



**STUDENT HANDBOOK
MASTER OF SOCIAL WORK PROGRAM**

Updated: August 2018

Dear Student,

Welcome to the Daemen College Master of Social Work (MSW) Program! We are thrilled that you have decided to pursue a professional career in social work and that you have chosen Daemen College for your education.

This Student Handbook is designed to provide an overview of the MSW Program at Daemen College. Included you will find information on the curriculum, admissions process, student engagement opportunities, field education, and policies and procedures for monitoring student behavior and/or performance. You will also find a copy of the current Code of Ethics of the National Association of Social Workers as well as several other important documents you may need during your time in the program in the appendices.

This handbook will serve as your guide as you complete your MSW degree. Please read it, and the Daemen College catalog, carefully as they will become your primary sources of program information. If you have any questions, please feel free to talk with your Advisor and/or the MSW Program Director.

We hope you find your studies in the Daemen College MSW Program challenging, thought provoking, and rewarding.

Welcome to the profession!

Sincerely,

Daemen College Master of Social Work Program Faculty

**STUDENT HANDBOOK
 MASTER OF SOCIAL WORK PROGRAM
 TABLE OF CONTENTS**

OVERVIEW	5
Program History	6
Mission Statement, Program Goals, and Program Objectives	7
Children and Families Concentration	8
Master of Social Work Program Faculty	9
Competency-Based Social Work Education	13
CSWE Competencies and Practice Behaviors	14
MASTER OF SOCIAL WORK PROGRAM	21
Program Admission	22
Admissions Decisions	24
International Applicants	26
Curriculum	27
Credit Transfer	32
Credit for Life or Previous Work Experience	32
Student Advisement	32
STUDENT ENGAGEMENT	34
Departmental Communications	35
Departmental Meetings	35
Student Representation	35
Sr. Judith Fenyvesi Social Work Humanitarian Fund	36
Social Work Humanitarian Dinner	36
Professional Development	37
Graduate Social Work Alliance	39
Phi Alpha - Honor Society	39
Student Recognition	40
Beyond the Master of Social Work Degree	42
FIELD EDUCATION	44
Field Education Overview	45
Key Terms Used in Field Education	47
Eligibility Criteria	48
Roles and Responsibilities	49
Learning Opportunities in Field Education	51

MONITORING STUDENT BEHAVIOR AND/OR PERFORMANCE	55
Ethical Behavior	56
Professionalism Rubric	56
Course-Based Evaluation	57
Field Education-Based Evaluation	58
Field Education – Classroom-Based Learning	58
Student Learning Portfolio	59
Field Education – Supervised Field Education Experience	60
Supervisory Evaluation	60
Field Placement Learning Contract and Evaluation	61
Evaluation of Supervised Field Education Experience	62
Field Education - Site Visits	63
Field Instruction and Seminar Grading	64
ADDRESSING CONCERNS	65
Addressing Concerns in Field Education	66
Field Placement Reassignment	69
Agency-Related Field Placement Termination	70
Student-Related Field Placement Termination	71
Improvement Plan	73
Addressing Concerns in MSW Program	74
MSW Program Termination	75
Grievance and Appeals Procedures	78
Master of Social Work Degree Completion	80
Evaluation of Program Experience	80
APPENDICES	82
National Association of Social Workers Code of Ethics	
Social Work Humanitarian Fund Application	
Release of Information	
Professionalism Rubric	
Digication E-Portfolio Payment and Release of Information	
Improvement Plan	
Documentation of Field Education Concerns	



OVERVIEW

PROGRAM HISTORY

Daemen College has played an important role in educating women and men committed to serving vulnerable and marginalized people for more than forty years.



Sr. Judith Fenyvesi founded the Daemen College Bachelor of Arts in Social Work program in 1975 and served as its first director. Prior to coming to Buffalo, New York in 1964, Sr. Judith experienced grave hardships – she lost her entire family during the Holocaust and was imprisoned for over ten years by the Communist regime in Romania. After leaving prison, Sr. Judith decided to make service to the poor her life’s mission and joined with the Sisters of Social Service. She completed her MSW degree at the University at Buffalo in 1968 and, upon joining the Daemen College faculty, was tasked with developing the initial program.

Throughout her life, Sr. Judith worked to fulfill her dream of “alleviating human suffering and giving hope to those in the darkness.” She travelled to Hungary and Romania to support those who were compelled to practice their religion underground for fear of imprisonment. She advocated for policy reform and sponsored several families seeking refuge in the United States. She instilled her strong values, determination, and commitment to service to others into the program.

In 1977, the BASW Program was initially accredited by the Council on Social Work Education (CSWE). It has maintained that accredited status for more than forty years under the leadership of Professors Renee Daniel, George Siefert, and Karen Little. The current BASW Program enrolls more than seventy students from varied backgrounds each year. It boasts four (4) full-time and a host of adjunct faculty members with a wide range of practice experience.

For many years, BASW Program alumni and other community members expressed a strong desire for a Master of Social Work Program at Daemen College. An assessment was conducted to determine the feasibility and need for such a program and an advisory board established under the leadership of Department Chair, Renee Daniel. The MSW Program Advisory Board worked together with the faculty to conceptualize the program and develop a proposal for review by Daemen College Administrators and Board of Trustees.

In 2012, the MSW Program was included as part of Daemen College’s Strategic Plan. By 2013, a proposal was submitted to the New York State Education Department (NYSED). After careful revision of program polices and an external program review, Daemen College gained full approval from NYSED to offer the Master of Social Work degree in October 2014. In February 2018, the Daemen College MSW Program received accreditation by the Council on Social Work Education (CSWE).

The Daemen College MSW Program aligns with the purpose of the social work profession as it trains students to fully support the well-being of children and families. Just as our foundress, Sister Judith Fenyvesi, fought for human rights and against persecution half a century ago, so, too, will current students commit themselves to addressing human suffering in diverse communities throughout Western New York and across the globe. The Daemen College MSW Program will ensure that graduates acquire a strong understanding of social work ethics; utilize research and evidence-based practice; fight for social and economic justice and the rights of the oppressed; and assist in the liberation of people and communities.

MISSION STATEMENT, PROGRAM GOALS, AND OBJECTIVES

Daemen College's MSW Program instills in its students the knowledge, values, and skills necessary to become exceptional social work practitioners who advance the well-being of children and families and the communities they live in. Our graduates promote all forms of diversity and justice by contributing — individually and collectively — to the profession and the world through state-of-the-art practice, research, advocacy, and activism.

Program Goals

In accordance with its mission, the Daemen College MSW Program seeks to:

- Prepare students with the knowledge and skills necessary for effective social work practice at the generalist and advanced (clinical) level;
- Ensure that students are able to work with diverse populations and in various settings - integrating research, empirically informed practice, knowledge of human behavior and environment, understanding of context, and awareness of social policy;
- Promote social work values and ethics emphasizing a commitment to community, diversity, social and economic justice, and social change; and
- Enrich the community through research, field education, advocacy, and professional development opportunities.

Program Objectives

Daemen College MSW graduates will demonstrate the ability to:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate interventions with individuals, families, groups, organizations, and communities

CHILDREN AND FAMILIES CONCENTRATION

The Social Work profession places its origins with the Progressive Era and the early child saving movements. Dedicated interest in child welfare began in 1875 with the founding of the New York Society for the Prevention of Cruelty to Children (SPCC). Prior to this period, the likelihood of being prosecuted for crimes committed against children was unlikely.

For an eighty-year period, policies and services evolved at the local, state, and national level as a response to social problems such as child labor, malnutrition, homelessness, abuse, and neglect. Most of these policies and services focused on the family unit to address individual member needs while also preserving and protecting the whole.

The preservation and protection of children and families remains an important part of social work practice today. While systems of care evolved, and became quite elaborate, issues remain. Excessive caseloads, lack of well-trained professionals, outdated programs and policies, compassion fatigue, and minimal resources have contributed to this. Coupled with the wide variety of stressors – psychological, economic, social, political, environmental - faced by families across the life span - the need for social work becomes increasingly clear.

Exceptional social work practitioners who advance the well-being of children and families and the communities they live in are needed....NOW.

The Daemen College MSW Program prepares students to work with children and families to improve their overall functioning. Using evidence-based tools and practice interventions, students will assess and act on their behalf - identifying culturally and clinically appropriate interventions and critically evaluating their social work practice.

Daemen College MSW Program students will also advocate for needed changes in programs, organizations, communities, and systems. They will contribute to the work of interdisciplinary teams and demonstrate the power of person-in-environment and strengths-based perspectives that form the cornerstone of social work.



George Siefert, PhD, MSW, has been with the Department of Social Work and Sociology since its inception more than 40 years ago and serves as its Chair. Dr. Siefert earned his Master of Science in Social Work (MSSW) from San Diego State and his Doctorate in Sociology from the University at Buffalo. His practice background includes school social work, medical social work, and public welfare. His teaching and research interests include social welfare policy, research, and administration. Dr. Siefert's teaches Daemen College's core requirement courses in Sociology.

Contact Information for Dr. Siefert

Phone: 716-839-8294

Email: gsiefert@daemen.edu



Diane R. Bessel, PhD, LMSW, CNM, joined Daemen College in 2013 and currently serves as Assistant Professor and MSW Program Director in the Social Work and Sociology Department. Dr. Bessel received a Master of Arts and Doctorate in Sociology from the University at Buffalo. She also received a Master of Science in Social Administration (MSSA) and Certificate in Nonprofit Management from the Mandel School of Applied Social Sciences at Case Western Reserve University. She is a Licensed Master Social Worker in New York State and currently teaches research, organizational development, and policy courses. Her research examines collaborative community change processes especially as they relate to complex social problems such as

poverty, homelessness, and economic self-sufficiency.

Contact Information for Dr. Bessel

Phone: 716-566-7876

Email: dbessel@daemen.edu

Required Courses Taught:

- SW512: Foundations of Macro Practice
- SW513: Social Work Research
- SW514: Applied Research and Data Analysis
- SW515: Oppression, Power, and Change
- SW516: Social Welfare History, Policy, and Services
- SW518: Theories of Organizational Behavior and Development
- SW680: Social Work Licensure Preparation



Meri Stiles, PhD, LMSW, serves as Associate Professor in the Social Work and Sociology Department. Coming from Lyndon State where she taught Psychology and Human Services for ten years, Dr. Stiles teaching interests include social work practice, practice with children and adolescents, and alcohol and drugs. Her research interests include rural issues; substance use prevention and treatment; college student substance use; mindfulness-based intervention, and treatment manual development. Dr. Stiles received her Master of Social Work and Doctor of Philosophy in Social Welfare degrees from the University at Buffalo School of Social Work.

Contact Information for Dr. Stiles

Phone: 716-839-8515

Email: mstiles@daemen.edu

Required Courses Taught:

- SW652: Children and Families I
- SW653: Children and Families II



Erin Carman, MSW, JD, serves as Assistant Professor in the Social Work and Sociology Department at Daemen College. Ms. Carman is a macro-social worker with over ten years of human service experience. She previously served as Director of Brooklyn Community Centers for Catholic Charities of Brooklyn and Queens. Most recently, she provided consulting services through CCNY, Inc. related to organizational systems development and quality improvement for nonprofits and government agencies. She is a Policy Fellow with the Partnership for the Public Good and Chair of the Western Division of the National Association of Social Workers (NASW)

New York State. Her teaching and research interests are center around social policy related to racial and economic justice. Ms. Carman holds a Master of Social Work and Juris Doctorate both from the University at Buffalo.

Contact Information for Professor Carman

Phone: 716-839-8287

Email: ecarman@daemen.edu

Required Courses Taught:

- SW512: Foundations of Macro Practice
- SW515: Oppression, Power, and Change
- SW518: Theories of Organizational Behavior and Development
- SW547: Child and Family Policy and Services



Andrew J. Wilton, LCSW, serves as Clinical Assistant Professor with the Social Work and Sociology Department at Daemen College. He earned his Master of Social Work at the University at Buffalo and is a Licensed Clinical Social Worker in New York State with more than ten years of experience and extensive training in Solution-Focused Brief Therapy and child and adolescent trauma. Professor Wilton's primary professional interests include non-traditional solution-focused applications, person-centered service systems, social-emotional learning, positive psychology, and differential diagnosis and treatment. He teaches practice courses. Professor Wilton also maintains a clinical practice where he specializes in therapeutic services for high-risk youth and their families.

Contact Information for Professor Wilton

Phone: 716-839-7670

Email: awilton@daemen.edu

Required Courses Taught:

- SW511: Foundations of Micro/Mezzo Practice
- SW 517: Human Behavior and the Social Environment
- SW 612: Advanced Clinical Practice
- SW612: Clinical Practice with Children and Adolescents



Steven Dawson, LCSW, currently serves as Assistant Professor at Daemen College having recently moved back to the Buffalo area from New York City. He earned his Master of Social Work from New York University in 2012 and is currently a Doctoral candidate at the University of Pennsylvania. Professor Dawson has over 18 years of clinical work experience in the field of substance use treatment and prevention focusing on adolescent and adult populations. His research interests include the interconnection between substance use and mental health with a special emphasis on trauma; severe mental health diagnosis; and use of adaptive vs maladaptive coping techniques. His dissertation explores the barriers to education for substance use counselors using

attachment and interpersonal neurobiology to explore the therapist-transference process and how internalization of social position manifests within clinical relationships. Professor Dawson currently operates a private psychotherapy practice in Clarence, NY where he incorporates aspects of Dialectical Behavioral Theory, Cognitive Theory, and Trauma-Informed Care.

Contact Information for Professor Dawson

Email: sdawson@daemen.edu

Required Courses Taught:

- SW511: Foundations of Micro/Mezzo Practice
- SW 517: Human Behavior and the Social Environment
- SW612: Advanced Clinical Practice with Evidence-Based Interventions
- SW617: Psychopathology



Maggie Dreyer, LCSW-R, is Clinical Instructor and Director of Field Education for the Department of Social Work and Sociology. She received her Master of Social Work degree from the University at Buffalo and is a Licensed Clinical Social Worker with Psychotherapy Privileges. Professor Dreyer has over twenty-five years of experience working as a clinical social worker in the Western New York area - focusing her career in the child welfare arena. She maintains a private clinical practice working with children and families who have experienced significant trauma and has presented on the treatment of children who have experienced sexual abuse at the local, regional, and national

level. Prior to coming to Daemen, Professor Dreyer worked as Director of GA Family Services where she developed and sustained their therapeutic foster care program for all eight counties of Western New York. She is President and co-founder of Kaely's Kindness Foundation, a charity dedicated to serving young women diagnosed with cancer. She is also a proud alumna of the Daemen College Bachelor of Arts in Social Work Program and recipient of the 2014 Social Work Humanitarian and 2017 Daemen College Distinguished Alumni Awards.

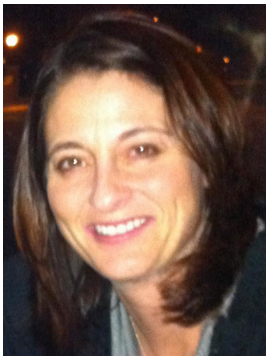
Contact Information for Professor Dreyer

Phone: 716-839-7659

Email: mdreyer@daemen.edu

Required Courses Taught:

- SW519: Field Instruction and Seminar I
- SW520: Field Instruction and Seminar II
- SW619: Field Instruction and Seminar III
- SW620: Field Instruction and Seminar IV



Meegan M. Stamm, LCSW-R, serves as Clinical Instructor and Field Education Coordinator for the Department of Social Work and Sociology. She has more than 20 years of experience in the field of social work, specifically within the realm of child welfare. Professor Stamm has served as private practitioner working with young children, adolescents, adults and families with a variety of mental health issues, trauma, and family conflict. She graduated from Boston University School of Social Work with a Master of Social Work Degree with a concentration in Child Welfare and is a Licensed Clinical Social Worker with Psychotherapy Privileges in New York State. Professor Stamm has held various

social work positions in schools, agencies, and court systems and as field educator to social work students from various area colleges.

Contact Information for Professor Stamm

Phone: 716-566-7884

Email: mstamm@daemen.edu

Required Courses Taught:

- SW519: Field Instruction and Seminar I
- SW520: Field Instruction and Seminar II

COMPETENCY-BASED SOCIAL WORK EDUCATION

“Becoming competent in social work requires more than listening to lectures, taking notes, studying, and taking exams. Students must be able to take what they are learning and actually use it in the context of helping relationships and addressing real social problems (p. 56).”

Michael E. Sherr and Johnny M. Jones
Introduction to Competency-Based Social Work:
The Profession of Caring, Knowing, & Serving (2014)

Competency-based social work education is an outcome-based performance approach to curriculum design adopted by the Council on Social Work Education (CSWE), the accrediting body for social work education in the United States. The goal of this approach is to demonstrate the integration and application of social work competencies in practice with individuals, families, groups, organizations, and communities.

Competency-based social work education seeks to ensure that students integrate what they are learning in one class with information from other classes. The approach also focuses on empowering students to use that knowledge in their field internships, and eventually in their professional practice.

The emphasis in competency-based social work education is helping students to understand *“why we, as social workers, do, what we do”* to be as effective as possible. This includes developing the professional identity and the methods necessary to enter helping relationships at the micro, mezzo, and macro levels of practice.

The fundamental purpose of competency-based social work education is to prepare future practitioners to *practice the profession*. This is not to diminish the importance of academic knowledge so much as to emphasize the importance of its application in *solving real world problems, in real world settings, in real time frameworks*.

By drawing connections between the social work curriculum and the field education experience, the Daemen College MSW Program ensures that its students become competent social workers capable of practice with various populations and in a variety of settings.

CSWE COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), the accrediting body for social work education in the United States, mandates that all MSW programs develop and implement an explicit curriculum that prepares graduates via the mastery of a set of competencies and accompanying practice behaviors reflecting Generalist and Advanced (Clinical) social work practice.

Generalist Practice Students are responsible for demonstrating ten (10) competencies and forty-one (41) associated practice behaviors identified for generalist social work practice by CSWE. Advanced (Clinical) Practice Students are responsible for demonstrating ten (10) competencies and thirty-six (36) advanced practice behaviors identified by the Daemen College MSW Program as critical to clinical practice with children and families.

2.1.1 Professional Identity: Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Generalist Practice Behaviors:

Social Workers

- Advocate for client access to the services of social work (PB 1);
- Practice personal reflection and self-correction to assure continual professional development (PB 2);
- Attend to professional roles and boundaries (PB 3);
- Demonstrate professional demeanor in behavior, appearance, & communication (PB 4);
- Engage in career-long learning (PB 5); and
- Use supervision and consultation (PB 6).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Readily identify as social work professionals (APB 1);
- Demonstrate professional use of self with client(s) (APB 2);
- Understand and identify professional strengths, limitations, and challenges (APB 3); and
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives (APB 4).

