staff		B	C

### II. UNDERSTANDING AGENCY POLICIES

	A	B	C
<b>Understands and uses policies, structure, and procedures of the agency</b>	A		
Effectively gathers information regarding gaps and barriers that impede the provision of service and presents this information to appropriate agency staff to begin to effect change		B	C
<b>Accurately represents the agency to client systems and to other resources or professionals in the community</b>	A		
Effectively communicates student status, role and function to client systems/groups/communities	A		

### III. KNOWLEDGE, SKILLS, AND VALUES

<u>ENGAGEMENT</u>	A	B	C
<b>Develops an empathetic, non-judgmental and caring approach with a wide range of people, problems, and issues</b>	A		
Demonstrates an understanding of confidentiality and translates these principles into action	A		
<b>Explores the client system's view of the world in a way that validates the client system's perceptions and experiences</b>	A		
Elicits expectations of service from client systems/groups/communities	A		
<b>Defines a community based on its geography, social systems, cultural and ethnic makeup, and socioeconomic and political environment</b>	A		
Demonstrates the ability to actively listen and reflect concerns		B	C
	A	B	C
<u>ASSESSMENT AND GOAL SETTING</u>			
<b>Identifies strengths and obstacles on a micro, mezzo and macro level</b>	A		

Is able to assess the significance of issues of diversity, including gender, race, ethnicity, sexual orientation, class, abilities, and age	A		
<b>Utilizes a systems approach in assessment and goal setting</b>	A		
Identifies and understands how oppression impacts world views	A		
<b>Assesses the needs of the client system in relation to agency's resources</b>	A		
Recognizes and mutually identifies strengths and limitations of the client system/group/community	A		
Engages in mutual goal setting	A		
<b>Identifies areas which need further exploration and clarification</b>	A		
Shows an understanding of assessment as an ongoing process	A		
<b>Recognizes the existence of a state of crisis</b>		B	C
Identifies conflicts in values, and ethical dilemmas		B	C
<b>Formulates a clear statement of need which recognizes the multiple and complex factors which contribute to problems</b>		B	C
Formulates a plan of mutually agreed long and short term goals with decreasing supervisory help		B	C
<b><u>INTERVENTION</u></b>			
<b>Identifies, encourages and uses natural helping support systems</b>	A		
Promotes self-determination within the capacities and context of the client system/group/community	A		
<b>Seeks out and uses knowledge of services and resources available in the community for the benefit of the client system/group/community</b>	A		
Deals with conflicting needs of various members of the client system/group/community		B	C
<b>Intervenes in a crisis situation appropriately and effectively</b>		B	C
Coordinates services and facilitates communication between team members/colleagues and/or agencies	A		
<b>Demonstrates the appropriate use of a range of social work practice roles.</b>		B	C
Demonstrates ability to stay with painful and complex realities and decisions		B	C
<b>Provides service without discrimination and with respect for the dignity, diversity and rights of people, and utilizes culturally sensitive interventions</b>		B	C
Assists client system/group/community to use strengths in effecting change	A		
<b>Advocates for the client system/group/community and assesses when it needs to advocate for itself.</b>	A		
Promotes movement from a general to a specific focus of work	A		
<b>Demonstrates ability to adapt interventions according to feedback</b>		B	C
Demonstrates an understanding of the complexities inherent in concepts such as self-determination and empowerment	A		
<b>Helps deal with the obstacles to achieving change</b>		B	C
Initiates various types of groups and group activities		B	C
<b>Facilitates a shift from a "blame the victim mentality"</b>		B	C
Is able to work with the complexity and sometimes slow nature of change		B	C
	<b>A</b>	<b>B</b>	<b>C</b>
<b>Uses a wide range of interventive strategies with a range of people, issues, and problems</b>			
Demonstrates skill in the use of appropriate confrontation			C
<b>Uses culturally sensitive interventions</b>		B	C

Interrupts dysfunctional interactions, identifies patterns in these interactions and helps movement to more effective interactions			C
<b>Demonstrates an understanding of the interdependent but unique tasks of the facilitator or co-leader and the group</b>			C
Implements appropriate and effective strategies to work within the community			C
<b>Develops creative approaches to program design within the confines of the agency budget/policy limitations</b>			C
Manages an agency/organizational program component on day to day functioning			C