2.1.2 Ethical Practice: Apply social work ethical principles to guide ethical practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Generalist Practice Behaviors:

Social Workers

- Recognize and manage personal values in a way that allows professional values to guide practice (PB 7);

- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (PB 8);
- Tolerate ambiguity in resolving ethical conflicts (PB 9); and
- Apply strategies of ethical reasoning to arrive at principled decisions (PB 10).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Apply ethical decision-making skills to issues specific to clinical social work (APB 5);
- Identify and use knowledge of relationship dynamics including power differentials (APB 6); and
- Recognize and manage personal biases as they affect the therapeutic relationship and in service to client's well-being (APB 7).

2.1.3 Critical Thinking: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Generalist Practice Behaviors:

Social Workers

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (PB 11);
- Analyze models of assessment, prevention, intervention, and evaluation (PB 12); and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (PB 13).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Engage in reflective practice (APB 8);
- Identify and articulate clients' strengths and vulnerabilities (APB 9);
- Evaluate, select, and implement appropriate multi-dimensional assessment, diagnostic, intervention, and practice evaluation tools (APB 10);
- Evaluate the strengths and weakness of multiple theoretical perspectives and differentially apply them to client situations (APB 11); and
- Communicate professional judgements to other social workers and professionals from other disciplines, in both verbal and written formats (APB 12).

2.1.4 Diversity in Practice: Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the Intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Generalist Practice Behaviors:

Social Workers

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 14);
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB 15);
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 16); and
- View themselves as learners and engage those with whom they work as informants (PB 17).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Research and apply knowledge of diverse and disempowered populations, culturally-appropriate interventions, and related clinical considerations to enhance client well-being (APB 13);
- Work effectively with diverse and disempowered populations (APB 14); and
- Identify and use practitioner/client differences from a strengths perspective (APB 15).

2.1.5 Human Rights and Social Justice: Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Generalist Practice Behaviors:

Social Workers

- Understand the forms and mechanisms of oppression and discrimination (PB 18);
- Advocate for human rights and social and economic justice (PB 19); and
- Engage in practices that advance social and economic justice (PB 20).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention (APB 16); and
- Advocate at multiple levels for the reduction of disparities affecting diverse populations (APB 17).

2.1.6 Research Based Practice: Engage in research-informed practice & practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Generalist Practice Behaviors:

Social Workers

- Use practice experience to inform scientific inquiry (PB 21) and
- Use research evidence to inform practice (PB 22).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Employ research-informed practice in clinical assessment and intervention with clients (APB 18); and
- Use systematic method of observation and/or research methodology to evaluate clinical practice effectiveness and/or outcomes (APB 19).

2.1.7 Human Behavior: Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Generalist Practice Behaviors:

Social Workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (PB 23); and
- Critique and apply knowledge to understand person and environment (PB 24).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (APB 20); and
- Apply bio-psycho-social-spiritual theories and/or diagnostic classification systems in formulation of comprehensive assessments (APB 21).

2.1.8 Policy Practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Generalist Practice Behaviors:

Social Workers

- Analyze, formulate, and advocate for policies that advance social well-being (PB 25); and
- Collaborate with colleagues and clients for effective policy action (PB 26).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Use research-informed practice and practice-informed research as part of advocacy for policies that advance social and economic well-being (APB 22); and
- Inform and advocate to administrators and elected officials to influence policies that effect clients, services, and/or systems (APB 23).

2.1.9 Practice Contexts: Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Generalist Practice Behaviors:

Social Workers

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB 27); and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 28).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Identify and assess community services and determine appropriateness to address client needs (APB 24); and
- Work collaboratively with others to initiate sustainable change within services, policies, and/or systems (APB 25).

2.1.10 Engage, Assess, Intervene, Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) - Engagement

Generalist Practice Behaviors:

Social Workers

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities (PB 29);
- Use empathy and other interpersonal skills (PB 30); and
- Develop a mutually agreed-on focus of work and desired outcomes (PB 31).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance (APB 26); and
- Establish a collaborative process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (APB 27).

Educational Policy 2.1.10(b) - Assessment

Generalist Practice Behaviors:

Social Workers

- Collect, organize, and interpret client data (PB 32);
- Assess client strengths and limitations (PB 33);
- Develop mutually agreed-on intervention goals and objectives (PB 34); and
- Select appropriate intervention strategies (PB 35).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Apply bio-psycho-social-spiritual assessment tools (APB 28);
- Engage in differential diagnosis (APB 29);
- Assess client's readiness for change (APB 30); and
- Select and modify appropriate intervention strategies based on continuous clinical assessment (APB 31).

Educational Policy 2.1.10(c) - Intervention

Generalist Practice Behaviors:

Social Workers

- Initiate actions to achieve organizational goals (PB 36);
- Implement prevention interventions that enhance client capacities (PB 37);
- Help clients resolve problems (PB 38);
- Negotiate, mediate, and advocate for clients (PB 39); and
- Facilitate transitions and endings (PB 40).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Critically evaluate, select, and apply research-informed practices and evidence-based interventions (APB 32);
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns (APB 33); and
- Collaborate with other professionals to coordinate treatment interventions (APB 34)

Educational Policy 2.1.10(d) - Evaluation

Generalist Practice Behaviors:

Social Workers

- Critically analyze, monitor, and evaluate interventions (PB 41).

Advanced (Clinical) Practice Behaviors:

Social Workers

- Utilize evaluation results in determining appropriate future directions for practice (APB 35); and
- Contribute to the knowledge base of social work practice through evaluation (APB 36).



MASTER OF SOCIAL WORK PROGRAM

PROGRAM ADMISSION

The Daemen College MSW Program seeks students who demonstrate strong potential for developing the academic and professional skills necessary to work as advanced (clinical) social work practitioners. Students are evaluated on their past academic performance and demonstrated commitment to the social work profession as evidenced through their words and actions. Students must also demonstrate that they possess strong personal qualities that will enable them to adhere to social work values and ethics while rendering assistance to those in need.

Advanced Standing Program Admission

Individuals who received a Bachelor of Social Work (BSW) degree (or its equivalent) from a CSWE-accredited program may be considered for Advanced Standing. Advanced Standing Students complete a total of 30-33* credit hours - entering Advanced (Clinical) Practice courses when starting the MSW Program. Advanced Standing Students typically complete the program in one year.

Advanced Standing Admission Eligibility

- Bachelor of Social Work (BSW) degree (or its equivalent) from a CSWE-Accredited program;
- Baccalaureate degree conferred by a recognized, regionally accredited college or university within past five (5) years;
- Overall GPA of 3.0 or higher from recognized, regionally accredited college or university;
- Social Work GPA of 3.2 or higher including grades of “B” or better in:
 - Social Work Practice or Methods
 - Research Methods
 - Human Behavior in the Social Environment
 - Field Education
- Completion of course in Human Biology and Statistics with a grade of “C” or better; and
- Fulfillment of Daemen College Graduate School admission requirements.

Advanced Standing Admission Process

- Complete and submit a Daemen College Graduate School application (Paper Submission: \$25.00; Electronic Submission: Free);
- Submit official transcripts from all colleges and universities attended (Note: only coursework from recognized, regionally accredited colleges and universities will be accepted);
- Complete personal statement that focuses on the following:
 - Understanding of purpose of social work;
 - Life experiences impacting interest in social work profession;
 - Social work-related experience including internships, volunteer, and paid experience;
 - Personal qualities that will be used as a social work professional;
 - Values employed in working as a social worker; and
 - Career goals and how social work education will help you realize them
- Provide Reference Letters
 - Two (2) letters from an academic source (BSW Program Director recommended)
 - One (1) letter from internship/volunteer experience/employer

* Students who did not complete a two-course research sequence a part of their BSW Program must complete Applied Research and Data Analysis course.

- Submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) Scores
 - GRE Suggested Scores:
 - Verbal: 400
 - Analytical: 3.5
 - MAT Suggested Score: 402-407
- Provide final Field Education Evaluation for BSW Program
- Note: MSW Program interview may be required

Full Program Admission

Individuals who did not receive a Bachelor of Social Work (BSW) degree (or its equivalent) from a CSWE-accredited program must apply for Full Program Admission. These students complete a total of 60 credit hours in the MSW Program including Generalist Practice and Advanced (Clinical) Practice courses. Full Program Students typically complete the program in two years.

Full Program Admission Eligibility

- Baccalaureate degree conferred by a recognized, regionally accredited college or university;
- Overall GPA of 2.7 or higher from recognized, regionally accredited college or university;
- Completion of course in Human Biology and Statistics with a grade of “C” or better; and
- Fulfillment of Daemen College Graduate School admission requirements.

Full Program Admission Process

- Complete and submit a Daemen College Graduate School application (Paper Submission: \$25.00; Electronic Submission: Free);
- Submit official transcripts from all colleges and universities attended (Note: only coursework from recognized, regionally accredited colleges and universities will be accepted);
- Complete personal statement that focuses on the following:
 - Understanding of mission and purpose of social work;
 - Life experiences impacting interest in social work profession;
 - Social work-related experience including internships, volunteer, and paid experience;
 - Personal qualities that will be used as a social work professional;
 - Values employed in working as a social worker; and
 - Career goals and how social work education will help you realize them
- Provide Reference Letters
 - Two (2) letters from an academic source
 - One (1) letter from internship/volunteer experience/employer
- Submit Graduate Record Examination (GRE) or Miller Analogies Test (MAT) Scores
 - GRE Suggested Scores:
 - Verbal: 400
 - Analytical: 3.5
 - MAT Suggested Score: 402-407
- Note: MSW Program interview may be required

ADMISSION DECISIONS

The Daemen College Social Work Admissions Committee will make one of three recommendations relative to a potential student's application for admission into the MSW Program: Full Acceptance, Provisional Acceptance, or Non-Acceptance.

Full Acceptance

Individuals will be granted Full Acceptance into the Daemen College MSW Program if they have submitted all required documentation and can demonstrate:

- Strong potential for academic performance (based on past performance)
- Strong potential for professional skill development (based on past performance)
- Understanding of the mission and purpose of social work profession
- Experience within field of social work (internship, volunteer, paid)
- Values employed in service to others that are aligned with the social work profession
- Personal qualities aligned with the social work profession
- Career goals aligned with the social work profession
- Reference-identified strengths aligned with the social work profession
- Reference-identified potential for social work profession
- Ability to express themselves through written communication
- Strong commitment to the social work profession

Fully accepted individuals will receive a letter from the MSW Program Director with information about required health information, program orientation, and necessary deposits.

Provisional Acceptance

Individuals will be granted Provisional Acceptance if they have not met criteria listed above but are determined to have the potential to do so in a timely manner by the Social Work Admissions Committee. Provisionally Accepted Individuals must resolve certain issues before beginning the MSW Program or concurrent with their enrollment in it. They will be notified in writing of the issues they must resolve and provided a specific timeline for doing so.

Below is a list of possible reasons for Provisional Acceptance as well as the typical resolution. There may be a single compelling reason for Provisional Acceptance or a combination of reasons.

ISSUE	TYPICAL RESOLUTION
Student has not completed required prerequisite (Human Biology and Statistics) courses.	Student must complete required prerequisite courses (Human Biology and Statistics) by time specified.
Student was unsuccessful in submitting all required documentation.	Student must submit all required documentation by the time specified.
Student holds an overall Grade Point Average of less than 2.70 for Generalist Practice and 3.0 for Advanced (Clinical) Practice student status.	Student must improve Overall Grade Point Average to levels specified (if possible) or provide a clear and compelling reason for academic performance by time specified.

Student has not demonstrated understanding of social work profession, its mission and purpose.	Student must clarify understanding of social work profession, its mission and purpose by time specified. This typically requires a revision of the personal statement.
Student did not provide examples of social work-related experience.	Student must provide examples of social work-related experience by time specified. This typically requires a revision of the personal statement.
Student did not discuss values and personal qualities aligned with social work profession.	Student must discuss values and personal qualities aligned with social work profession by time specified. This typically requires a revision of the personal statement.

Provisionally accepted individuals will receive a letter from the MSW Program Director detailing what they must do to be fully accepted into the program and will be provided a timeline for doing so. The letter will also include information about required health information, program orientation, and necessary deposits.

Provisionally accepted individuals will have their progress on specified tasks monitored by the MSW Program Director until they have addressed the identified issues and met criteria for full acceptance. Individuals who fail to complete specified task in the time specified may be required to wait until the following academic year to begin the program. Individuals who disagree with the Provisional Acceptance decision or the issues and/or resolutions identified will be granted the opportunity to appeal to the MSW Program Admissions Committee’s decision by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

Non-Acceptance

Individuals may be denied acceptance into the MSW Program related to poor academic performance, lack of professionalism, and/or values or behaviors deemed incompatible with the social work profession. In such instances, the MSW Program Admissions Committee must also determine that the student is unlikely to address the issues that led to the non-acceptance decision in a timely manner. There may be a single compelling reason for Non-Acceptance or a combination of reasons.

Below is a list of possible reasons for Non-Acceptance:

- Academic performance leading to an overall grade point average of less than 2.7 (Full Program Admission) and 3.0 (Advanced Standing Admission) without clear and compelling reason;
- Personal and professional behavior inconsistent with the NASW Code of Ethics and the Daemen College Student Code of Conduct;
- Disregard for the principles of confidentiality;
- Consistent demonstration of poor written and/or oral communication skills;
- Unacceptable work habits in the areas of punctuality, attendance, and/or group participation (based on Reference report or Field Evaluation);
- Unwillingness to receive feedback and/or supervision in a positive manner and use feedback to enhance professional development (based on Reference report or Field Evaluation);

- Demonstrated inability to master the necessary skills of beginning level generalist social work practice, such as, self-awareness, client empathy, and non-judgmental attitudes (based on Reference report or Field Evaluation);
- Inability to work with persons from populations reflecting racial, ethnic, physical or mental ability, religious, socioeconomic, political, gender, and sexual orientation difference (based on Reference report or Field Evaluation);
- Inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self (based on Reference report or Field Evaluation);
- Use of inappropriate or disruptive behavior toward others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference (based on Reference report or Field Evaluation);
- Use of derogatory or pejorative oral or written statements about or towards others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference (based on Reference report or Field Evaluation);
- Inability to deal with current life stressors through appropriate coping mechanisms and/or external assistance (based on Reference report or Field Evaluation);
- Documented, active substance use and/or abuse without a plan for treatment (based on Reference report);
- Documented, active criminal behavior including abusive, neglectful, or violent behavior towards others (based on Reference report); and
- Documented, active harassing behavior based on sex, sexual identity, or sexual orientation (based on Reference report).

Note: Individuals who have a criminal record may not be refused admission into the Distance Education - MSW Program solely for that reason. Depending on the nature of their criminal history, they may, however, be refused placement in certain organizations or with specific populations. These individuals are also advised that they may also be denied opportunities to secure licensure as a social work professional in New York State.

Individuals who are not accepted into the Distance Education – MSW Program will receive a letter from the MSW Program Admissions Committee with the MSW Program Director’s contact information. These individuals are encouraged to contact the MSW Program Director if they have questions about their application.

Individuals who are denied acceptance into the Distance Education - MSW Program will have the opportunity to reapply the following school year but must be able to document that the issues that led to non-acceptance have successfully been resolved. Students wishing to appeal a Non-Acceptance decision will be able to do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

INTERNATIONAL APPLICANTS

International applicants seeking admissions to the Daemen College MSW Program must first satisfy the requirements of the Daemen College Office of Graduate Admissions.

In addition, applicants with degrees (or credentials) in social work from foreign colleges or universities must have their transcripts evaluated by the Council on Social Work Education International Social Work Degree Recognition and Evaluation Service (ISWDRES). Applicants with degrees (or credentials) from foreign colleges or universities in disciplines other than Social Work must utilize a transcript review service.

After successful completion of transcript review, individuals may apply for full program or advanced standing admission in the Distance Education – MSW Program. Non-native English language speakers must submit a Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). TOEFL and IELTS Minimum Requirement for acceptance into an academic program is 79 (IBT-TOEFL) or a 6.5 (IELTS).

Daemen College offers provisional admission to international students who meet academic standards but receive a TOEFL or IELTS lower than the minimum requirement. These individuals will be required to enroll in the Daemen College Intensive English Language Program (IELP). This program is designed to help students improve their English Language skills and prepare them for academic course work. The Daemen College Intensive English Language Program (IELP) offers language classes at multiple levels.

CURRICULUM

The Daemen College Master of Social Work Program curriculum includes Generalist Practice and Advanced (Clinical) Practice course content as well as Field Education requirements. Students are also afforded the opportunity to take two (2) elective courses during their time in the MSW Program.

The table below describes sequencing for Generalist Practice and Advanced (Clinical) Practice coursework. Each course is three (3) credit hours.

	FALL	SPRING
GENERALIST PRACTICE	<ul style="list-style-type: none"> • SW511 Foundations of Micro/Mezzo Practice • SW513 Social Work Research • SW515 Oppression, Power and Change • SW517 Human Behavior in the Social Environment • SW519 Field Instruction and Seminar I <p style="text-align: right;">TOTAL: 15 CREDIT HOURS</p>	<ul style="list-style-type: none"> • SW512 Foundations of Macro Practice • SW514 Applied Research and Data Analysis • SW516 Social Welfare History, Policy, and Services • SW518 Theories of Organizational Behavior and Development • SW520 Field Instruction and Seminar II <p style="text-align: right;">TOTAL: 15 CREDIT HOURS</p>
ADVANCED (CLINICAL)	<ul style="list-style-type: none"> • SW612 Advanced Clinical Practice • SW617 Psychopathology • SW652 Children & Families I • SW619 Field Instruction and Seminar III • Elective Credit <p style="text-align: right;">TOTAL: 15 CREDIT HOURS</p>	<ul style="list-style-type: none"> • SW682 Clinical Practice w/ Children and Adolescents • SWXXX Child and Family Policy and Services • SW653 Children & Families II • SW620 Field Instruction & Seminar IV • Elective Credit • SW680 Social Work Licensure Preparation <p style="text-align: right;">TOTAL: 15 CREDIT HOURS</p>

Generalist Practice Courses

Generalist practitioners use a range of prevention and intervention methods to promote human and social well-being in their social work practice with individuals, families, groups, organizations and communities. They also use a wide range of professional roles, methods, and skills in applying the planned change process to diverse populations and within multiple settings. Generalist practice draws on empirically-based knowledge, understanding of social systems, and ecological perspectives to promote increased empowerment and self-determination for multiple client systems. It is also grounded in social work values and ethics and seeks to support human rights and social and economic justice.

To ensure that Generalist Practice students acquire the competencies and associated practice behaviors identified for generalist social work practice by the Council on Social Work Education, the MSW Program requires:

A two-course sequence in Generalist Social Work Practice. The sequence includes an introductory course (SW511) focusing on the generalist intervention method, social work ethics, and practice skills for working with diverse individuals and families. The second course (SW512) emphasizes work with groups, organizations, and communities. Here, students navigate the engagement, assessment, intervention, and evaluation processes as they relate to problem areas within community and organizational systems. Specific attention is paid to critical skills for macro level social work practice, including organizing and outreach, program development, administration, management, interprofessional collaboration, and grassroots advocacy. Students are required to complete a comprehensive assessment based on a case study or live client in each class.

A two-course sequence in Methods of Social Work Research. The first course (SW513) engages students in an exploration of research focusing on scientific inquiry, problem formation, use of scholarly literature, research design, measurement, sampling, research ethics, culturally sensitive research, data analysis, and evaluation of research. The course also introduces students to major research techniques used to observe and interpret the social world including experimental design, surveys, intensive interviewing, and observational techniques. Students build on this knowledge in SW514 as they engage in applied research. Students gain experience using data analysis software (qualitative and/or quantitative) and complete evaluate research related to social work practice and programs. The course culminates in a professional research presentation at Daemen College's Academic Festival.

A course discussing Human Behavior in the Social Environment. SW517 focuses on the life span development of the individual from conception through older adulthood and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on that development. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. A significant emphasis is on the bio-psycho-social-spiritual development patterns of individuals and families as they interact in various environments.

A course discussing Organizational Behavior and Development. This course (SW518) examines key theories and concepts related to organizational behavior and development in human service organizations. Borrowing from behavioral and social sciences (e.g., psychology, sociology, political science, and anthropology) and management literature, the courses seeks to help students develop a sound appreciation of person-organizational dynamics in preparation for supervisory, administrative, and leadership roles. The primary focus of this course is on how human service organizations function related to programming, finance, structure, staffing, power, diversity, and culture with special emphasis on the influence of social policy and internal and external contextual factors which often spur organizational change.

A course examining Oppression, Power, and Change. In SW515, Students are involved in an examination of oppression, power, and change to provide them the knowledge and skills necessary to engage in culturally competent, anti-oppressive social work practice. Students learn about the lived experiences of various marginalized populations and seek to identify the influence of dominant culture and structures on them. Students also reflect on their own social location - examining privilege and biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, economic status, political ideology, disability, and/or other social identities and identifying their influence on beliefs, values, and actions. Students draw on empowerment, systems, and critical theories to deepen their understanding of the complexities of the person in environment construct and engage in an analysis of the physical, social, economic, and political realities faced by marginalized populations. Finally, students gain a greater appreciation of the advocate's role in eliminating barriers to rights, opportunities, and services for those who are oppressed through an examination of contemporary activism.

A course on Social Welfare Policy and Services. This course (SW516) focuses on the functional analysis of contemporary social welfare policies. It emphasizes the political and economic implications of major social welfare legislation as well as the linkage between social problems and social policies, programs, and services. Students also examine the legislative process and engage in applied projects to develop their advocacy skills.

Advanced (Clinical) Practice Courses

Advanced (Clinical) social work practice includes the provision of prevention and treatment services where functioning has been interrupted and/or affected by environmental, social and psychological stress, or health impairment. Advanced (Clinical) Students in the Daemen College Distance Education - MSW Program move toward advanced social work practice by employing validated, multidimensional clinical assessment tools and empirically-supported techniques for appropriate differential diagnosis of children, youth, and adults. They also demonstrate the ability to utilize culturally-appropriate, evidence-based research and interventions to guide their practice; analyze policy, procedures, and regulations that directly impact their practice with children and families; and demonstrate skill in working as professionals and across disciplines.

To ensure that Advanced (Clinical) Practice students acquire the competencies identified by the Council on Social Work Education as well as the thirty-six (36) advanced practice behaviors identified by the Daemen College MSW Program as critical to clinical practice with children and families, the MSW Program requires:

A two-course sequence on Advanced Clinical Intervention with Children, Youth, and Adults: SW612 (Advanced Clinical Practice) examines theories of direct social work practice and their application in the engagement, assessment, diagnosis, case conceptualization, treatment planning, intervention, and evaluation of individual clients. Emphasis is placed on the use of comprehensive, multidimensional approaches to assessment and diagnosis involving the exploration of biological, psychological, social, and spiritual factors as well as the use of evidence-based tools and intervention techniques.

SW682 (Clinical Practice with Children and Adolescents) deepens student understanding and application of concepts, theoretical perspectives, and techniques of clinical social work in preparation for practice with a child or adolescent, along with their family, as the primary client system for therapeutic intervention. A continuum of directive/non-directive play and talk therapies are analyzed for use in conducting clinical assessment, treatment planning, intervention, and evaluation. Students are required to complete a comprehensive clinical assessment based on a case study or live client in each class.

A course on Psychopathology: This course (SW617) is designed to provide students with an in-depth knowledge of major forms of psychological disorder manifested in children and adults. Emphasis will be placed on a multi-level understanding of the nature and causes of these disorders. Student capacity for differential diagnosis and treatment planning will be enhanced through consideration of the behavioral and dynamic components of various patterns. Information about the use of psychotropic medications in the treatment of psychological disorders will also be discussed.

A two-course sequence on Children and Families. Building on Generalist Practice coursework, SW652 prepares students to demonstrate advanced practice behaviors in their work with diverse children and families. It also utilizes a systems of care framework emphasizing family-centered practice, cultural competency, and community-based services. SW653 applies the frameworks and practice models learned in the first course to specific issues faced by children and families across the life-span, including child maltreatment, domestic violence, substance abuse, mental illness, physical illness, poverty, and care of aging parents.

A course on Child and Family Policy and Services: Serving as a complement to the Children and Families sequence, SW647 involves the critical examination of policies and services affecting children and families as given form in welfare, child welfare, education, health and mental health, disability, substance abuse, and juvenile justice institutions and systems of care. Students assess the relative strengths and weaknesses of legislation, regulations, and programs aimed at addressing the development of children and youth as well as their prevention, treatment, and rehabilitation needs. Students also examine the organization and delivery of child and family services at each level of intervention. Throughout this course, students acquire the skills needed to work collaboratively with others, as leaders, to actively advocate for improved services, policies, and systems serving children, youth, and families.

Field Education

All MSW Students are required to participate in a two-course Field Instruction and Seminar sequence (SW519-SW520 for Generalist Practice Students and SW619-620 for Advanced (Clinical) Practice Students).

- The first course focuses on the enhancement of social work skills and the integration of theory and practice concurrent with the student's field placement. The course also offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment.
- The second course focuses on helping students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

For their final project, Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community); designing and implementing an appropriate intervention; and evaluating their practice commensurate with their program level. Students present their client case to their peers and local social work professionals at the end of the semester.

MSW Students are also required to complete a Supervised Field Education experience.

- Generalist Practice MSW students are required to complete a 450-hour, Supervised Field Education experience (225 hours per semester). This activity affords students the opportunity to maximize the integration of generalist social work knowledge, values, and skills in a community setting under the supervision of a qualified Field Educator. Students are given the opportunity to work with diverse clients including individuals, families, groups, organizations, and communities and encouraged to grow their professional network by engaging with other social work practitioners.
- Advanced (Clinical) Practice MSW students are required to complete a 500-hour, Supervised Field Education experience (250 hours per semester) under the direction of qualified Field Educator. Students move toward advanced practice by employing clinical assessment tools and techniques for appropriate diagnosis of children, youth, and adults. Advanced students also demonstrate the ability to utilize culturally-appropriate, evidence-based research to guide their practice; analyze policy, procedures, and regulations that impact their practice; and demonstrate skill in working as professionals and across disciplines.

Licensure Preparation

The Daemen College MSW Program supports pursuit of Social Work Licensure by requiring students to complete the identification and reporting of child abuse training (required in New York State) and by providing a Licensure Preparation course (SW680) during the second semester of the Advanced (Clinical) Practice year. The course emphasizes content areas reflected in the Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker examinations. Students take practice examinations to familiarize themselves with content and style. MSW Program faculty also provide an eight-week study support group each fall, spring, and summer.

CREDIT TRANSFER

Students wishing to transfer courses from a CSWE-accredited MSW program or other graduate program will have the courses reviewed by the MSW Program Director to determine if they should be accepted. **Transfer credits for required (non-elective) social work courses will only be accepted if they were completed at a CSWE-accredited program.**

Students must submit course descriptions and/or syllabi for each course they wish to have reviewed. The MSW Program Director will complete the review and make a final determination within ten (10) days of submission. The student will then be notified as to the decision.

If approved, a memo will be sent to the Daemen College Registrar's Office requesting credit for specifically identified courses. A copy of the memo will be included in the student's file.

CREDIT FOR LIFE OR PREVIOUS WORK EXPERIENCE

Although life and past work experiences are very rich and can add to the value of social work practice, the Daemen College MSW Program DOES NOT provide academic credit for life or previous work experience, in whole or in part, in lieu of courses and/or field education. This is in keeping with the requirements of the Council on Social Work Education (CSWE).

STUDENT ADVISEMENT

Students will be assigned a member of the MSW faculty as their advisor. **Students are required to meet with their advisor once per semester to review their Program Evaluation (available through Plan and Register) and determine future registration strategies.** Students are, however, strongly encouraged to communicate and/or meet with their advisor on a more regular basis, as needed or desired.

Advisors can do much more than help students register for classes. In fact, a major objective of the advisement process is to facilitate the development of professional knowledge, values, and skills for all students. An advisor is available to assist in determining possible directions for the student's social work career. An advisor can help students identify specific goals while connecting them with resources to help fulfill them. They can also serve as a mentor – helping students to navigate the program, make key decisions about employment and/or continued education, and become personally and professionally empowered.

Student participation in the advisement process is vitally important as it ensures that they develop an academic program that, within the framework of the curriculum, is tailored to their interests. **Students have both a right and a responsibility to be involved in defining their educational experience as well as their future as a professional.**

While most faculty members maintain an “open door” policy while on campus, it is recommended that students schedule advisement appointments. This will ensure that there will be time available to address all matters of importance during an advisement session. Advisors may also request a meeting with a student to discuss their academic performance and/or other matters. In such cases, referrals to appropriate resources on campus and off campus may be suggested.

Students are strongly advised to become familiar with and take responsibility for the advisement process identified in the Daemen College and Master of Social Work Handbooks.



STUDENT ENGAGEMENT

DEPARTMENTAL COMMUNICATIONS

MSW Students should be aware of the various opportunities available through the Social Work program whether through special trainings; participation in conferences or special events; engaging in research; or playing a leadership role. To facilitate this awareness, faculty and staff regularly communicate via email, through memos, and via social media.

All official program correspondence will be sent to the student's Daemen College email address. If a student has a preferred email address, they should ensure that their Daemen College email is forwarded to that address. Students requiring assistance setting up email forwarding, should contact members the Daemen College Smart Squad for assistance (Phone: 716-566-7865; Email: smart.squad@daemen.edu).

In addition, each MSW Student is assigned a mailbox in Curtis Hall, home of the Social Work and Sociology Department. **Students are asked to check their mailbox on a regular basis as program memos, event flyers, graded assignments, and other materials are regularly placed in them.**

Students are encouraged to regularly visit the Daemen College – Social Work website for program information. The Daemen College – Social Work Facebook page is also updated on a regular basis. Please be sure to “like” us to stay abreast of current happenings.

DEPARTMENTAL MEETINGS

To foster communication and build a sense of community, the Department of Social Work and Sociology hosts regular departmental meetings for faculty and students. These meetings are scheduled, at a minimum, twice each semester - usually on Thursdays from 11:30am to 12:30pm. **Attendance is encouraged for all MSW Students.** Students can expect to secure important information about special trainings, program activities, and events at departmental meetings as well as any information about any changes in curriculum, programming, and/or policies and procedures.

STUDENT REPRESENTATION

The MSW Program holds bi-weekly faculty and staff meetings to discuss matters of importance and to make key decisions. Each year, a graduate student is asked to participate in these meetings, which are generally held on alternating Mondays from 9:30-10:30 in the Curtis Hall – Social Work Conference Room. This student plays a critical leadership role by offering a student perspective related to important program decisions and serving as a liaison between students and faculty. If you are interested in being considered for this appointed position, please contact the MSW Program Director.

In addition, the MSW program has an active 12-member Community Advisory Board, which is responsible for reviewing program curriculum and activities while engaging Daemen College students, professional social workers, and the community at-large. Each year, a graduate student is asked to serve as a representative to this Board and to attend its monthly meetings. This student networks with professionals currently working in the field while also contributing meaningfully to important activities. If you are interested in being considered for this appointed position, please contact the MSW Program Director.

Finally, the MSW Program solicits student feedback prior to initiating changes to curriculum, programming, and/or policies and procedures. In such instances, the MSW Program Director will call a meeting of all interested students to secure their feedback and suggestions. Students are actively encouraged to participate in these feedback sessions when they occur. Light refreshments are typically provided.

SR. JUDITH FENYVESI SOCIAL WORK HUMANITARIAN FUND

Students, at times, face crises that threaten their ability to continue in the MSW Program. The Sr. Judith Fenyvesi Social Work Humanitarian Fund was established in 1996 to assist students during these challenging times. The Fund provides **one-time** financial assistance to students with documented **emergency** needs including, but not limited to, **current** rent, car repairs, food, telephone, utility payment, special textbook purchases, and tuition. The Fund cannot be used to purchase and/or replace computers or other technology as these resources are available on campus.

Students must be in good academic standing – as verified by their MSW Program Director or Advisor - to be eligible for Humanitarian Fund use. To be considered, the student must complete an application – available in the Appendix of this handbook and on the program website - and submit it to the MSW Program Director. A Fund Committee reviews the request and a decision is communicated to the student within one week of submission. **As a condition of receipt of funds, students must repay dispersed funds before graduation.** This ensures that other students will be able to benefit from the Fund. Daemen College will hold the student’s diploma until funds are returned.

The Fund is named for Sr. Judith Fenyvesi, a Sisters of Social Service nun who emigrated from Romania with limited English proficiency after serving a ten-year prison sentence for practicing her faith. She would go on to found the Daemen College Social Work program in 1975, to see the program through its initial accreditation, and to serve as its first Program Director (See: Program History).

SOCIAL WORK HUMANITARIAN DINNER

The Sr. Judith Fenyvesi Social Work Humanitarian Fund is supported by an annual dinner typically held in March (National Social Work Month). Students are actively involved in the planning and execution of the dinner - an event that also honors a local individual or organization providing needed service in the community. Activities include identifying the award winner(s); designing the “look and feel” of the event (including menu, décor, and invitations); distributing letters to potential sponsors; securing baskets, gift cards, and other donated goods for auction; coordinating evening activities; hosting; and engaging in set-up and clean-up activities. Over the past five years, students have raised more than \$15,000 for local organizations and the Department’s Humanitarian Fund.

Past Recipients of the Sr. Judith Fenyvesi Social Work Humanitarian Award:

2017: Celebrated 40th Anniversary of the BASW Program as a CSWE Accredited Program

2016: Professor Renee Bowman Daniel; Daemen College Social Work and Sociology

2015: Jessica (Sherman) Hutchings; Face2Face Program, Kids Escaping Drugs

2014: Maggie Dreyer and Kaely Kwitek; Kaely’s Kindness Foundation

2013: Cheryl Bird and Sharon Benz; Center for Sustainable Communities & Civic Engagement

2012: Deputy Elizabeth Fildes; Erie County Sheriff’s Office Human Trafficking Task Force

2011: Sgt. USMC (Ret.) Patrick William Welch, PhD; Erie County Veterans Service Agency

PROFESSIONAL DEVELOPMENT

The MSW Program sponsors or supports several professional development opportunities for students during the academic year. These include, but are not limited to, the following activities.

Lunch and Learn Trainings

The MSW program hosts “Lunch and Learn” trainings on a bi-monthly basis. These informal gatherings are typically scheduled around the noon hour and include social workers and other helping professionals sharing important information related to their organizations and/or a special population, social problem, social policy or advocacy issue, or specific technique or tool. Students are encouraged to ask questions and to network with speakers as well as others present. Lunch is provided, and attendees will receive a certificate of participation for inclusion in their Student Learning Portfolio.

Skill Development Trainings and Seminars

Each semester, MSW Program faculty, students, and staff plan or otherwise identify skill development trainings and seminars taking place on the Daemen College campus or in the community. Participation in these trainings and seminars is highly recommended. When the MSW Program plans the event, attendees will receive a certificate of participation for inclusion in their Student Learning Portfolio.

Social Work Month

Each year, the MSW Program joins with practitioners, educators, and students from across the country to celebrate March as National Social Work Month. Members of the Social Work Faculty, Community Advisory Board, students, and alumni assist in the preparation and implementation of various activities for the benefit of the MSW Program, Daemen College, and the larger Western New York community.

Professional Organizations

Students are encouraged to join and participate in the various professional organizations available to social workers including the National Association for Social Workers (NASW), the Clinical Social Workers Association (CSWA), the Council on Social Work Education (CSWE), the Network for Social Work Management (NSWN), and the Association for Community Organization and Social Administration (ACOSA) among others. Through participation, students can begin to develop their professional self while learning about the wide variety of opportunities that the social work profession provides. Ask your Advisor or the MSW Program Director for more information about these organizations.

Social Work Conferences

The MSW Program faculty views learning as a life-long endeavor and encourages student participation in local, statewide, and national social work conferences.

Each spring, Daemen College hosts its Annual Academic Festival. The festival provides an opportunity for students to share original empirical research or explorations into the research literature via posters or presentation. Interested students must complete a brief proposal and have it accepted by the Academic Festival Committee to participate.

There are also several social work conferences held on a regular basis including the National Association of Social Workers (NASW) Statewide and/or National Conference, the Annual Program Meeting of the Council on Social Work Education (APM), and the Network for Social Work Management (NSWN) conference. Students should consult with MSW Faculty and/or their advisor to determine how they might benefit from conference attendance and participation in terms of presentation or volunteer experiences.

The MSW Program is happy to work with students to organize attendance at local, statewide, and national social work conference by providing help with transportation, necessary funds, and/or assistance fundraising opportunities, where possible. Interested students should discuss these opportunities with the MSW Program Director.