#### IV. USE OF SUPERVISION/LEARNING OPPORTUNITIES

	A	B	C
Produces process recordings/logs that reflect the full nature of the interaction/interventions	A		
<b>Demonstrates comfort with the role as a learner by showing openness in examining own work and sharing questions, ideas, and problems</b>	A		
Takes responsibility for helping to define personal learning needs	A		
<b>Engages in critical analysis of her/his developing practice</b>		B	C
Actively participates in the supervisory process	A		
<b>Accepts constructive criticism from the field instructor</b>	A		
Follows through on supervisory recommendations	A		
<b>Identifies personal feelings and or issues which may interfere with optimal service delivery</b>	A		
Demonstrates increased ability to transfer learning from one situation to another	A		
<b>Actively seeks out and uses other opportunities to increase knowledge and skills</b>	A		
Demonstrates the ability to function on an increasingly independent level	A		
<b>Shows progress in appropriate boundary keeping with the client system/group/community</b>	A		

#### V. DEVELOPMENT OF PROFESSIONAL BEHAVIOR, VALUES AND ETHICS

	A	B	C
<b>Demonstrates awareness of his/her impact on others in agency</b>	A		
Maintains appropriate professional boundaries	A		
<b>Demonstrates sound professional judgment in decision making</b>		B	
Functions effectively as a member of the interdisciplinary team	A		
<b>Practices in accord with values and ethics espoused in the NASW Code of Ethics</b>		B	C
Appropriately seeks consultation toward the resolution of ethical issues/dilemmas	A		

<b>Reflects upon and manages own values and biases and seeks resolution to avoid imposing them upon others</b>	A		
Demonstrates understanding of the role of research in practice		B	
<b>Works cooperatively with, and contributes to, agency staff /professional team</b>		B	
Follows work through to its completion	A		
<b>Implements professional values and ethics</b>	A		

#### VI. PROFESSIONAL COMMUNICATION

	A	B	C
<b>Is able to communicate (verbal and written) in a professional manner</b>	A		
Participates actively in meetings and is able to present both spontaneously and with prepared material	A		
<b>Delivers/ develops training to staff, consumers/clients, and communities</b>		B	
Participates in the writing and development of statistical reports	A		
<b>Effectively produces written materials, including case notes, case summaries, intakes, psychosocials, focused summaries, minutes, and reports</b>	A		
Participates effectively in meetings to advocate for client system / group/community needs		B	

## **APPENDIX F**

### **WRITTEN EVALUATIONS OF STUDENT PERFORMANCE IN FIELD EDUCATION**



## GRADUATE FIELD EDUCATION EVALUATION

0=Not assigned/no significant opportunity    2=Performance needs improvement    4=Performance is very good  
 1=Unacceptable performance    3=Performance is satisfactory    5=Performance is outstanding

Please rate your student on each of the items listed below by checking the appropriate box as designated in the rating scale above.

### I. FUNCTIONING WITHIN THE AGENCY AND ADMINISTRATIVE RESPONSIBILITIES

<b>Meets time and attendance requirements at agency, and uses time productively</b>	0	1	2	3	4	5
Prioritizes tasks utilizing sound judgments	0	1	2	3	4	5
<b>Maintains appropriate records as required by the agency and understands their professional uses</b>	0	1	2	3	4	5
Understands the agency's relationship to larger network of human service systems	0	1	2	3	4	5
<b>Adheres to administrative demands</b>	0	1	2	3	4	5
Actively participates in staff meetings/ committees	0	1	2	3	4	5
<b>Understands the purpose of Boards/Committees and how to effectively work with them to maximize program services</b>	0	1	2	3	4	5
Works collaboratively with all levels of administrative and program staff	0	1	2	3	4	5

### II. UNDERSTANDING AGENCY POLICIES

<b>Understands and uses policies, structure, and procedures of the agency</b>	0	1	2	3	4	5
Effectively gathers information regarding gaps and barriers that impede the provision of service and presents this information to appropriate agency staff to begin to effect change	0	1	2	3	4	5
<b>Accurately represents the agency to client systems and to other resources or professionals in the community</b>	0	1	2	3	4	5
Effectively communicates student status, role and function to client systems/groups/communities	0	1	2	3	4	5