Legislative Education

The MSW Program supports student involvement in the National Association of Social Workers - New York State Chapter Legislative Education Advocacy (LEAD) Day and/or other advocacy events. LEAD takes place in Albany, New York every March. Students attend an education session on key issues of concern to social workers before meeting with elected officials and staff in their legislative offices. The MSW Program funds transportation, hotel, meals, and event registration, when possible. Interested students should discuss these opportunities with the MSW Program Director.

International Service Opportunities

The Department of Social Work and Sociology regularly hosts international service and cultural immersion programs.

In 2015 and 2016, Social Work faculty and students travelled to the Dominican Republic to provide life skills training to adolescents and young adults living in Batey Lacheria, a highly impoverished former sugarcane plantation community. Students provided training on how to prepare for the job market by focusing on resume writing, interviewing, and money management skills. Physical health and well-being were also addressed in trainings on human reproduction, sexually transmitted infections, and HIV/AIDS as well as through improvements made to the community's basketball court.

In 2017, Social Work faculty and students travelled to Mae Sai, Thailand to engage in service work with Development and Education Programme for Daughters and Communities (DEPDC) is a non-governmental organization working in Northern Thailand to prevent trafficking of children and women into the sex industry or other exploitative labor situations. Students provided English-language instruction; engaged in various play activities; participated in DEPDC's Children's Day; and built a therapeutic playhouse.

Additional international service and cultural immersion programs are being planned and MSW student participation is strongly encouraged. Interested students should discuss these opportunities with the MSW Program Director.

GRADUATE SOCIAL WORK ALLIANCE

The Graduate Social Work Alliance (GSWA) is a student-run club that engages in awareness raising, voluntarism, advocacy, and leadership activities to support the personal and professional development of participants. The club plans various trainings, service projects, and social activities while representing the interests of students in the MSW Program in general. Membership in GSWA is open to any Daemen College graduate student interested in a career in the Social Work profession.

GSWA has supported student participation at the National Association of Social Workers (NASW) New York State Chapter Conference and Legislative Education and Advocacy Day (LEAD) in Albany, NY. Students have also been involved in the planning of the Social Work Humanitarian Dinner as well as international service projects in the Dominican Republic and Thailand.

Each fall, the GSWA holds an election for the club's four leadership positions: President, Vice President, Secretary, and Treasurer. Interested students have a chance to give a speech in support of his or her candidacy during the first departmental meeting of the fall semester and prior to web-based voting. If you are interested in running for office, please contact the MSW Program Director.

PHI ALPHA - HONOR SOCIETY



Phi Alpha is the National Honor Society for Social Work students. The term, Phi Alpha, means “love of humanity” and the purpose of the Phi Alpha Honor Society is to provide a closer bond among students of Social Work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in Social Work.

Membership in Phi Alpha is by invitation only. Individuals are selected to become members of the Social Work Honor Society based on evidence of their interest in the profession of social work; academic excellence (not only in social work education, but in all other academic areas); and dedication to the idea of service to humanity. Inductees must also demonstrate a commitment to the standards, ethics, and goals of the Social Work profession.

A student is eligible for membership in Daemen College's Zeta Zeta Chapter of Phi Alpha after meeting the following criteria:

- a) Completed fifteen (15) semester hours of required social work courses;
- b) Achieved an overall grade point average of 3.75;
- c) Demonstrated engagement in service.

Formal induction ceremonies are held each year at the Daemen College Social Work Humanitarian Fund Dinner. Students who are accepted into the Zeta Zeta Chapter of the Phi Alpha Honor Society will receive a letter denoting their inclusion from the Chair of the Social Work and Sociology Department in February.

Induction into the Zeta Zeta Chapter of the Phi Alpha Honor Society is considered the highest honor one can achieve in the Master of Social Work Program at Daemen College.

STUDENT RECOGNITION

The MSW Program offers several awards to recognize student accomplishments including the Outstanding Social Work Student Award, Outstanding Field Education Student Award, the National Association of Social Workers – New York State Western Division Student of the Year Award for Daemen College, and the Social Work Student Leadership in Service Award. Award criteria are described below.

Outstanding Social Work MSW Student Award

The Outstanding Social Work MSW Student Award is presented to the graduate student determined by the Faculty to have had the strongest overall performance in the MSW Program. The award recognizes a truly exceptional student/scholar whose performance has been consistently exemplary throughout their academic career.

Nominees for the Outstanding Social Work MSW Student Award must exhibit academic excellence (not only in social work education, but in all other academic areas) as well as a strong competency development in Field Education. The Outstanding Social Work MSW Student Award recipient must also exhibit leadership skills; a commitment to social justice, the profession of social work, and their clientele; and the integration of social work knowledge, skills, attitudes, and values through their service work in the Department of Social work and Sociology, at Daemen College, and in the larger community.

Only graduating students in the MSW Program are eligible to be nominated for this award. The recipient is recognized at the Daemen College Annual Excellence Awards Ceremony.

Outstanding Field Education MSW Student Award

Field Education is recognized as the signature pedagogy of the Social Work profession. The Outstanding Field Education Student Award is presented to the graduate student determined by the Faculty to have had the strongest performance in Field Education each year.

Nominees for the Outstanding Field Education Student Award must have exceeded expectations by expertly demonstrating awareness, knowledge, and skills as a social work field placement student. Students must also display creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors for a given competency at a superior level. The Award winner must also demonstrate professional behavior, initiative, and a commitment to ethical values of the social work profession.

Only graduating students in the MSW Program are eligible to be nominated for this award. The recipient is recognized at the Daemen College Annual Excellence Awards Ceremony.

NASW-NYS Western Division MSW Student of the Year Award for Daemen College

The NASW-NYS Western Division Student of the Year Award for Daemen College is presented to an MSW student who personifies the values of the Social Work Profession as defined by the NASW Code of Ethics.

The student selected will have demonstrated leadership skills and interest in community involvement within the academic or greater community setting. The student's work or volunteer interest should demonstrate contributions through community involvement, which make a difference in the lives of others, through social work skills and abilities; commitment to advocacy; and improving the quality of life for others. Awardees should also have a strong academic ability as well as professional identification as illustrated through participation in student clubs, membership in the Phi Alpha Honor Society, membership in professional organizations, and attendance at social work conferences.

Only graduating students in the MSW Program are eligible to be nominated for this award. The recipient is recognized at the Annual NASW-NYS Western Division Luncheon held during Social Work Month.

Social Work Student Leadership through Service Award

The Social Work Student Leadership through Service Award is presented to the student determined by his or her peers to embody the first value of social work – Service. As the National Association of Social Worker's Code of Ethics explains, social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. They are also encouraged to volunteer some portion of their professional skills with no expectation of significant financial return.

Nominees for the Social Work Student Leadership through Service Award should exhibit an exceptional commitment to serving their peers, program, and profession. This includes supporting the needs and interests of others through direct community service and sharing his or her passion for social work through action and advocacy.

Only students currently enrolled in the MSW program may identify nominees for this award. Any graduate social work student currently enrolled in the program is eligible for award nomination. Following the nomination process, all students will have an opportunity to vote to determine who will receive this honor at the Daemen College Student Leadership Awards Luncheon.

The Robert and Carol Chur Endowed Scholarship

The Robert and Carol Chur Family have generously provided Daemen College an Endowed Scholarship for Health and Human Services students interested in pursuing careers in long-term care. Students (Graduate and/or Undergraduate) from Daemen College's Health Care Studies, Nursing, Physical Therapy, Physician Assistant, and Social Work programs are eligible for a financial award (up to \$3,000). Funds are granted in the spring for use the following academic year.

All applicants must complete an essay attesting to their interest in working in long-term care. Social Work applicants must also demonstrate strong academic performance; a commitment to the Social Work profession (as demonstrated through departmental and community activity); and must have experience (paid, internship, and/or volunteer) working with populations in need of long-term care including, but not limited to, persons with disabilities and aging populations. Departmental faculty will select the awardee based on these criteria.

The Master of Social Work Faculty reserves the right to distribute these awards as they deem appropriate. As such, individual awards may or may not be distributed each year.

BEYOND THE MASTER OF SOCIAL WORK DEGREE

New York State Social Work Licensure

New York State offers professional licensure in social work through its Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW) credentials. Securing such licensure allows the licensee the opportunity to practice as a Master or Clinical Social Worker and to use the title, the designation (“LMSW” or “LCSW”), or derivatives thereof in New York State. Such a designation is very desirable to employers and, in the case of the LCSW, allows for billing for care delivery.

To meet the professional education requirement for licensure as an LMSW, one must present satisfactory evidence of having received a Master of Social Work (MSW) degree, or its equivalent, from a social work program registered by the Department as licensure-qualifying, accredited by the Council on Social Work Education (CSWE) or determined by New York State to be substantially equivalent to a registered program.

Upon completion of the MSW degree at Daemen College, students will educationally qualified to take the examination to secure the LMSW credential.

Individuals who complete at least twelve (12) semester hours of clinical coursework during their MSW program and have at least three (3) years of post MSW supervised experience in diagnosis, psychotherapy and assessment-based treatment planning will be eligible to take the examination to secure the LCSW credential.

Individuals seeking social work licensure in New York State must also:

- be of good moral character as determined by the NYS Education Department;
- be at least 21 years of age;
- meet examination requirements; and
- complete coursework or training in the identification and reporting of child abuse offered by a New York State approved provider.

The Daemen College MSW Program supports pursuit of Social Work licensure by requiring students to complete the identification and reporting of child abuse training (required in New York State) and by providing a Licensure Preparation course (SW680) during the second semester of the Advanced (Clinical) Practice year. Faculty also provide an eight-week study support group each fall, spring, and summer.

For more information about social work licensure in New York State, please visit the New York State Department of Education’s website (<http://www.op.nysed.gov/prof/sw/lmsw.htm>). To learn about the required Master of Social Work examination, please visit the Association of Social Work Boards (www.aswb.com).

Continuing Education

In New York State, Licensed Master (LMSW) and Clinical (LCSW) Social Workers are required to complete thirty-six (36) hours of continuing education over three (3) years to maintain their licensure. Daemen College provides continuing education to professional social workers through its Institute for Government and Non-Profit Innovation, Training, and Evaluation (IGNITE).

Graduates of the Daemen College MSW Program are entitled to two (2) years of free continuing education training following their graduation. After two years, program graduate can participate in continuing education at a reduced rate.

Letters of Reference

Faculty members are available to provide references for students in the MSW Program. Students are encouraged to identify faculty members who know them well and can provide a strong reference for them. **It is also strongly recommended that students communicate their desire to have a faculty member serve as a reference before identifying them to a third party.**

At your request, references may be provided to prospective employers or educational institutions by mail, electronic means, or phone. If you wish to have your letter of reference mailed, please be sure to provide correct address information and postage (as necessary). If you wish faculty members to provide references over the telephone, you are required to complete the Release of Information form (See Appendix). This form will be placed in your permanent file in the Department of Social Work and Sociology.

Students are also encouraged to establish a permanent student file in the Career Services office (716-839-8334) and to familiarize themselves with the services available through this office.

Alumni Engagement

The Department of Social Work and Sociology is interested in maintaining a connection to its Alumni through the provision of Continuing Education training, special events, and service projects. Alumni may also be interested in serving as Field Educators, Adjunct Faculty, Social Work Preceptors, or as members of the Social Work Community Advisory Board. Interested individuals should discuss these opportunities with the MSW Program Director.

Change of Address

It is important that current and former students are aware of program activities, events, and resources. Please report any changes to your address, telephone number, or email address to the Administrative Assistant in the Department of Social Work and Sociology so files can be kept up to date.



FIELD EDUCATION

FIELD EDUCATION OVERVIEW

NOTE: Please see MSW Program Field Education Manual for full coverage of field-related matters.

Field Education is the critical bridge between social work education and practice. It is the arena in which students exercise and affirm the knowledge, values, and skills required for practice of professional social work within a variety of systems.

All MSW students are required to participate in a two-course Field Instruction and Seminar sequence (SW519-SW520 for Generalist Practice and SW619-620 for Advanced (Clinical) Practice Students).

- The first course focuses on the enhancement of social work skills and the integration of theory and practice concurrent with the student's field placement. The course also offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment.
- The second course focuses on helping students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

For their final course project, students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community); designing and implementing an appropriate intervention; and evaluating their practice commensurate with their program level. Students present their client case to their peers and local social work professionals at the end of the semester.

In addition, students must also complete a Supervised Field Education Experience (commonly described as a professional internship) as required by our national accrediting body, the Council on Social Work Education (CSWE).

All MSW Students participating in Field Education must be supervised by a professional social worker who serves as their Field Educator. A qualified Field Educator must:

- Have obtained a Master of Social Work (MSW or equivalent) degree from a CSWE-accredited institution at least two years prior to becoming a Field Educator;
- Be a Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) in New York State for Generalist Practice Students and a Licensed Clinical Social Worker (LCSW) in New York State for Advanced (Clinical) Practice Students;
- Have been employed at current agency for at least six months prior to serving in Field Educator capacity;
- Provide documentation of degree and licensure status and complete an interview with the Director of Field Education; and
- Agree to participate in Field Educator orientation, follow-up trainings, and any required meetings.

Occasionally, an agency may be able to offer an excellent field placement opportunity but may not have a professional social worker that meets criteria and/or is willing to serve as a field educator on staff. In such cases, the MSW Program is prepared to work with the agency to identify an individual who has strong knowledge of the organization and its services, meets criteria, and can assume field educator responsibilities.

In such circumstances, the agency will be required to provide a task supervisor who will provide the student with day-to-day tasks and support related to work assignments. The agency will also be required to ensure that the student receives weekly supervision from their identified Field Educator. Both the field educator and the task supervisor will be required to participate in Field Educator Orientation.

Generalist Practice MSW students are required to complete a 450-hour, Supervised Field Education experience (225 hours per semester). This activity affords students the opportunity to maximize the integration of generalist social work knowledge, values, and skills in a community setting. Generalist Practice MSW Students are given the opportunity to work with diverse clients including individuals, families, groups, organizations, and communities and encouraged to grow their professional network by engaging with other social work practitioners.

Advanced (Clinical) Practice MSW students are required to complete a 500-hour, Supervised Field Education experience (250 hours per semester) under the direction of a qualified Field Educator. Students move toward advanced practice by employing clinical assessment tools and techniques for appropriate diagnosis of children, youth, and adults. Advanced students also demonstrate the ability to utilize culturally-appropriate, evidence-based research to guide their practice; analyze policy, procedures, and regulations that impact their practice; and demonstrate skill in working as professionals and across disciplines.

Students in active distress will be not be allowed to work with clients at their field placement.

Students must be enrolled in and taking MSW courses simultaneous to their field experience.

Students who are absent from their MSW classes repeatedly or for a prolonged period (regardless of reason) will not be allowed to continue at their field placement until they return to regular classroom participation. Students who attend their field placement without attending their MSW classes will have their behavior documented through an Improvement Plan and may be subject to removal from class, field placement, or from the MSW program.

Students who do not pass Field Instruction and Seminar I or III during fall semester will not be allowed to continue in Field Education. In such circumstances, the student must repeat the course the following school year.

Students who do not pass Field Instruction and Seminar II during the spring semester of their Generalist Practice year will not be allowed to continue in Field Education. In such circumstances, the student must repeat both Field Instruction and Seminar I and II the following school year.

To earn a Master of Social Work degree at Daemen College, Students must complete 500-field hours in their Advanced (Clinical) Practice year and pass the Field Instruction and Seminar III and IV two-course sequence. Students complete 400 additional field hours as part of their BSW Program or 450 additional field hours within the Generalist Practice Curriculum of the Daemen College MSW Program. **A minimum of 900 field hours are completed by each MSW Program Student.**

KEY TERMS USED IN FIELD EDUCATION

Core Competency	Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The Council on Social Work Education (CSWE), the national accrediting body for Social Work, has identified ten competencies as well as a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (Educational Policy Standards 2008).
Director of Field Education	Daemen College staff member assigned to locate and coordinate field placement opportunities for students. The Director of Field Education contacts agencies to determine their interest and willingness to host students at their locations. S/he also identifies, orients, and supports Field Educators and/or Task Supervisors and provides direct instruction to students through Field Instruction and Seminar (I, II, III, IV). The Director of Field Education is primarily responsible for aiding in the resolution of challenges that may arise in the field placement setting.
Field Education Coordinator	Daemen College staff member who assists the Director of Field Education in locating and coordinating field placement opportunities for students. The Field Education Coordinators contacts agencies to determine their interest and willingness to host students at their locations. S/he may provide direct instruction to students through Field Instruction and Seminar (I, II).
Field Educator	A social work professional employed by the agency who serves as the student's supervisor on a voluntary (unpaid) basis. This individual must meet specified criteria and is responsible for the education of the student(s) while they are at their agency.
Field Liaison	A college-based faculty/staff member or contracted licensed social work professional assigned to assist Students in obtaining and maintaining quality learning experiences. The Liaison may provide supervision, conduct site visits with the student, assist in the resolution of field placement issues, and work with Task Supervisors to develop learning experiences, among other responsibilities.
Field Placement	Agency location where Student completes Field Education work hours and receives supervision from Field Educator.
Learning Contract	Written document developed collaboratively by Student and Field Educator (and Task Supervisor as needed) to evaluate Student progress in developing the CSWE competencies and practice behaviors.
Practice Behavior	Measurable actions that demonstrate the application of social work knowledge, skills, and values for effective social work practice. Practice behaviors are specific and are used to measure competency.
Task Supervisor	An agency-based individual who does not hold a graduate degree in social work (MSW or equivalent) but is responsible for specific activities at the field placement agency. This individual is responsible for overseeing activities related to the student's field experience on a day-to-day basis and for assisting in identification and evaluation of student learning goals. Students who have a Task Supervisor will also be assigned a Field Educator to assist with supervision.

ELIGIBILITY CRITERIA

To be eligible to participate in Field Education, Generalist Practice Students must:

- 1) Be accepted as a Master of Social Work Full Program student by Daemen College faculty.
- 2) Complete a Field Education application and interview with Director of Field Education to identify their skills, availability, and areas of interest.
- 3) Interview with and be accepted at a Field Placement Agency under the supervision of a Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW). This individual must meet the criteria for Field Educator determined by Daemen College MSW Program.
- 4) Enroll in SW 519 (Fall Semester) and SW 520 (Spring Semester).
- 5) Complete Field Education Orientation.