## III. KNOWLEDGE AND SKILLS

### Engagement

<b>Develops an empathetic, non-judgmental and caring approach with a wide range of people, problems, and issues</b>	0	1	2	3	4	5
Demonstrates an understanding of confidentiality and translates these principles into action	0	1	2	3	4	5
<b>Explores the client system's view of the world in a way that validates the client system's perceptions and experiences</b>	0	1	2	3	4	5
Elicits expectations of service from client systems/groups/communities	0	1	2	3	4	5
<b>Defines a community based on its geography, social systems, cultural and ethnic makeup, and socioeconomic and political environment</b>	0	1	2	3	4	5
Demonstrates the ability to actively listen and reflect concerns	0	1	2	3	4	5

#### Assessment and Goal Setting

<b>strengths and obstacles on a micro, mezzo and macro level</b>	0	1	2	3	4	5
Is able to assess the significance of issues of diversity, including gender, race, ethnicity, sexual orientation, class, abilities, and age	0	1	2	3	4	5
<b>Utilizes a systems approach in assessment and goal setting</b>	0	1	2	3	4	5
Identifies and understands how oppression impacts world views	0	1	2	3	4	5
<b>Assesses the needs of the client system in relation to agency's resources</b>	0	1	2	3	4	5
Recognizes and mutually identifies strengths and limitations of the client system/group/community	0	1	2	3	4	5

<b>Engages in mutual goal setting</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifies areas which need further exploration and clarification	0	1	2	3	4	5
<b>Shows an understanding of assessment as an ongoing process</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Recognizes the existence of a state of crisis	0	1	2	3	4	5
<b>Identifies conflicts in values, and ethical dilemmas</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Formulates a clear statement of need which recognizes the multiple and complex factors which contribute to problems	0	1	2	3	4	5
<b>Formulates a plan of mutually agreed long and short tem goals with decreasing supervisory help</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## Intervention

<b>Designs an effective program evaluation process</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifies, encourages and uses natural helping support systems	0	1	2	3	4	5
<b>Promotes self-determination within the capacities and context of the client system/group/community</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Seeks out and uses knowledge of services and resources available in the community for the benefit of the client system	0	1	2	3	4	5
<b>Deals with conflicting needs of various members of the client system</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Intervenes in a crisis situation appropriately and effectively	0	1	2	3	4	5
<b>Coordinates services and facilitates communication between team members/colleagues/and/or agencies</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates the appropriate use of a range of social work practice roles	0	1	2	3	4	5
<b>Demonstrates ability to stay with painful and complex realities and decisions</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Provides service without discrimination and with respect for the dignity, diversity and rights of people, and utilizes culturally sensitive interventions	0	1	2	3	4	5
<b>Assists the client system to use its strengths in effecting change</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Advocates for the client system/group/community and assesses when it needs to advocate for itself	0	1	2	3	4	5
<b>Helps the progression from a general to a specific focus of work</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates ability to adapt interventions according to feedback	0	1	2	3	4	5
<b>Demonstrates an understanding of the complexities inherent in concepts such as self-determination and empowerment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Helps to deal with the obstacles to achieving change	0	1	2	3	4	5
<b>Initiates various types of groups and group activities</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Helps the client system shift from a “blame the victim mentality”	0	1	2	3	4	5
<b>Is able to work with the complexity and sometimes slow nature of change</b>						
<b>Uses a wide range of interventive strategies with a range of people, issues, and problems</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates skill in the use of appropriate confrontation	0	1	2	3	4	5
<b>Uses culturally sensitive interventions</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Interrupts dysfunctional interactions, identifies patterns in these interactions and helps the progression to more effective interactions	0	1	2	3	4	5
<b>Demonstrates an understanding of the interdependent but unique tasks of the facilitator or co-leader and the group</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Implements appropriate and effective strategies to work within the community	0	1	2	3	4	5
<b>Develops creative approaches to program design within the confines of the agency budget /policy limitations</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Manages an agency/organizational program component on day to day functioning	0	1	2	3	4	5