To be eligible to participate in Field Education, Advanced (Clinical) Practice Students must:

- 1) Demonstrate that they are academically ready to move into the Advanced (Clinical) Practice curriculum by receiving a grade of B- or better in their practice and Field Education courses (within their Bachelor of Social Work (BSW) program or MSW Generalist Practice year).
- 2) Receive an average score of three or higher on at least seven of ten competencies included on their final Field Education evaluation (within their Bachelor of Social Work (BSW) program or MSW Generalist Practice year).
- 3) Complete a Field Education application and interview with Director of Field Education to identify their skills, availability, and areas of interest.
- 4) Interview with and be accepted at a Field Placement Agency under the supervision of a Licensed Clinical Social Worker (LCSW). This individual must meet the criteria for Field Educator determined by Daemen College MSW Program.
- 5) Enroll in SW619 (Fall Semester) and SW620 (Spring Semester).
- 6) Complete Field Education Orientation (as directed).

All MSW Students must demonstrate professionalism in courses and field placement (as evidenced by MSW Professionalism Rubric) to continue in Field Education.

ROLES AND RESPONSIBILITIES

While the primary responsibility for learning in the field placement rests with student, the Field Educator and Director of Field Education join with them to ensure that the experience is as complete and productive as possible. The chart below briefly outlines the responsibilities of each at each of the three stages of Field Education activity: pre-placement, placement, and evaluation.

	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
PRE-PLACEMENT ACTIVITIES	Completes application for field placement and identifies career goals and interests	Completes application to be a field educator and identifies opportunities for field placement	Identifies potential matches between student interests and career goals and field placement opportunities.
	When given permission by Director of Field Education, initiates contact with Field Educator regarding interview	Hosts meeting with student to determine if field placement is appropriate	Confirms final decision regarding placement and transmits appropriate paperwork to Student and Field Educator
	Signs Memorandum of Agreement and prepares to enter field placement	Signs Memorandum of Agreement and prepares to have student at field placement location	Ensures appropriate paperwork has been secured and reviews signed Memorandum of Agreement, Insurance Certificate
	Engages in any pre-placement training activities as required by Field Placement	Facilitates student participation in any required pre-placement trainings or pre-screenings	Assists to ensure student participation in any required pre-placement trainings/screenings
	Attends Field Education orientation for Students and confirms field placement start date and time	Attends Field Education orientation for Field Educators and finalizes preparations for student placement	Facilitates Student and Field Educator orientation sessions; Finalizes preparations for Field Placement activities

	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
PLACEMENT ACTIVITIES	Negotiates field placement tasks with Field Educator to complete Learning Contract; Reviews Safety Acknowledgment with Field Educator	Ensures that Student tasks are clearly defined in Learning Contract; Reviews Safety Acknowledgment with Student	Schedules meeting to review and approve Learning Contract; Ensures CSWE competencies and practice behaviors are being addressed; Reviews Safety Acknowledgment
	Initiates work on Learning Contract seeking assistance from Field Educator as needed	Supports Student work on Learning Contract by providing appropriate resources	Ensures Student reflection on field placement experience through Field Instruction and Seminar (I, II, III, IV)
	Prepares for and participates in regular supervision meetings	Prepares for and participates in regular supervision meetings	Engages in trouble-shooting activities as needed
	Brings issues that arise in field placement to the attention of Field Educator or Director of Field Education as appropriate	Provides honest, on-going feedback on performance to Student; Brings issues to attention of Director of Field Education	Acts as mediator between Student and Field Educator to address any issues; Documents challenges; Makes decisions about continuation

EVALUATION ACTIVITIES	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
	Completes mid-year placement evaluation and submits to Field Educator; Discusses any concerns about field placement and makes plan for addressing them	Completes mid-year placement evaluation and reviews with Student; Submits to Director of Field Education; Discusses any concerns about field placement and makes plan for addressing them	Reviews mid-year placement evaluation; Discusses mid-year placement evaluation with Student and Field Educator; Documents any plan to address concerns; Assigns grade
	Addresses concerns raised during weekly supervision and/or mid-year placement evaluation as appropriate	Ensures that Student makes progress on addressing concerns raised during weekly supervision and/or mid-year placement evaluation as appropriate	Engages in trouble-shooting activities as needed; Acts as mediator between Student and Field Educator to address any issues; Documents any plan to address concerns; Makes decisions about continuation
	Participates in check-in meeting with Field Educator and Field Director; Discusses any concerns about field placement and makes plan for addressing them	Participates in check-in meeting with Student and Director of Field Education; Discusses any concerns about field placement and makes plan for addressing them	Participates in check-in meeting with Student and Field Director; Documents; Documents any plan to address concerns; Ensures action on plan; Makes decisions about continuation
	Completes final placement evaluation and submits to Field Educator	Completes final placement evaluation and reviews with Student; Submits to Director of Field Education	Reviews final placement evaluation; Discusses final placement evaluation with Student and Field Educator; Assigns grade
	Completes evaluation of Field Educator and Field Placement and submits to Director of Field Education (web-based)	Completes evaluation of Field Education Program; Submits to Director of Field Education (web-based)	Reviews feedback from Students and Field Educators and uses it to improve Field Education programming

LEARNING OPPORTUNITIES IN FIELD EDUCATION

Generalist Practice

Under professional supervision, students will, ideally, move from beginner-level activities to more complicated interactions and interchanges with clients and other systems. What follows is a description of desirable Generalist Practice field placement experiences.

1. **Techniques to Help a Student Become a Professional.** The process of becoming a professional begins with the field placement agency orientation process and clarification of expectations for the student, field educator, and other agency staff. Orientation topics may include understanding of the purpose of field education and weekly supervisory conferences, student responsibilities in making the field experience meaningful, and the field educator and student roles in each of these areas. Emphasis on values and principles such as confidentiality (specifically related to the use of the agency materials and to the practice of social work in general) should be introduced immediately. Agency policies and procedures should also be reviewed.
2. **Interviewing Experiences.** Students who enter field placement will have had some practice in interviewing clients and/or professionals in various systems. Since these activities are introduced in an academic setting, they can be considered relatively limited experiences within the context of the profession. Therefore, field educators should begin, as quickly as possible, to introduce the student to interviewing experiences and help them with preparation for initial interviews (i.e. how to engage, assess, mutually define the problem, what to do to when meeting resistance). Field educators may prefer to begin by having the student observe interviews conducted by experienced agency staff, role play interviews particular to the field setting, and/or participation in the student's initial interviews. These opportunities should be followed by evaluation and feedback. Specific instruction is essential to help the student connect theory to practice and to focus original experiences in interviewing toward the more specific, in depth type of interviews that will be called for in entry-level jobs. The student will also need help in adjusting interviewing skills to the systems involved (micro, mezzo, or macro) and to the nature of the expected professional role.
3. **Experiences in Relating to Individuals.** The use of professional self in the helping relationship is a fundamental part of generalist social work and experiences should be planned to enhance this ability within the student. Initially, this may be part of selecting activities or tasks with a client and other systems in conjunction with another social worker or the field educator. However, within the first two months, the student should receive an assignment that allows a client system to become the responsibility of the student. A progressive step from that point would be for the student to see what is expected in the professional use of self as work advances with that client system and as additional client systems are added.
4. **Experience in Relating to Families or Family Members.** All students should have clear awareness of the importance of understanding family interaction. This knowledge is vital in making decisions as to whether the members of a family are worked with as individuals, collaterals, or as a family group. Since the family constellation, traditional or nontraditional, is still the most significant primary group in society, the student should develop some basic professional skills in working with family networks.

5. **Experience with Groups.** It is essential that the student, who already has knowledge concerning the importance of groups, continues to develop social work skills for working with groups. Regarding task groups, the student should be a participant in staff meetings, case conference, and other agency committees and observe task group dynamics. Eventually, however, the student should have the opportunity to develop, lead, or at the least co-facilitate a group. Appropriate groups include those involved in problem-solving, self-help, mutual aid, education, information exchange, therapy, or a combination of these.
6. **Experience in Working with Other Agencies and Settings and Their Personnel.** Brokering, advocacy, service coordination, and linkage and referral are important components of entry-level generalist practice. This experience is likely to happen within the context of the problem-solving process. The student's ability to articulate their agency goals and objective to other agencies is an extremely important part of the field learning.
7. **Experience in Community Activities.** The student needs to understand the relationship of the agency to the wider community. Identification of community social problems and of the mission of other agencies working in the same field can be considered a step toward the student's developing skills in working with communities. Eventually, the student should have specific experiences in helping organize or becoming part of a group working on community problems. This could include social policy change, social action, or local neighborhood or community development project.
8. **Experiences in Social Work Documentation: Recording Progress Notes, Case Summaries, and Other Written Communications.** The student should become familiar with the agency's method of documentation including recording of social work notes in individual and group records, completion of social histories, session summaries, memo and/or letter writing, releasing materials to other agencies, and technical writing including research or policies. As each agency has a different method of recording, students will benefit from a review of case records to observe different styles as well as specific instruction on the recording process by the field educator.
9. **Experience with the Problem-solving Process of Social Work Practice.** The activities in which the student should have experience include: making initial contacts, collecting data, defining the problem setting up preliminary goals, assessing, contract negotiation and goal setting, intervention, evaluation, and termination. Whether in the classroom or life experiences, whether through volunteer or paid experience, students have had experience in the problem-solving process. In the field placement setting, they need to have experience in applying the generalist framework to the reality of social work practice. Although they may learn by reading agency records as to the process staff have followed, they need to begin their first actual work in these activities within the first month of practice. Although the degree to which each activity may be carried out with the different systems may vary according the agency mission, the intent is to provide experiences which enable the student to integrate the knowledge values, and skills of the problem-solving method to all aspects of social work.
10. **Evaluation.** The student has learned that evaluation is an important part of the problem-solving process regardless of what size system is involved. They should be able to practice evaluation of intervention effectiveness with client systems in a variety of ways. As for the student, self-evaluation and the ability to accept constructive criticism is also seen as an important part of the learning process in the field placement experience.

Advanced (Clinical) Practice

Working under the direction of a Licensed Clinical Social Worker (LCSW), Advanced (Clinical) Practice MSW Program students will move toward advanced practice by employing clinical assessment tools and techniques for appropriate diagnosis of children, youth, and adults. Advanced students will also demonstrate the ability to utilize culturally-appropriate, evidence-based research to guide their practice; analyze policy, procedures, and regulations that impact their practice; and demonstrate skill in working with professionals and across disciplines.

What follows is a description of desirable Advanced (Clinical) Practice field placement experiences.

1. **Techniques to Help a Student Become a Professional.** At this level, students should readily identify as social work professionals and engage the person-in-environment and strengths perspective in their practice. They should also recognize and manage their personal values and use ethical guidelines in their decision-making. Advanced (Clinical) Practice students must be provided ample opportunities to develop, manage, and maintain therapeutic relationships with clients and demonstrate professional use of self (especially as it relates to mitigation of clinical risk) within their field placement. Opportunities to identify their professional strengths, limitations, and challenges should be included as a regular part of supervision with their field educator. Students should seek out professional development opportunities through in-service trainings, conferences, and continuing education at their field agency or in the community. Population-or skill-based professional certification programs should be explored.
2. **Interviewing Experiences.** Advanced (Clinical) Practice students are expected to engage directly with clients (children, youth, adults) within their field placement. They are trained to engage clients and successfully complete bio-psycho-social-spiritual and client readiness assessments. Students need opportunities to hone their interviewing skills including use of evidence-based interview schedules and assessment tools. Students should demonstrate facility with identifying these resources as well as appropriate use of them. Field educators are asked to assist students in securing needed training related to agency-required instruments. Students should also demonstrate capacity to engage clients in a culturally competent and sensitive manner when conducting interviews – acknowledging the effects of oppression, discrimination, and historical trauma as well as privilege.
3. **Experiences in Relating to Individuals.** Where possible, Advanced (Clinical) Practice students should have access to their own clients in the field placement setting. This will enable them to demonstrate their ability to work effectively with diverse and disempowered populations and help them learn to utilize standardized clinical assessment tools and engage in differential diagnosis. Partnering with their clients, students should identify measurable goals and objectives (short- and long-term) and utilize appropriate evidence-based therapeutic interventions to maximize client responsiveness. Field educators play an important role in helping students to effectively use various tools and techniques and identify issues related to transference and counter-transference when working with clients. Similarly, field educators provide critical guidance ensuring that students maintain fidelity to intervention models and critically examine and effectively evaluate their practice.

4. **Experience in Relating to Families or Family Members.** When working with clients, students should acknowledge the importance of family dynamics and interactions as well as their potential impact on individual clients. Students should also recognize the importance of diversity and difference when engaging families, clinically or otherwise. Through their courses, students develop an understanding of evidence-based techniques for use in working directly with families. Where possible, students should secure opportunities to engage, assess, or intervene with families or family members through their field placement. Before doing so, students should identify risk factors related to engagement with families and intervene appropriately – seeking guidance from their field educator as needed.
5. **Experience with Groups.** Students should secure experience working with different types of groups as part of their field education experience. This may include, but is not limited to, participating on a committee or task force; leading skills training or support groups; and/or providing treatment groups using an evidence-based curriculum. These activities provide students opportunities to practice their group engagement, assessment, intervention, and evaluation skills and help to determine strengths and areas for future development.
6. **Experience in Working with Other Agencies and Settings and Their Personnel.** Students should demonstrate their ability to scan the environment (within and outside their field placement agency); identify and assess services; and determine their appropriateness for addressing client needs. Students should also use various engagement skills to develop relationships with personnel at their field placement or other agencies to support client linkage and referral and enable improved service coordination.
7. **Experience in Community Activities.** In addition to scanning the environment, students should examine the impact of policies, procedures, and regulations on their clients as well as that of programs, organizations, and systems. With guidance from their field educator, students should seek opportunities to inform administrators and other decision-makers about their findings. Students are further encouraged to work collaboratively, with other professionals, to advocate for and/or initiate sustainable change.
8. **Experiences in Social Work Documentation: Recording Progress Notes, Case Summaries, and Other Written Communications.** The student should become familiar with their field placement agency's documentation methods including recording of client histories, assessments, diagnoses, treatment plans, progress notes, and evaluation reports. Training on the use of electronic client records – related to security, encryption, and storage of records – is also considered critical.
9. **Experience with the Problem-Solving Process of Social Work Practice.** Advanced (Clinical) Practice students must use a wide range of problem-solving skills and processes to serve their client's best interests. These skills and processes may include but are not limited to: clarifying issues; formulating key questions or ideas; collating and organizing data; synthesizing and analyzing information; engaging creative or lateral thinking; advocating; negotiating and persuading; brokering; and collaborating.
10. **Evaluation.** Advanced (Clinical) Practice students should be able to demonstrate their ability to critically analyze, monitor, and evaluation interventions – at the practice and program level - and utilize evaluation results to determine appropriate future directions. Students should also contribute to the social work knowledge base by sharing their findings and insights with colleagues and other professionals.



MONITORING STUDENT BEHAVIOR AND PERFORMANCE

Gatekeeping is an important part of social work education and the profession of social work. This mechanism ensures that graduates not only possess the competencies necessary for generalist and advanced (clinical) social work practice but also the highest standards of professionalism. Toward that end, the MSW Program uses a variety of formal and informal mechanisms to monitor student behavior and/or performance. This monitoring is ongoing and extends beyond classroom and field placement evaluation.

ETHICAL BEHAVIOR

Daemen College MSW Students are expected to engage in behavior consistent with the National Association of Social Workers (NASW) Code of Ethics at all times.

This includes but is not limited to:

- Being respectful of each other's time through attendance, punctuality, and full participation;
- Demonstrating respect in our personal demeanor and interactions;
- Engaging in professional communication through use of language and discretion;
- Putting forth appropriate effort when working collaboratively with others;
- Taking responsibility for our feelings, behaviors, and reactions;
- Attending to emotional reactivity and modifying our behavior as appropriate;
- Maintaining honesty and integrity in all activities and interactions;
- Being receptive to feedback and suggestions in all forms;
- Showing a willingness to be self-reflexive, aware, and corrective;
- Challenging ourselves to be open to change and growth opportunities; and
- Ensuring appropriate maintenance of boundaries and ethical practice.

Confidentiality is of particular importance within social work. Students may wish to share personal or professional experiences to secure support and/or enrich discussion. In doing so, they must always be mindful of their obligation to protect identifying information. In addition, the content discussed – including information about clients, organizations, practitioners, and the larger community – must be considered confidential in nature. To ensure a safe, confidential, and educationally enriching environment, students must not disclose information shared in the classroom or within their field placement with others. Students should also not discuss these matters outside class unless following guidelines established within the NASW Code of Ethics.

PROFESSIONALISM RUBRIC

The MSW Program has developed a rubric to assess student professionalism in all required courses and in field placement (See: Appendices). The rubric measures professionalism using eight (8) performance indicators including attendance, timeliness, preparation, participation, listening skills, ability to follow instructions, interprofessional dynamics, and respect for others. Each performance indicator is measured on a four-point scale, with a four (4) representing high levels of professionalism and a one (1) representing low levels of professionalism. The rubric also includes a question on the student's overall professionalism (scored as excellent, good, fair, or poor) and allows for comments.

MSW Program faculty use the Professionalism Rubric to document student professionalism in the classroom typically twice during the semester (mid-term and final). In instances where a student scores a two (2) or lower on any of the rubric's performance indicators, Faculty are instructed to report the issue to the MSW Program Director so an Improvement Plan (described below) can be completed.

The Professionalism Rubric is also used to determine if the student is eligible to continue in the MSW Program and/or Field Education. Students who are identified as having multiple deficiencies related to professionalism (i.e., scoring a two or less on two or more performance indicators and/or problems with professionalism in multiple classes) may be denied permission to continue in the MSW Program and/or Field Education. **The MSW Program Director will make final determinations as to whether the student can continue in Field Education and/or the MSW Program related to professionalism.** Other faculty or staff feedback may be secured, as needed.

Faculty, staff, and field educators are instructed to report any concerns about student behavior and/or performance to the MSW Program Director. This may include concerns about activities occurring outside the classroom or field placement setting including, but not limited to, reports of harm to self or others; problem drinking; drug use or abuse, violence; and/or police involvement while at Daemen College or in the community. An Improvement Plan (described below) will be developed as needed. The MSW Program Director will also assume responsibility for reporting to the Daemen College Student Support Team, Office of the Vice President for Student Affairs, and Dean of Students (Student Affairs) as appropriate.

COURSE-BASED EVALUATION

Students are evaluated based on their achievement of the learning objectives identified for each course. These learning objectives will typically focus on the development of CSWE competencies and associated practice behaviors. The measurement of each objective varies from course to course but is based on several, if not all, the following assessment techniques:

Quizzes and/or Examinations: Testing is a commonly used assessment technique used to determine whether students have secured specific knowledge or skills.

Papers: Written communication skills will be carefully evaluated through papers or other writing assignments. Students will write papers to demonstrate course learning objectives related to case analysis, research and evaluation, and policy analysis and critique. Additional writing assignments will include client social histories, process recordings, micro/macro diagnostic summaries, and policy briefs.

Annotated Bibliographies: Annotated bibliographies will require students to summarize, critique, and, in some instances, apply content from the research and scholarly literature.

Journals: There are several types of journals or logs that will be used to evaluate student learning. Students will complete weekly supervision logs as part of their Field Education experience to document their growing knowledge development as well as their experience of personal and professional growth over time.

Presentations: Presentations will provide students with the opportunity to present a case, make an argument, or describe a theory while communicating professionally. Presentation skills will help to strengthen student confidence in engaging in knowledge sharing with peers and professional colleagues as well as elected officials, funders, and the public.

Projects: Individual and/or group projects will be another means of evaluation frequently used in the MSW Program. Projects will be used to further knowledge attainment, enhance skill development, and develop an understanding of process. Group projects will also provide students with the opportunity to experience what it is like to work in teams.

Recordings: Interviews and other activities will be recorded to evaluate developing practice skills including engagement, assessment, and intervention.

Role Plays: Students will participate in various role play activities – particularly within their practice classes. Role plays will enable faculty to assess student skills – in situ – and to provide immediate and direct feedback. Role plays may also be recorded to facilitate student reflection and problem solving.

FIELD EDUCATION-BASED EVALUATION

As Field Education serves as the critical bridge between social work education and practice, it plays an important role in the overall evaluation of students – particularly as it relates to determining whether students have acquired the competencies determined to be necessary for generalist social work practice by the Council on Social Work Education (CSWE) or advanced (clinical) practice as defined by Daemen College Social Work faculty.

The courses associated with Field Education, *Field Instruction and Seminar (I, II, III, IV)*, are comprised of two activities. Seminar is led and evaluated by the Director of Field Education. The Supervised Field Education Experience occurs at the field placement agency and is evaluated by Field Educators/Task Supervisors. A description of the evaluation procedures for each component is provided below.

FIELD EDUCATION - CLASSROOM-BASED LEARNING

All MSW students must participate in a classroom-based seminar as part of the two-course Field Instruction and Seminar sequence (SW519-SW520 for Generalist Practice Students and SW619-620 for Advanced (Clinical) Practice Students). **ATTENDANCE IS MANDATORY.**

The first course in the sequence focuses on the enhancement of social work skills and the integration of theory and practice concurrent with the student's field placement. The course also offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. The second course focuses on helping students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

Student behavior and/or performance is monitored as part of the course. Students are expected to actively participate in course discussions and activities while in class. Concerns about behavior and/or performance while in seminar should be shared with the MSW Program Director as soon as possible. An Improvement Plan (described below) will be developed as needed.

Similar to other classroom-based evaluations, students are also evaluated on their achievement of the learning objectives identified for each course. Learning objectives focus on the development of CSWE competencies and associated practice behaviors.

In Field Instruction and Seminar (I, II, III, IV) students are evaluated on completion of reflective journal entries/assignments, their Student Learning Portfolio (described in detail below), and a client case presentation from their field placement experience. Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community); designing and implementing an appropriate intervention; and evaluating their practice commensurate with student level (Generalist or Advanced (Clinical) Practice). Students present their client case to their peers and to local social work professionals at the end of the semester.

STUDENT LEARNING PORTFOLIO

Students in the MSW Program are responsible for preparing a Student Learning Portfolio as a required assignment in the SW519-520 and SW619-620 Field Instruction and Seminar course sequence. The portfolio serves to document student mastery of program goals and objectives and demonstrates acquisition of CSWE competencies and associated practice behaviors through coursework and field placement. Portfolios are developed through the Digication ePortfolio and Assessment System (See: Appendices for Digication E-Portfolio Payment and Release of Information).

Students are expected to discuss each of the ten CSWE competencies and provide evidence of their acquisition in the student learning portfolio. The tables that follow outline required items for inclusion for the Generalist Practice and Advanced (Clinical) Practice Learning Portfolio.

GENERALIST PRACTICE STUDENT LEARNING PORTFOLIO

COURSE	ASSIGNMENTS
SW 511 Foundations of Micro-Mezzo Practice	Generalist Practice Case Study
SW 512 Foundations of Macro Practice	Community Practice Project
SW 513 Social Work Research	Collaborative Institutional Training Initiative (CITI) Certificate Research Proposal
SW 515 Oppression, Power, and Change	Lived Experience Paper Advocacy and Activism Paper
SW 516 Social Welfare History, Policy & Services	Social Policy Analysis Advocacy Project
SW 517 Human Behavior in the Social Environment	Theoretical Paper
SW 518 Theories of Organizational Behavior and Development	Ideal Organization Presentation
SW 519 Field Instruction and Seminar I	Self-Care and Professional Development Plan Learning Contract and Mid-Year Evaluation
SW 520 Field Instruction and Seminar II	Client Case Study and Presentation Learning Contract and End of Year Evaluation

ADVANCED (CLINICAL) PRACTICE STUDENT LEARNING PORTFOLIO

COURSE	ASSIGNMENT
SW 612 Advanced Clinical Practice	Clinical Case Study
SW 682 Clinical Practice with Children	Child Case Study
SW 617 Psychopathology	Diagnostic Assessments
SW 547 Child and Family Policy and Services	Environmental Scan
SW 652 Concentration: Children and Families I	Integrative Paper
SW 653 Concentration: Children and Families II	Final Paper
SW 619 Field Instruction and Seminar III	Evidence-Based Intervention Research Learning Contract and Mid-Year Evaluation
SW 620 Field Instruction and Seminar IV	Evidence-Based Intervention Case Study and Case Conference/Case Review Learning Contract and Year-End Evaluation

Students should also include any certificates from Lunch and Learns, Skill Development Trainings and Seminars, or other activities they have attended during their tenure in the MSW Program as well as any honors or awards. A summary statement describing student experiences in the MSW Program, their personal and professional growth, and future goals and aspirations related to social work, their education, and/or career, must also be included.

A panel of social work preceptors, including social work faculty as well as seasoned social work professionals, are responsible for evaluating the final Student Learning Portfolio.

FIELD EDUCATION – SUPERVISED FIELD EDUCATION EXPERIENCE

All MSW students must participate in a Supervised Field Education Experience under the direction of qualified Field Educator in each year of their program enrollment. The Supervised Field Education Experience occurs at the field placement agency and is evaluated by Field Educators/Task Supervisors and the Student.

SUPERVISORY EVALUATION

Student behavior and/or performance are monitored as part of weekly, one-hour supervision sessions (face-to-face or other) with their Field Educator. Students are expected to be prepared for and actively participate in supervision. They are also responsible for completing a weekly supervision log which must be reviewed and approved by their Field Educator (See: Appendices). Concerns about behavior and/or performance while in supervision should be shared with the Director of Field Education as soon as possible. An Improvement Plan (described below) will be developed as needed.

FIELD PLACEMENT LEARNING CONTRACT AND EVALUATION

The Field Placement Learning Contract and Evaluation Form is a document that serves to guide the student through their Supervised Field Education Experience.

Generalist Practice Students are responsible for identifying individualized tasks that will enable them to demonstrate the ten (10) competencies and forty-one (41) associated practice behaviors identified for generalist social work practice by our national accrediting body, the Council on Social Work Education (CSWE). Advanced (Clinical) Practice Students are responsible for identifying individualized tasks that will enable them to demonstrate the ten (10) competencies and thirty-six (36) advanced practice behaviors identified by the Daemen College MSW Program as critical to clinical practice with children and families.

Students are expected to negotiate, with their Field Educator (and Task Supervisor, as necessary), a set of educationally-sound learning experiences for each competency based on opportunities provided at the field placement, the learning needs and priorities of the student, and the skills, ethics, values, and behaviors needed for the profession. The student should also take into consideration any coursework or assignments that will contribute to their learning during the semester.

The Learning Contract is entered into Sonia – Daemen College’s Student Placement Software Application. The contract becomes finalized when the Student, Field Educator, and Director of Field Education meet to review and sign off on it at the first site visit. The Learning Contract should be viewed as “working document” or plan and may be renegotiated, as needed, over time.

Importantly, the Learning Contract serves as the basis for evaluating student performance in Field Education.

There are two formal evaluations of progress on the Learning Contract.

The mid-term evaluation can be viewed as a formative evaluation aimed at gathering feedback that can be used to foster improvement in the Field Education context. Both the Student and the Field Educator (as well as Task Supervisor, as necessary) will review the Student’s movement on the learning experiences identified in the Learning Contract as well as their progress in meeting CSWE competencies. The Field Educator will offer constructive evaluative feedback: identifying strengths and areas of needed improvement and suggesting strategies for attainment of competencies by the end of the Field Education experience. This review is documented on the form provided by Daemen College and sent to the Director of Field Education at the end of the fall semester for review.

The final evaluation is a summative evaluation measuring the level of success or proficiency that has been achieved by the end of Field Education. Here, again, the Student and the Field Educator (as well as the Task Supervisor, as necessary) will review the Student’s overall performance and provide vital feedback describing the level at which they have incorporated the competencies and associated practice behaviors of generalist social work practice as defined by the Council on Social Work Education (CSWE) or advanced (clinical) social work as defined by Daemen College Social Work faculty.

Additional information about the evaluative aspects of the Learning Contract can be found in the section below. A copy of the Field Placement Learning Contract and Evaluation Form can be found in the Appendices.

EVALUATION OF SUPERVISED FIELD EDUCATION EXPERIENCE

Evaluation of the Supervised Field Education Experience requirement focuses on the completion of individualized tasks described in the Student’s Learning Contract. These learning opportunities enable the student to demonstrate that they have acquired the ten (10) competencies and associated practice behaviors for Generalist or Advanced (Clinical) Practice.

There are two formal evaluations of progress on the Learning Contract. The mid-term evaluation takes place in fall and is aimed at gathering feedback that can be used to foster improvement in the Field Education context. The final evaluation takes place in spring and measures the level of success or proficiency in achieving the competencies. For more information on the Learning Contract, please see the Placement Activities section of this manual.

For both the Mid-Year and Final evaluation, the student and Field Educator are required to evaluate student performance on a given competency by scoring the associated practice behaviors using the scale provided below. Students complete the evaluation as part of a self-assessment. The MSW Program uses only the Field Educator’s evaluation scores for assessment purposes.

Students and Field Educators are instructed to leave a score blank if the student has not yet engaged in activities related to the practice behavior. They are also asked to include information about planned activities and start dates in the narrative section (described below).

Advanced Competence (Scored as 5)	Expertly demonstrates awareness, knowledge, and skills as a social work student. Student displays creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors associated with a given competency at a superior level.
Competence (Scored as 4)	Demonstrates awareness, knowledge, and skills as a social work student. Student performs the set of practice behaviors associated with a given competency well and with consistency.
Emerging Competence (Scored as 3)	Demonstrates emerging awareness, knowledge, and skills as a social work student. While there may be unevenness, student offers evidence of both the motivation and capacity to perform the set of practice behaviors associated with a given competency satisfactorily.
Insufficient Progress (Scored as 2)	Demonstrates minimal awareness, knowledge, and skills as a social work student. Student appears to face difficulties in developing the ability to perform the set of practice behaviors associated with a given competency and does so minimally.
Unacceptable Progress (Scored as 1)	Demonstrates little awareness, knowledge, and skills as a social work student. Student is unable to demonstrate the ability to perform the set of practice behaviors associated with a given competency.

In addition to scoring each practice behavior, an average score is calculated for each competency area. This score is used to determine whether the student is making appropriate progress on each competency.

Following this, the Student and Field Educator completes a brief narrative discussing specific activities undertaken by the student to provide evidence of the development of each core competency and associated practice behavior during the period in question.

Finally, both the Student and Field Educator can identify “Key Strengths,” “Key Areas for Development,” and to provide comment. Field Educators may also identify “Areas Where Growth Was Most Evident” and “Future Learning Needs and Recommendations.”

Importantly, the Learning Contract should be viewed as a “working document” or plan. Students may not complete all tasks on the timeline originally specified. Students may need to adjust or modify individualized tasks identified in the Learning Contract and some flexibility is required in evaluating results – particularly during the fall semester.

Additionally, the Learning Contract should capture Student development and professional growth over time. It is anticipated that students demonstrate “Emerging Competence” in most areas at the fall evaluation. Students should demonstrate “Competence” in most areas and “Advanced Competence” in few, if any, areas by the spring evaluation.

Students determined to be making “Insufficient Progress” or “Unacceptable Progress” in one or more competency area(s) - based on the average score - will be required to meet with the Director of Field Education and the MSW Program Director. During this meeting, faculty will seek to understand the nature of the challenges faced by the student in the field placement and determine if s/he should be allowed to continue in Field Education. If the student is allowed to continue in field placement, an Improvement Plan (described below) will be developed and implemented.

The Supervised Field Education Experience component of Field Instruction and Seminar is graded on a pass/fail basis for both the fall and spring semester. A fail grade will be assigned to any Student who is determined to be making “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas.

Students that do not submit the mid-year or final Field Education evaluation form will not receive a grade for the semester. A student cannot continue in Field Education or graduate with an MSW degree until s/he has a final grade in place.

FIELD EDUCATION – SITE VISITS

The Director of Field Education is responsible for conducting at least two (2) site visits at the student’s field placement location. The initial visit is scheduled to take place in fall and is designed to ensure that reasonable expectations for student learning have been established. The second visit takes place in spring and includes a review of the mid-term evaluation of the Learning Contract and student progress on learning experiences to date.

Additional field placement visits can be scheduled as needed or desired. Visits may be requested by the Director of Field Education, Field Educator, and/or the Student for any reason including, but not limited to, changes in the field placement setting; need for additional support or guidance for Field Educators or Students; need for clarification on Field Education policies and/or procedures; and concerns with behavior and/or performance. The Director of Field Education is responsible for documenting field placement visits and for completing an Improvement Plan (described below) should concerns about student behavior and/or performance be identified.

FIELD INSTRUCTION AND SEMINAR GRADING

Field Instruction and Seminar is graded on a pass/fail basis for both the fall and spring semester. Students that do not submit required assignments will not receive a grade for the semester. A student cannot continue in Field Education or graduate until s/he has a final grade in place.

Students who do not pass Field Instruction and Seminar I or III during fall semester will not be allowed to continue in Field Education. In such circumstances, the student must repeat the course the following school year.

Students who do not pass Field Instruction and Seminar II during the spring semester of their Generalist Practice year will not be allowed to continue in Field Education. In such circumstances, the student must repeat must repeat both Field Instruction and Seminar I and II the following school year.

To earn a Master of Social Work degree at Daemen College, Students must complete 500-field hours in their Advanced (Clinical) Practice year and pass the Field Instruction and Seminar III and IV two-course sequence. Students complete 400 additional field hours as part of their BSW Program or 450 additional field hours within the Generalist Practice Curriculum of the Daemen College MSW Program. **A minimum of 900 field hours are completed by each MSW Program Student.**

In order to secure their Master of Social Work degree from Daemen College, students must perform academically; behave in a manner that is consistent with the NASW Code of Ethics and program standards for professionalism; and demonstrate mastery of skills necessary for generalist or advanced (clinical) social work practice.

Every effort will be made to help students perform at the level of expectation as they work toward completing their professional degree.

In keeping with its role as gatekeeper to the social work profession as well as its high standards for professionalism, the Daemen College MSW Program has also developed policies and procedures to address behavior and/or performance concerns as well as criteria for termination. In addition, the MSW Program offers opportunities for students to file grievances and/or appeals following Daemen College protocols.

ADDRESSING CONCERNS IN FIELD EDUCATION

A good deal of effort is involved in matching a Student, Field Educator, and Field Placement Agency for an optimal learning experience. **As such, it is expected that the entire field placement will be completed at one field placement location and within a specified period (two academic semesters).** There are, however, times when it becomes necessary to terminate a field placement for the well-being of the student, as well as that of clients, the organization, and/or the social work profession.

Any party can initiate a conversation about the possible need to terminate or otherwise modify a field placement arrangement, regardless of reason. In many, but not all cases, concerns surface related to various monitoring and evaluation activities. Concerns can be documented by the student, Field Educator/Task Supervisor, and/or Director of Field Education using the appropriate Documentation of Field Education Concerns Form (See: Appendices).

Following initiation of the conversation, the Student, Field Educator, and Director of Field Education will meet to discuss the primary concerns and establish whether the situation is reparable. Other parties may be asked to participate in the discussion as needed.

The Director of Field Education, in consultation with the MSW Program Director, will determine whether the student's field placement will be terminated (and, if so, whether reassignment is possible).

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan (described below) and commit to its implementation. This plan may require the student to seek assistance through Daemen College's Counseling Center (716-839-8337), Learning Center (716-839-8228), and/or Health and Insurance Services (716-839-8446) to ensure that s/he has the necessary support to be successful in field placement. Progress on the plan will be monitored and a determination will be made as to whether the identified concerns had been addressed.

If a decision is made to terminate the field placement, a process will be followed to minimize the educational disruption experienced by the student while also protecting the relationship between the MSW Program and the Agency in question.

- 1.) Working with the Student and Field Educator, the Director of Field Education will determine an appropriate timeline for removing the student from the field placement (as appropriate).
- 2.) Using this timeline, the student will complete an exit process with the Field Educator including completing any necessary paperwork, terminating and/or reassigning clients, closing or reassigning projects or committee work, and fulfilling administrative requirements as requested by the field agency (as appropriate).
- 3.) The Field Educator will provide a brief, written summary of the student's field experience - including the number of hours worked to date, nature of activities completed, and reason(s) for discontinuance of field placement - to the Director of Field Education. This summary must be shared with the student, for their review and signature, and will become part of the student's official record.

The Director of Field Education will determine the number of hours, if any, the student will be credited for participating in field placement activities.

Students wishing to appeal a field placement termination decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

Immediate Removal

A Field Educator and/or Field Placement Agency can require a student to leave their facility immediately – without going through the steps outlined above – if they believe that the student has engaged in behavior that places a client, program, organization, or community at risk of harm or otherwise violates these entities' rights. In such instances, the student must notify the Director of Field Education as soon as possible, within twenty-four (24) hours of removal. Failure to do so may foreclose future field placement opportunities and/or result in termination from the MSW Program.