## Endings

<b>Initiates the ending process as an integral part of the helping process</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Prepares for the ending by reviewing the positive work completed and the issues still remaining for additional work	0	1	2	3	4	5
<b>Demonstrates awareness of own and system feelings regarding ending work so that these can be addressed</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Achieves appropriate closure /transfer of assignments	0	1	2	3	4	5
<b>Completes all work required by the agency</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## IV. USE OF SUPERVISION/LEARNING OPPORTURNITIES

Produces process recordings/logs that reflect the full nature of the interaction/ interventions	0	1	2	3	4	5
<b>Demonstrates comfort with the role as a learner by showing openness in examining own work and sharing questions, ideas, and problems</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Takes responsibility for helping to define personal learning needs	0	1	2	3	4	5
<b>Engages in critical analysis of her/his developing practice</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Actively participates in the supervisory process	0	1	2	3	4	5
<b>Accepts constructive criticism from the field instructor</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Follows through on supervisory recommendations	0	1	2	3	4	5
<b>Identifies personal feelings and or issues which may interfere with optimal service delivery</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates increased ability to transfer learning from one situation to another	0	1	2	3	4	5
<b>Actively seeks out and uses other opportunities to increase knowledge and skills</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates the ability to function on an increasingly independent level	0	1	2	3	4	5
<b>Shows progress in appropriate boundary keeping with the client system/group/community</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## V. DEVELOPMENT OF PROFESSIONAL BEHAVIOR, VALUES AND ETHICS

<b>Demonstrates awareness of his/her impact on others in agency</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Maintains appropriate professional boundaries	0	1	2	3	4	5
<b>Demonstrates sound professional judgment in decision making</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Functions effectively as a member of the interdisciplinary team	0	1	2	3	4	5
<b>Practices in accord with values and ethics espoused in the NASW Code of Ethics</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Appropriately seeks consultation toward the resolution of ethical issues/dilemmas	0	1	2	3	4	5
<b>Reflects upon and manages own values and biases and seeks resolution to avoid imposing them upon others</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates understanding of the role of research in practice	0	1	2	3	4	5
<b>Works cooperatively with, and contributes to, agency staff /professional team</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Follows work through to its completion	0	1	2	3	4	5
<b>Implements professional values and ethics</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## VI. PROFESSIONAL COMMUNICATION

<b>Is able to communicate (verbal and written) in a professional manner</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Participates actively in meetings and is able to present both spontaneously and with prepared material	0	1	2	3	4	5
<b>Delivers/ develops training to staff, consumers/clients, and communities</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Participates in the writing and development of statistical reports	0	1	2	3	4	5
<b>Effectively produces written materials, including case notes, case summaries, intakes, psychosocials, focused summaries, minutes, and reports</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Participates effectively in meetings to advocate for client system / group/community needs	0	1	2	3	4	5
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**VII. Provide a statement that summarizes your student's achievements and learning goals in the areas outlined above as well as provide an overall assessment of your student's work during this semester.**

**Please type this section and attach to the evaluation or use the space below.**

This section is designed for the student to complete.

**STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE**

0=Not assigned/no significant opportunity    2=Performance needs improvement    4=Performance is very good  
 1=Unacceptable performance    3=Performance is satisfactory    5=Performance is outstanding

Please rate your participation in the learning experience	0	1	2	3	4	5
Please rate your overall growth through this academic term	0	1	2	3	4	5
<b>Please rate your growth in your interventive skills through this academic term</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Please rate your growth in your developing sense of your professionalism through this academic term	0	1	2	3	4	5

**STUDENT COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Student has received a copy of this evaluation:** \_\_\_Yes \_\_\_No

**I have read and discussed this evaluation:**

\_\_\_\_\_  
 Signature of Student

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Field Instructor

\_\_\_\_\_  
 Date

**To the Student:** If you do not agree with any part of this evaluation by your Field Instructor, you may submit an addendum indicating your specific disagreements and reasons for them. (See Field Education Manual Guidelines).

**Please complete evaluation and return to:**  
 Betty Jean Wrase, LMSW  
 Director of Field Education  
 School of Social Welfare  
 Stony Brook University  
 HSC, Level 2, Room 093  
 Stony Brook, NY 11794-8231

**SCHOOL OF SOCIAL WELFARE/SUNY STONY BROOK  
ASSIGNMENTS**

**Student** \_\_\_\_\_ **UG:** Jr. \_\_\_ Sr. \_\_\_ **Grad:** 1<sup>st</sup> yr \_\_\_ 2<sup>nd</sup> yr \_\_\_

**Agency** \_\_\_\_\_

**Field Instructor** \_\_\_\_\_

\_\_\_\_\_ FALL TERM \_\_\_\_\_ SPRING TERM

Micro Practice Assignments: (check as many as apply by checking **P** if primary assignment and **S** if secondary assignment)

[P] [S] individual/short term	[P] [S] bio-psychosocial assessments	[P] [S] interdisciplinary collaboration
[P] [S] individual/longterm	[P] [S] contracting/goal setting	[P] [S] information and referral
[P] [S] family/short-term	[P] [S] advocacy	[P] [S] home visits
[P] [S] family/long-term	[P] [S] treatment plans	Group activities - see below
[P] [S] discharge planning	[P] [S] intakes	Other - please state below
[P] [S] case management	[P] [S] crisis intervention	
[P] [S] inter-agency collaboration	[P] [S] intra-agency collaboration	

Other: \_\_\_\_\_

**Macro Practice Assignments:** (check as many as apply by checking **P** if primary assignment and **S** if secondary assignment)

[P] [S] needs assessment	[P] [S] policy analysis	[P] [S] marketing
[P] [S] program planning/development	[P] [S] community organizing/development	[P] [S] presentations/ training
[P] [S] proposal writing	[P] [S] policy development	[P] [S] outreach
[P] [S] administration	[P] [S] lobbying	[P] [S] fund raising
[P] [S] research	[P] [S] working with volunteers	[P] [S] resource (fiscal) development/allocation
[P] [S] inter-agency collaboration	[P] [S] intra-agency collaboration	
[P] [S] evaluation	Group Activities-see below	Other - please state below

Other: \_\_\_\_\_

**Group Practice Assignments:** (check as many as apply by checking **P** if primary assignment and **S** if secondary assignment)

Types of Groups	Group Leadership	Group Development
[P] [S] problem solving	[P] [S] sole facilitator	[P] [S] new group
[P] [S] task centered	[P] [S] observe only	[P] [S] existing group
[P] [S] therapeutic	[P] [S] co-leadership	[P] [S] student developed
[P] [S] mutual support	[P] [S]w/ field instructor	
[P] [S] socialization	[P] [S]with other staff	
[P] [S] relapse prevention	[P] [S] with other student	
[P] [S] psychoeducational		
[P] [S] focus group		
[P] [S] boards/committees		

Other: \_\_\_\_\_

**APPENDIX G**

**STUDENT CONDUCT CODE**

**AND**

**TECHNICAL STANDARDS**

## SCHOOL OF SOCIAL WELFARE STUDENT CONDUCT CODE

The regulations set forth in this document apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community.

Students are expected to maintain conduct that is in accordance with standards of practice as defined by the School of Social Welfare, Stony Brook University, the professional Code of Ethics of the National Association of Social Workers (NASW), the field education agency and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards will be subject to review and possible disciplinary action by the School of Social Welfare and the University.

### **I. Professional Standards**

#### **A. While enrolled in the School of Social Welfare students shall:**

1. Maintain high standards of personal conduct;
2. Not engage in discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other personal characteristic, condition, or status;
3. Treat everyone with whom the student comes in contact with respect, courtesy, fairness and good faith;
4. Act with consideration for the interest, character and reputation of others;
5. Represent accurately and fairly the qualifications, views and findings of colleagues and use appropriate channels to express judgments on these matters;
6. Respect the privacy and right to confidentiality of clients and colleagues;
7. Behave in accordance with School and agency policies and procedures.

#### **B. Professional Misconduct includes but is not limited to the following:**

No student shall:

1. Assault, threaten, harass, haze or otherwise physically, verbally, psychologically or sexually abuse, demean, ridicule or attempt to intimidate any other person connected with the University, at the field agency or in the conduct of any other activity related to the student's enrollment in the School; this includes but is not limited to bias related acts of assault or abuse, the dissemination of material that ridicules or demeans individuals or groups and any acts which interfere with the rights of others.

2. Participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
3. Misrepresent professional qualifications, education, experience, or affiliations.
4. Exploit professional relationships for personal gain.
5. Exploit relationships with clients for personal advantage.
6. Engage in personal and/or sexual activities with clients.
7. Conceal information or activities that affect the safety and well being of clients.
8. Carry a weapon on School or agency premises.
9. Misrepresent his/her role as a student to an institution, client or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations.
10. Engage in commercial activities/solicitation without clearance from the person(s) or body(ies) duly authorized by the President of the University or Field Agency Director to review such activities.
11. Practice and/or participate in any School academic or non-academic activity while under the influence of alcohol, drugs or mental disability not appropriately controlled.
12. Delegate his/her duties to an unauthorized person.
13. Falsify client or institutional records.
14. Fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.
15. In agency practice, be habitually absent or late, habitually leave early or fail to notify the agency of intended absence.

**C. Alcohol/Drug and Gambling Policy**

1. The consumption of alcohol or possession of an open container of alcohol is prohibited in campus public areas.
2. No student is permitted to sell, possess or use substances defined by New York State and/or Federal Law as illegal or controlled, on University grounds, in the field agency or while engaged in activities related to his/her enrollment in the program.

3. No student is permitted to attend class or field while under the influence of alcohol or drugs.
4. No student will possess and/or introduce to the campus, and/or the field agency, or while engaged in any activity related to his/her enrollment in the program any drug paraphernalia including, but not limited to: bongos, water pipes, roach clips or hypodermic needles (not established to be specifically for the administration of prescribed medications.)
5. No student shall gamble for money or other valuables on University or field agency property or in any University facility.

## **II. Academic Dishonesty**

Academic dishonesty includes but is not limited to:

1. Cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from other students.
2. Submission of similar papers or projects in more than one course without permission of the instructors.
3. Collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors.
4. Use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself.
5. Plagiarism: the submission of another's work as one's own original work without proper acknowledgement of the source.
6. Falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;
7. Altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade.
8. Use of unauthorized materials for an exam or project (e.g. use of calculators on an exam where they have been prohibited).
9. Theft, concealment, destruction, or inappropriate modification of classroom or other educational material; e.g. posted exams, library materials, laboratory supplies, computer programs and outputs.

### III. Procedures

When an issue of student conduct and/or academic dishonesty arises, the following steps will be implemented:

- Consultation between student and relevant faculty, including field faculty, where indicated.
- Academic Standing Committee.

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any issues of student conduct and/or academic dishonesty:

1. The faculty advisor, the student and other involved persons should be invited to attend the meeting.
2. Student will be notified in writing of the date of the meeting.
3. The student has the right to attend in order to present pertinent information and to participate in the discussion of the issue(s).
4. Parties such as classroom faculty, field education faculty, field instructors, students, other appropriate university personnel who can provide relevant information will be allowed to attend and participate.
5. All written material to be considered at the Academic Standing Committee shall be made available to all participants in the meeting.

It shall be understood that this procedure is an internal School and/or agency matter and not a legal proceeding. No participant shall be entitled to other advocates and/or legal representation.

Following discussion of the issue(s) by the participants, the student, faculty advisor, and any guests shall withdraw. The Academic Standing Committee will then deliberate. Student members of the Committee may participate in the deliberation but they do not vote. Any member of the Committee may request that the vote on the final decision(s) be by closed ballot.

The Committee may make any of the following decisions:

1. Resolution of the issue(s) and no further action required.
2. Specify measures to be taken to deal with the issue(s) under consideration.
- 3.
4. That the student be Placed on Probation, Suspended, or Terminated from the School.
5. Whether the student will be permitted to attend or continue to attend classes and/or field education.

After the deliberation, the student and faculty advisor are invited to return to the meeting and are informed of the Committee's decision(s).

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. A copy of the report is distributed to all members of the Committee for comments. The final report is sent to the student and is placed in the SSW Office of Student Services student file.

## SCHOOL OF SOCIAL WELFARE TECHNICAL STANDARDS

Technical Standards are non-academic standards to which each student must adhere to successfully complete the program. They include behavioral, professional and intellectual standards. Technical standards must be met with or without accommodations.

Stony Brook University's School of Social Welfare is committed to a program of excellence. Students in our program are expected to possess and demonstrate certain attributes, abilities and behaviors necessary for success in our program. Students are expected to meet these standards both in the classroom and in their field placements with or without reasonable accommodation for disability. Stony Brook University (SBU) complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants and students are held to the same technical and academic standards of admissions and training. If a prospective student who is otherwise qualified requires a reasonable accommodation, they should contact Disability Support Services at SBU.