Similarly, a student may immediately leave their field placement – without going through the steps outlined above – if they believe that they are at risk of harm or violation of their rights or those of clients, staff, or community members. Here, again, the student must notify the Director of Field Education as soon as possible, within 24 hours of removal. Failure to do so may foreclose future field placement opportunities and/or result in termination from the MSW Program

Following such incidents, the Student, Field Educator, and Director of Field Education will meet to discuss the primary concerns and establish whether the situation is reparable. Other parties may be asked to participate in the discussion as needed.

The Director of Field Education, in consultation with the MSW Program Director, will determine whether the student's field placement will be terminated (and, if so, whether reassignment is possible).

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan (described below) and commit to its implementation. This plan may require the student to seek assistance through Daemen College's Counseling Center (716-839-8337), Learning Center (716-839-8228), and/or Health and Insurance Services (716-839-8446) to ensure that s/he has

the necessary support to be successful in field placement. Progress on the plan will be monitored and a determination will be made as to whether the identified concerns had been addressed.

If a decision is made to terminate the field placement, a process will be followed to minimize the educational disruption experienced by the student while also protecting the relationship between the MSW Program and the Agency in question.

- 1.) Working with the Student and Field Educator, the Director of Field Education will determine an appropriate timeline for removing the student from the field placement (as appropriate).
- 2.) Using this timeline, the student will complete an exit process with the Field Educator including completing any necessary paperwork, terminating and/or reassigning clients, closing or reassigning projects or committee work, and fulfilling administrative requirements as requested by the field agency (as appropriate).
- 3.) The Field Educator will provide a brief, written summary of the student's field experience - including the number of hours worked to date, nature of activities completed, and reason(s) for discontinuance of field placement - to the Director of Field Education. This summary must be shared with the student, for their review and signature, and will become part of the student's official record.

The Director of Field Education will determine the number of hours, if any, the student will be credited for participating in field placement activities.

Students wishing to appeal a field placement termination decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

Student Disclosure

In keeping with the National Association of Social Workers (NASW) Code of Ethics, students are expected to disclose changes in their personal circumstances that may inhibit their ability to successfully execute their social work duties and/or lead to their removal from their field placement. This may include but is not limited to, criminal or other investigations; arrests; motor vehicle violations; and/or changes in health status. The student should notify the Director of Field Education of these changes as soon as possible, within 24 hours of inciting incident or identified change in circumstances. Failure to do so may foreclose future field placement opportunities and/or result in termination from the MSW Program.

Following such a disclosure, the Director of Field Education will meet with the student to discuss the primary concerns and establish whether the situation is reparable. Other parties will be asked to participate in the discussion as needed or warranted. The Director of Field Education will also take responsibility for ensuring appropriate disclosures are made to the Field Educator, field placement agency, and/or other entities.

The Director of Field Education, in consultation with the MSW Program Director, will determine whether the student's field placement will be terminated (and, if so, whether reassignment is possible).

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan (described below) and commit to its implementation. This plan may require the student to seek assistance through Daemen College's Counseling Center (716-839-8337), Learning Center (716-839-8228), and/or Health and Insurance Services (716-839-8446) to ensure that s/he has the necessary support to be successful in field placement. Progress on the plan will be monitored and a determination will be made as to whether the identified concerns had been addressed.

If a decision is made to terminate the field placement, a process will be followed to minimize the educational disruption experienced by the student while also protecting the relationship between the MSW Program and the Agency in question.

- 1.) Working with the Student and Field Educator, the Director of Field Education will determine an appropriate timeline for removing the student from the field placement (as appropriate).
- 2.) Using this timeline, the student will complete an exit process with the Field Educator including completing any necessary paperwork, terminating and/or reassigning clients, closing or reassigning projects or committee work, and fulfilling administrative requirements as requested by the field agency (as appropriate).
- 3.) The Field Educator will provide a brief, written summary of the student's field experience - including the number of hours worked to date, nature of activities completed, and reason(s) for discontinuance of field placement - to the Director of Field Education. This summary must be shared with the student, for their review and signature, and will become part of the student's official record.

The Director of Field Education will determine the number of hours, if any, the student will be credited for participating in field placement activities.

Students wishing to appeal a field placement termination decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

FIELD PLACEMENT REASSIGNMENT

Based on the assumption that a student who is unsuccessful in one field setting may have the capacity to be successful in another field setting, the Director of Field Education, in consultation with the MSW Program Director, will determine if reassignment is in the best interest of the student, as well as potential clients, the organization, and the social work profession, and will make plans accordingly.

Student who receive approval can begin the reassignment process – once they have exited from their previous field placement - by following these steps:

- 1.) The Student meets with the Director of Field Education to discuss his or her learning goals and possible field placement locations.

- 2.) The Director of Field Education initiates the reassignment process by contacting a new agency. If there is no existing Memorandum of Agreement (MOA) between the agency and the Master of Social Work Program, the Director of Field Education initiates that process.
- 3.) The Student interviews with the Field Educator at the new field placement as soon as possible and a determination about placement is reached.
- 4.) The Director of Field Education communicates with Faculty about the change in Student field placement and requests adjustments to assignments and/or due dates (as appropriate) to facilitate a smooth transition and continued integration between classroom and field placement activities.
- 5.) The Director of Field Education visits Student and Field Educator at the reassigned placement to assist in the completion of the Learning Contract.
- 6.) The Student and Field Educator plans for the student to make-up any time lost during the transition.
- 7.) The Director of Field Education closely monitors the transition and adjusts (as necessary).

The Director of Field Education will determine the number of hours, if any, the student will be credited for participating in field placement activities at their previous location.

Students who do not receive approval for reassignment will be required to wait until the following school year or discontinue participation in the Master of Social Work Program. Students wishing to appeal this decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

AGENCY-RELATED FIELD PLACEMENT TERMINATION

There are several reasons to discontinue a field placement based on agency-related concerns. These include, but are not limited to:

- Agency or program closure;
- Agency or program investigation by government, funder, or other entity;
- Agency reorganization that reduces or negates learning opportunities;
- Agency reorganization that hinders Student supervision and/or task assignment;
- Agency resources viewed as inadequate to support field placement;
- Agency learning experiences viewed as too limited to support field placement;
- Field Educator and/or Task Supervisor leaves the agency;
- Field Educator and/or Task Supervisor inability to meet expectations associated with Field Education;
- Field Educator and/or Task Supervisor desire or need to be relieved of Field Education responsibilities;
- Field Educator and/or Task Supervisor experiences change in position or responsibilities and cannot continue Field Education;
- Student or Director of Field Education's concerns about conflict of interest;

- Student or Director of Field Education’s concerns about student safety or well-being; and/or
- Student or Director of Field Education’s concerns about the general suitability of the field placement.

Student who have their field placement terminated due to agency-related reasons can begin the reassignment process – once they have exited from their previous field placement - by following the steps outlined in the section above.

The Director of Field Education will determine the number of hours, if any, the student will be credited related to their previous field placement.

STUDENT-RELATED FIELD PLACEMENT TERMINATION

There are several reasons to discontinue a field placement related to student well-being; ethical and/or behavioral concerns; academic concerns; and procedural and/or administrative concerns. These include, but are not limited to:

Student Well-Being

- Student inability to manage emotions in field placement setting;
- Student inability to utilize appropriate coping mechanism in field placement setting;
- Student inability to address physical, emotional, or psychological health concerns;
- Student inability to engage in minimal self-care in field placement setting;
- Student lack of self-awareness; and/or
- Concerns about trauma responses and/or vicarious traumatization.

Ethical and/or Behavior Concerns

- Student breach of any standards of the NASW Code of Ethics;
- Student demonstrating multiple deficiencies related to professionalism (i.e., scoring a two or less on two or more performance indicators and/or problems with professionalism in multiple classes and/or field);
- Student disregarding the principles of privacy and confidentiality;
- Student demonstrating an inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self;
- Student being unwilling to receive supervision and constructive feedback in a positive manner;
- Student being unwilling to use constructive feedback to enhance professional development;
- Student consistently demonstrating poor written and /or oral communication skills without seeking appropriate assistance;
- Student consistently demonstrating unacceptable work habits in the areas of punctuality, attendance, team/group participation, and conflict resolution;
- Student engaging in inappropriate or disruptive behavior;
- Student making derogatory or pejorative oral or written statements about/towards others, including other students, faculty, field educators, professional colleagues, and clients;
- Student demonstrating an inability to work with persons from populations reflecting racial, ethnic, disability-based, religious, socioeconomic, political, gender, and sexual orientation difference; and/or
- Student being unable to engage in practice at the level expected for time spent at field placement.

Academic Concerns

- Student failure to maintain an overall Grade Point Average of 3.0 or better;
- Student failure to successfully complete the following required courses:
 - SW511 – Foundations of Micro/Mezzo Practice (“B-” or Better)
 - SW512 – Foundations of Macro Practice (“B-” or Better)
 - SW519 – Field Instruction I and Seminar (Pass/Fail)
 - SW520 – Field Instruction II and Seminar (Pass/Fail)
 - SW619 – Field Instruction III and Seminar (Pass/Fail)
 - SW620 – Field Instruction IV and Seminar (Pass/Fail)
- Student failure to successfully complete a course after second attempt; and/or
- Student failure of multiple classes in a single semester.

Procedural and/or Administrative Concerns

- Student termination from field placement without reassignment;
- Student securing ratings of “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas on Mid-Year Field Placement Evaluation;
- Student securing ratings of “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas on Final Field Placement Evaluation;
- Student failure to make sufficient progress on Improvement Plan;
- Student failure to identify a known Conflict of interest in field placement;
- Student violation of policies and procedures as stated in MSW Program Student Handbook; Student violation of policies and procedures as stated in MSW Field Education Manual; and/or
- Student violation of policies and procedures as stated in Daemen College Student Handbook

A student who is being considered for field placement termination due to these concerns must attend a meeting requested by the MSW Program Director with all involved parties (Director of Field Education, Field Educator, Task Supervisor, Other Agency Staff) to discuss the matter. Students will be allowed to bring someone of their choosing to attend the meeting and serve as their advocate (as desired).

A student who gives evidence of exceptionally poor professional behavior (i.e., clear violation of NASW Code of Ethics; egregious violation of program policies) and/or academic performance (i.e., failure of multiple classes) may be subject to dismissal at any time - whether or s/he received previous notification.

In other instances, specific concerns will be documented in an Improvement Plan (described below) as well as information about expected behaviors included with links to the NASW Code of Ethics; Daemen College MSW Program Student Handbook; and/or CSWE competencies and practice behaviors and a timeline. Students will be asked to sign the Improvement Plan acknowledging receipt of it. Students are informed that they do not need to be in full agreement with the Improvement Plan for it to be enforced.

The MSW Program Director will provide the student with a physical copy of the signed plan which will serve as written notification of his/her status. The Student’s Advisor will also be included on the communication.

Following this, failure to address the concerns or meet the behavioral expectations identified in the Improvement Plan will result in dismissal from the MSW Program. Students in imminent danger of being terminated from program will have one final opportunity to meet and discuss their situation with the MSW Program Director before a decision is reached.

MSW Program Students wishing to appeal the termination decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

IMPROVEMENT PLAN

The MSW Program has developed an Improvement Plan to document concerns with student behavior and/or performance while enrolled in Social Work courses and/or field placement. The Improvement Plan may also be used to identify activities occurring outside the classroom or field placement setting including, but not limited to, reports of harm to self or others, problem drinking, drug use or abuse, violence, and/or police involvement while at Daemen College or in the community. A copy of the Improvement Plan is included in the Appendices.

The MSW Program Director will take responsibility for completing the Improvement Plan in association with relevant parties including the Student, Faculty Member, Field Educator, and Director of Field Education as necessary and/or desired.

Using the format provided, MSW Program Director will identify the nature of the concerns identified and locations where these concerns were observed (e.g., classroom, field placement, departmental meeting/event, campus, community, other).

If previous attempts had been undertaken to address the concern, these attempts are documented along with associated outcomes and recommendation for action (e.g., develop plan for resolution, removal from class, removal from field placement, removal from social work program, disciplinary referral to Dean of Students, other).

A plan for resolution will be developed including specific actions to achieve goals and dates for completion. The Improvement Plan will include information about expected behaviors including linkages to the CSWE competencies and practice behaviors as well as a plan for evaluation. The plan for evaluation will also include specific indicators of progress and completion dates.

The Improvement Plan will be discussed and signed by relevant parties, including the Student, Faculty Member, Field Educator, and/or Director of Field Education, once again, as necessary and/or desired. In signing the document, the parties acknowledge that they understand the information presented above and have been provided a copy of the documents for their records.

The MSW Program Director will be responsible for evaluating progress on the Improvement Plan on a regular basis. Based on this evaluation, the MSW Program Director will make final determinations as to whether the student can continue in Field Education (in consultation with the Director of Field Education) or the MSW Program.

Students who do not make progress on their Improvement Plan (based on the activities, behaviors, and completion dates specified) may be denied permission to continue in Field Education. Students wishing to appeal a final decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

ADDRESSING CONCERNS IN MSW PROGRAM

The New York State Office of Professions requires licensed social work professionals to be of good moral character, as determined by the Department. Students are expected to disclose personal circumstances that may imperil their ability to meet this standard or otherwise inhibit their ability to successfully execute their social work duties. This may include but is not limited to, criminal or other investigations and/or arrests. Students are expected to notify the MSW Program Director of these circumstances as soon as possible, within 24 hours of inciting incident or identification. Failure to do so may result in immediate termination from the MSW Program without review.

Following such disclosure, the MSW Program Director will meet with the student to discuss the primary concerns and establish whether the situation is reparable. Other parties will be asked to participate in the discussion as needed or warranted. The MSW Program Director will also take responsibility for ensuring appropriate disclosures are made to the Director of Field Education, MSW Program Faculty, Field Educator, Field Placement Agency, and/or other entities.

The MSW Program Director will determine whether the student will be terminated from the MSW Program.

If a decision is made to allow the student to continue in the MSW Program, appropriate parties will work together to complete an Improvement Plan (described above) and commit to its implementation. This plan may require the student to seek assistance through Daemen College's Counseling Center (716-839-8337), Learning Center (716-839-8228), and/or Health and Insurance Services (716-839-8446) to ensure that s/he has the necessary support to be successful. Progress on the plan will be monitored and a determination will be made as to whether the identified concerns had been addressed.

If a decision is made to terminate the student from the MSW Program, the following process will be followed:

- 1.) The Student will be advised not to return to their field placement or their classes.
- 2.) The Director of Field Education will communicate with the field placement agency about the student's removal from the MSW Program.
- 3.) The Student will complete an exit process with the Director of Field Education and/or Field Educator to support completion of any necessary paperwork; termination and/or reassignment of clients; closure or reassignment of projects or committee work; and fulfillment of administrative requirements as requested by the field agency (as appropriate).
- 4.) The MSW Program Director will communicate with faculty and other college administrators (as appropriate). Faculty, in turn, will determine what may need to be done to support other students who may have been involved in projects with terminated student.

The Director of Field Education will determine the number of hours, if any, the student will be credited for participating in field placement activities.

Students wishing to appeal an MSW Program termination decision may do so by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

MSW PROGRAM TERMINATION

Students must receive on-going, positive evaluations from MSW Program Faculty and Field Educators regarding their behavior, academic performance, and professionalism while also demonstrating continued growth related to the CSWE competencies and associated practice behaviors to continue in the Daemen College MSW Program.

Academic Performance

All graduate students must earn an overall GPA of 3.0 each semester to remain in good standing with the Daemen College Master of Social Work Program. Students must earn a grade of B- or better in all courses. Students who do not earn a B- or better in any course will be required to retake the course. When a course is repeated, only the higher grade is used in computing the student's GPA, although both grades appear on the transcript. Students who do not obtain B- or better in a course, after repeating, will be subject to review by the Graduate Committee on Academic Standards and removal from the Daemen College MSW Program.

Failure to attain good academic standing will result in dismissal from the College. **Per Daemen College policy, a student who gives evidence of very poor scholarship may be subject to dismissal at the end of any semester whether he/she previously incurred probation. This decision can be made by the Graduate Committee on Academic Standards and/or MSW Program Director (in consultation with MSW Program Faculty).**

A student whose cumulative GPA falls below 3.00 in any one term will automatically be placed on probation and will receive written notification of his/her status from the Dean of Graduate Studies and/or MSW Program Director. The student's advisor will also be copied on the communication. The student's academic record will be reviewed by the Graduate Committee on Academic Standards. A student incurring academic probation: a) will be required to meet with his/her advisor and b) will be required to fully comply with all recommendations of the Graduate Committee on Academic Standards.

Students will be granted the opportunity to appeal decisions of the Graduate Committee on Academic Standards by writing the committee in care of the Dean of Graduate Studies (Associate Vice President for Academic Affairs). Appeals must include pertinent supporting documentation, recommendations from faculty, and substantial evidence of the student's ability to improve his or her academic performance.

If resolution is not found at this administrative level, the student will be allowed to pursue a formal grievance proceeding, by addressing a written petition to the Associate Dean of the College. The petition should address the relevant facts surrounding their grievance and the nature of the requested action.

The Associate Dean of the College will then take the following steps:

- a. Gather all relevant information, including written and oral statements, from the aggrieved student, the individual alleged to have caused the grievance, and any other appropriate persons.
- b. Prepare a written report detailing the findings and, if the alleged conditions concerning the grievance are found to exist, a recommendation as to the action which should be taken.
- c. Submit the report to the Chair of the Social Work and Sociology Program for administrative action.

If an acceptable resolution is not reached the grievance should be referred to the Vice President of the College. Such a request should be made within ten (10) days following the findings of the Associate Dean.

- d. Within thirty (30) days thereafter, the Vice President or his/her designated representative will investigate serving as the Grievance Officer. During the investigation, the grievant shall have the right to present evidence and witnesses. The Grievance Officer will also examine other relevant evidence and witnesses, including professionals where appropriate.
- e. Within thirty (30) days after being appointed, the Grievance Officer shall render a written decision on the grievance. A copy of the decision will be forwarded to the President of the College. The decision of the Grievance Officer shall be final unless reversed or modified by the President of the College within seven (7) days.

Professionalism

Students must display personal and professional behavior consistent with the NASW Code of Ethics and Daemen College's Student Code of Conduct as well as the capacity to master the skills necessary for social work practice, such as, self-awareness, empathy, nonjudgmental attitudes, social activism, and effective oral and written communication skills.