**Communication Skills** – Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations. Students must be able to express themselves at a professional level by demonstrating their ability to express their ideas and thoughts clearly and concisely utilizing language appropriately. Students must have the ability to comprehend English so they are able to understand and integrate the content presented in the program. In a field placement setting, students must be able to record information accurately and clearly, communicate effectively and sensitively. Students must also be able to communicate effectively with other members of a treatment team and provide accurate information in internship settings

**Acceptance of Diversity** – Students must demonstrate that they accept all people regardless of race, culture, gender, socio-economic status, national origin, age, abilities, sexual orientation, religion, and value systems. Students must respect differences and must demonstrate empathy showing a willingness to understand other's values, ways of life, and worldviews.

**Self-Awareness** – Students must demonstrate a willingness to engage in reflective thinking. The student must be able to reflect on their own life experiences and how these affect their work with clients, communities and organizations. Students must be willing and able to change behaviors that interfere with their practice.

**Cognitive Skills** – Students must demonstrate long and short-term memory, integration of theoretical frameworks and classroom knowledge with social work practice, conceptual analysis, deductive and inductive reasoning, and problem solving skills.

**Integrity** – The School of Social Welfare adopts the University’s Code of Conduct, The School of Social Welfare’s Student Conduct Code and the NASW Code of Ethics as the standards for the School of Social Welfare. Students must adhere to each of these codes while in the classroom and in field internships.

**Professional Behavior** - Students must behave in a manner that is consistent with the ethics of the social work profession. Students must be punctual, dependable, follow appropriate dress code and be willing and able to receive supervision and constructive criticism. Professional behavior also assumes that students do not have personal issues that impede performance either in the classroom, in field placement or other collegial settings. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively abusing illegal or legal substances, can not fully participate in class or in field placement.

**Interpersonal Skills** –Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These skills include but are not limited to compassion, altruism, integrity, honesty, and respect for others.

**Motor Abilities** –Students must have sufficient motor abilities to attend class and field placement with or without technical accommodation.

**Sensory Abilities** –Students must have the ability through their senses to participate in classes and field placements. Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

## **APPENDIX H**

### **POLICY OF SEXUAL HARASSMENT**

**SCHOOL OF SOCIAL WELFARE  
STONY BROOK UNIVERSITY**

**POLICY OF SEXUAL HARASSMENT**

Harassment on the basis of sex is a form of sexual discrimination and violates Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the New York State Human Rights Law, and University policies and regulations. The State University of New York at Stony Brook reaffirms the principle that students, faculty and staff have the right to be free from sex discrimination in the form of sexual harassment inflicted by any member of the campus community. This community includes, but is not limited to, employees, students, visitors, contractors, and vendors associated with Stony Brook.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working, living, or academic environment.

The University is responsible for and fully committed to the prevention and elimination of unlawful sexual harassment. Supervisors and department heads are responsible for promoting an atmosphere free from sexual harassment. Sexual harassment of employees by supervisors, or of students by faculty or administrators, which imposes sexual cooperation as a condition of employment or academic advancement, is unlawful and will not be tolerated. Conversely, sexual harassment of supervisors by employees, faculty by students, or individuals by co-workers is also unlawful.

In evaluating student work and assigning grades for credit, instructors act on behalf of the University and with its authority. Personal relationships with students that compromise the objectivity and integrity on which such relationships should be built are inappropriate and unacceptable. Faculty and teaching/research assistants are not to have sexual, financial, and/or personal relationships with students. In addition, the University will not tolerate disabled, religious, ethnic, racist, sexist, or gender-prejudiced actions or statements on the part of faculty, staff, or students. Penalties may include suspension and dismissal.

**Where to go for information, advice, or to file a complaint:**

The Office of Diversity and Affirmative Action, located in Room 294 of the Administration Building, has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280. All calls are confidential.

**The Office of Field Education acts in collaboration with the Office of Diversity and Affirmative Action in those situations involving sexual harassment within field placement sites. Field Instructors and students are urged to contact the Office of Field Education with any concerns or questions regarding this matter.**