Below is a list of possible reasons for Master of Social Work Program Termination based on professionalism:

- Personal and professional behavior inconsistent with the NASW Code of Ethics and the Daemen College Student Code of Conduct;
- Disregard for the principles of confidentiality;
- Consistent demonstration of poor written and/or oral communication skills;
- Unacceptable work habits in the areas of punctuality, attendance, and/or group participation;
- Unwillingness to receive feedback and/or supervision in a positive manner and use feedback to enhance professional development;
- Demonstrated inability to master the necessary skills of beginning level generalist social work practice, such as, self-awareness, client empathy, and non-judgmental attitudes;
- Inability to work with persons from populations reflecting racial, ethnic, physical or mental ability, religious, socioeconomic, political, gender, and sexual orientation difference;
- Inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self;

- Use of inappropriate or disruptive behavior toward others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference;
- Use of derogatory or pejorative oral or written statements about or towards others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference;
- Inability to deal with current life stressors through use of appropriate coping mechanisms and/or external assistance;
- Documented, active substance use and/or abuse without a plan for treatment;
- Documented, active criminal behavior including abusive, neglectful, or violent behavior towards others; and
- Documented, active harassing behavior based on sex, sexual identity, or sexual orientation.

An MSW Program Student who is being considered for termination due to professional performance will be instructed to attend a meeting requested by the MSW Program Director with all involved parties (Director of Field Education, Field Educator, MSW Program Faculty) to discuss the matter and develop an Improvement Plan. Students will be allowed to have someone attend meeting with them and serve as their advocate (as desired).

Specific concerns will be documented in the plan as well as information about expected behaviors included with links to the NASW Code of Ethics; Daemen College MSW Program Student Handbook; and/or CSWE competencies and practice behaviors and a timeline. Students will be asked to sign the Improvement Plan acknowledging receipt of it. Students are informed that they do not need to be in full agreement with the Improvement Plan for it to be enforced.

The MSW Program Director will provide the student with a physical copy of the signed plan which will serve as written notification of his/her status. The student's advisor will also be included on the communication as well as any other party raising concerns about the student's professionalism.

Following this, failure to address the concerns or meet the behavioral expectations identified in the Improvement Plan will result in dismissal from the MSW Program. Students in imminent danger of being terminated from program will have one final opportunity to meet and discuss their situation with the MSW Program Director before a decision is reached.

A student who gives evidence of exceptionally poor professional behavior (i.e., clear violation of NASW Code of Ethics; egregious violation of program policies) and/or academic performance (i.e., failure of multiple classes) may be subject to dismissal at any time - whether or s/he received previous notification.

Students wishing to appeal the termination decision will follow standard grievance procedures, beginning the process by contacting the Chair of the Social Work and Sociology Department following Grievance and Appeal Procedures.

Students who are terminated will be required to immediately discontinue participation in the Daemen College MSW Work Program. They will be granted the opportunity to reapply to the program the following school year (using standard protocols) but must be able to document that the issues that lead to their termination have successfully been resolved.

GRIEVANCE AND APPEAL PROCEDURES

Students will have regular access to the Social Work Faculty or Staff if they wish to express their opinions, criticisms, or complaints about the Daemen College MSW Program as well as suggestions for its improvement. However, in instances where students feel that Social Work faculty or staff have engaged in actions that are malicious or discriminating in nature, including arbitrary and/or capricious grade assignment, failure to provide reasonable accommodations as defined by the Daemen College Student Handbook and other established college-wide policies, and/or sexual harassment, they will have the right to file a formal grievance.

The following procedures are applicable for a student with a grievance:

- 1) Meet, in person, with the individual(s) alleged to have caused the grievance to discuss the matter.
- 2) If the matter is not resolved after discussion with the individual(s) involved, the Student should submit, in writing, a brief description of their concern to the Chair of the Department of Social Work and Sociology. If the grievance is with the Chair of the Department of Social Work and Sociology, the written grievance should be submitted to the Divisional Dean of Health and Human Services.
- 3) If resolution is not found at the Program or Divisional Administrative level, the Student should address a written petition to the Associate Dean of the College. The petition should address the relevant facts surrounding the grievance and the nature of the requested action.

The Associate Dean of the College will then take the following steps:

- a. Gather all relevant information, including written and oral statements, from the aggrieved student, the individual alleged to have caused the grievance, and any other appropriate persons.
- b. Prepare a written report detailing the findings and, if the alleged conditions concerning the grievance are found to exist, a recommendation as to the action which should be taken.
- c. Submit the report to the Chair of the Social Work and Sociology Program for administrative action.

If an acceptable resolution is not reached the grievance should be referred to the Vice President of the College. Such a request should be made within ten (10) days following the findings of the Associate Dean.

- d. Within thirty (30) days thereafter, the Vice President or his/her designated representative will investigate serving as the Grievance Officer. During the investigation, the grievant shall have the right to present evidence and witnesses. The Grievance Officer will also examine other relevant evidence and witnesses, including professionals where appropriate.
- e. Within thirty (30) days after being appointed, the Grievance Officer shall render a written decision on the grievance. A copy of the decision will be forwarded to the President of the College. The decision of the Grievance Officer shall be final unless reversed or modified by the President of the College within seven (7) days.

Students will also have the right to appeal any decisions regarding field placement, field education, or program termination through the grievance process of the MSW Program and that of Daemen College. Students will begin their appeal by contacting the Chair of the Department of Social Work and Sociology to discuss the situation. Additional steps (outlined above) will be taken as necessary.

MASTER OF SOCIAL WORK DEGREE COMPLETION

Students completing the MSW degree are advised to:

- 1.) Make personal copies (paper and/or electronic) of any projects that demonstrate acquisition of competencies and associated practice behaviors (Note: All materials must be de-identified and permission must be obtained by the field placement agency for materials produced as part of Field Education).
- 2.) Secure copies of any professional development training certificates.
- 3.) Make personal copies (paper and/or electronic) of Learning Contract and Field Education Evaluations.
- 4.) Incorporate materials into Student Learning Portfolio including case studies, evaluations, research reports, training certifications, etc.
- 5.) Secure contact information for Social Work Faculty or agency staff members capable of providing a reference for employment or additional educational purposes.

As a reminder, students must complete the Application for Degree form to the Daemen College Registrar's Office to be considered for graduation. The form is typically due the first week of October for May graduation. Please consult the academic calendar for the exact application due date. Students who fail to submit the Application for Degree form will not have their academic record reviewed to verify that degree requirements have been satisfied or be included on the official Daemen College commencement list.

EVALUATION OF PROGRAM EXPERIENCE

Feedback is critical to the MSW Program. The provision of honest, comprehensive feedback can help improve the curriculum, Field Education experience, and/or overall programming. As such, students will be asked to provide their evaluation on the various aspects of their program experience.

Student Evaluation of Teaching

The Department of Social Work and Sociology believes that faculty members have a clear responsibility for providing the best possible instruction to Daemen College students. Subsequently, faculty teaching is evaluated in all courses and in the field experience seminar each semester.

It is essential that student evaluations be carried out according to the highest ethical standards possible. The following principles should guide the evaluation process:

- Evaluations will be administered by a designate of the College.
- Instructions will be read aloud to the class by the designate.
- Faculty members must be out of the room while students are filling out the evaluation forms and/or using web-based applications.
- Completed rating forms must be taken immediately to the Associate Dean by the designate after completion or otherwise submitted electronically.

Note: Student evaluations represent one means of examining the effectiveness of teaching and determining to what degree high standards of teaching are being met. Other methods of evaluation include alumni evaluation; peer monitoring; benchmarking; peer review of syllabi, exams, and other course materials; and self-evaluation.

Student Evaluation of Field Education

Field Education is the arena in which students exercise and affirm the knowledge, values, and skills required for practice of professional social work within a variety of systems. As such, it is important to evaluate whether current programming is delivered effectively.

At the end of the Field Education experience, students are asked to complete evaluations of each of the following areas using a web-based survey tool:

- Field Educator
- Field Placement
- Director of Field Education
- Field Education Experience

Student Evaluation of MSW Program

At the end of their time in the MSW Program, graduating students are asked to complete evaluations of each of the following areas using a web-based survey tool:

- Curriculum
- Experience with Diversity
- Faculty/Administration
- Advisement
- Program Policies and Procedures
- Field Education Experience
- Overall Satisfaction
- Suggested Improvements

Individuals wishing to provide additional feedback beyond the mechanisms described above are encouraged to contact the MSW Program Director and/or Chair of the Department of Social Work and Sociology.

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
FIELD EDUCATION APPLICATION PROCESS**

Field Education is the critical bridge between social work education and practice. It is the arena in which students will exercise and affirm the knowledge, values, and skills required for practice of professional social work within a variety of systems. Access to field education placement is based on formal acceptance and requires the submission of the following items:

- 1.) A Completed Application Form
- 2.) Field Placement Self Assessment
- 3.) Field Education Selection and Goals
- 4.) Signed Field Education Statement of Understanding
- 5.) Signed Field Placement Background Check and Screening Statement

Materials should be submitted in the order listed above. Be sure to include your full name on all of your materials.

Following submission, students will receive information about how to schedule their pre-field interview with the Director of Field Education

Should you have any questions about the application process, please contact the Director of Field Education.

Education

High School: _____

College: _____

College: _____
Field of Study Degree

OVERALL GPA: _____

Expected Graduation Date: _____
Month Year

Work Experience

Organization Name	Position Held	Dates – From/To
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Volunteer/Extracurricular Experience

Please list any volunteer, community, and/or extracurricular activities in which you have been involved.

Organization Name	Position Held	Dates – From/To
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special Training/Certifications

Please identify any specialized training and/or certifications you have secured.

Field Placement Information

For each of the items below, please check all that apply.

Which of the following best describes topics(s) of interest in social work?

- | | |
|--|---|
| <input type="checkbox"/> Addictions | <input type="checkbox"/> Occupational Social Work |
| <input type="checkbox"/> Administration/Management | <input type="checkbox"/> Philanthropy/Foundations |
| <input type="checkbox"/> Aging | <input type="checkbox"/> Private Practice |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Political Social Work |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Poverty |
| <input type="checkbox"/> Criminal Justice/Courts | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> Developmental/Rehabilitative Disabilities | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Health | <input type="checkbox"/> Social Work Education |
| <input type="checkbox"/> Health Homes | <input type="checkbox"/> Trauma |
| <input type="checkbox"/> Housing/Homelessness | <input type="checkbox"/> Violence |
| <input type="checkbox"/> International Social Work | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Military Social Work | <input type="checkbox"/> Other: _____ |

Which of the following best describes your population(s) of interest in social work?

- | | |
|---|--|
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Older Adults |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Non-Native English Speakers |
| <input type="checkbox"/> Children | <input type="checkbox"/> Persons with Disabilities |
| <input type="checkbox"/> Displaced Persons, Refugees | <input type="checkbox"/> Victims of Interpersonal Violence |
| <input type="checkbox"/> Lesbian, Gay, Bisexual, Transgender (LGBT) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Military/Veterans | <input type="checkbox"/> Other: _____ |

Which of the following best describes your interest(s) in additional skill development?

- | | |
|---|---|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Interviewing |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Project Coordination |
| <input type="checkbox"/> Assessment Skills | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Policy Analysis |
| <input type="checkbox"/> Counseling Skills | <input type="checkbox"/> Program Development |
| <input type="checkbox"/> Grant Writing | <input type="checkbox"/> Research |
| <input type="checkbox"/> Group Work | <input type="checkbox"/> Use of Technology |
| <input type="checkbox"/> Budget and Finance | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Human Resources | <input type="checkbox"/> Other: _____ |

Please describe any special needs or concerns you have as you enter field placement (including transportation and/or location).

**DAEMEN COLLEGE - MASTER OF SOCIAL WORK
FIELD EDUCATION SELF ASSESSMENT**

1. Describe personal qualities that contribute to your ability as a professional social worker. Describe personal qualities that may detract from your ability as a professional social worker.
2. What are your short-term, intermediate, and long-term career goals?
3. In what kinds of work settings do you feel you are most effective? What kinds of work settings are difficult or challenging for you?
4. What is your work pacing? Do you prefer a fast-paced environment that is constantly changing? Do you prefer an environment that is slow and deliberate?
5. Considering your personal history, what situations, client groups, or activities might be challenging for you?
6. How do you typically respond when you are in a personally stressful or anxiety-producing situation? What helps you to cope in such situations? Be specific.
7. How do you typically respond when others are in a crisis or in a stressful and anxious situation? What helps you in such situations? Be specific.
8. How do you like to work? Do you prefer completing assignments on your own? Do you prefer to work as part of a team?
9. What kind of supervision is most beneficial to you? Describe the characteristics of your “dream” supervisor. What kind of supervision is most difficult to you? Describe the characteristics of your “nightmare” supervisor.
10. Reflecting on the items above, describe your best possible field placement environment.

**DAEMEN COLLEGE - MASTER SOCIAL WORK
FIELD EDUCATION SELECTION AND GOALS**

Please identify your top three (3) choices for field placement below. Include the organizational and program name (where possible).

1. _____
2. _____
3. _____

Please identify why you are interested in securing a field placement with these organizations/programs.

Please identify three to five (3-5) goals you have related to your field placement experience. These goals may be related to specific social work skills you would like to develop, knowledge or experiences you would like to gain, or personal development. Please be as clear and specific as possible.

1. _____

2. _____

3. _____

4. _____

5. _____

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
FIELD EDUCATION STATEMENT OF UNDERSTANDING**

Students are expected to be familiar with the policies and practices of Field Education at Daemen College. As a student preparing for Field Education, I have read and understand each of the following documents:

Field Education Overview	YES	NO
Responsibilities in Field Work	YES	NO
Process for Securing a Field Placement	YES	NO
Suggested Experiences for Student Learning	YES	NO
Safety Acknowledgement	YES	NO
Daemen College Guidelines for Off Campus Learning Experiences	YES	NO
Learning Contract and Evaluation (Mid- and Final)	YES	NO

I understand the commitment and dedication that field education will require of me. I further recognize that these activities are designed to promote my professional development as a beginning generalist practice social worker.

YES NO

I agree to participate in all required pre-placement orientations and/or trainings provided by the Daemen College Master of Social Work and the organization where I will have my field placement.

YES NO

I agree to complete the required hours at my field placement during the fall and spring semesters.

YES NO

I agree to abide by the National Association of Social Workers (NASW) Code of Ethics in the field setting.

YES NO

I understand that I will be unable to complete the Master of Social Work Program if I do not complete my Field Education experience.

YES NO

My signature below verifies each of my responses above.

Student Signature _____ Date _____

Printed Name _____

**DAEMEN COLLEGE
MASTER OF SOCIAL WORK PROGRAM
BACKGROUND CHECKS AND SCREENING STATEMENT**

Please be aware that federal and state laws mandate criminal background checks (including review of arrest records) for individuals working with children and youth, persons with disabilities, and senior citizens.

Individuals involved in regular and substantial unsupervised or unrestricted contact with persons receiving services from New York State Office of Mental Health (NYS-OMH) and New York State Office for Persons with Developmental Disabilities (NYS-OPWDD) programs and New York State Office for Children and Family Services (OCFS) residential programs for children are required to have their criminal history information obtained and reviewed by the Justice Center.

Inquiries to the Statewide Central Register (SCR) may be placed to determine the existence of any indicated reports of child abuse and maltreatment against a person.

Individuals who have a criminal or abuse record may be determined to be ineligible for field placement in certain agencies and/or programs.

In addition, agencies reserve the right to require students to take and pass a drug and/or communicable disease screening before accepting them into field placement. Students who refuse to participate in a screening or screen positive for drugs and/or communicable disease(s) may also be determined to be ineligible for field placement in a certain agency and/or program.

It is the responsibility of the Daemen College Master of Social Work Program to work with students to identify field placement opportunities that meet their educational and personal needs. **Students who face *potential* challenges related to background checks and/or screenings are instructed to make their situation known to the Director of Field Education and/or MSW Program Director as soon as possible.** This will enable them to provide appropriate guidance to the student regarding field placement. Failure to do so will result in the development of a Student Improvement Plan.

Students who fail to complete their field placement requirement will be unable to complete the Master of Social Work degree.

By signing this form, you are verifying that you have read and understand the information provided above.

Student Signature

Date

Printed Name

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
RELEASE OF INFORMATION**

The Daemen College Department of Social Work and Sociology requests permission to release pertinent information about a Student's education, service and volunteer experience, and/or interests with potential employers and/or graduate school programs. Without a written release, the Department is unable to provide this information as the Family Educational Rights and Privacy Act (FERPA) prohibits such activity.¹

The release request is limited to information about the Student's academic performance, field placement activities, and service work undertaken while a student in the Daemen College Master Social Work Program. It also includes information included on the Student's professional resume and/or information specifically shared by the Student for this purpose. This information is often deemed necessary to make appropriate decisions regarding the "goodness of fit" for employment or educational programming.

As a student in the Daemen College Master of Social Work Program, I have read and understand the information presented above.

YES NO

I understand that I have the authority to grant or deny permission for the release of my personal information.

YES NO

I grant permission to release my personal information to potential employers.

YES NO

I grant permission to release my personal information to potential graduate school programs.

YES NO

I understand that, once placed, this release will remain in effect in perpetuity unless revoked by me.

YES NO

I understand that I may revoke this consent at any time, but such revocation will only be effective from date of the Department's receipt of written revocation going forward.

YES NO

SIGNATURE

Student Signature _____ Date _____

Student's Name (Print) _____

¹ FERPA is a Federal law that protects the privacy of student education records and restricts federally funded colleges and universities from disclosing personally identifiable information to a third party without their written consent.

**EMPLOYMENT-BASED FIELD PLACEMENT
DAEMEN COLLEGE – MASTER OF SOCIAL WORK**

TO BE COMPLETED BY STUDENT

Student Name: _____

Placement Type: _____ MSW, Generalist
_____ MSW, Advanced (Clinical)

Employer: _____

Address: _____

Telephone: _____

E-mail: _____

Current Job Title: _____

Status: Full-time: _____ Part-time: _____

Date Started: _____

Hours: _____

Current Job Responsibilities: _____

Field Placement Location: _____

Proposed Field Educator: _____

Address: _____

Telephone: _____

E-mail: _____

Planned Start Date: _____

Proposed Hours: _____

Proposed Activities: _____

How are proposed activities different from current job role and responsibilities?

Student Signature: _____

Date: _____

TO BE COMPLETED BY EMPLOYER

Current Supervisor: _____

Job Title: _____

Department: _____

Proposed Field Educator: _____

Job Title: _____

Department: _____

Past Daemen Placements: _____

Proposed Activities: _____

Describe how field placement responsibilities will be different from current position responsibilities.

Describe how agency will maximize student's knowledge and skill development beyond their current position.

Employer pledges to make maintain a clear separation between field placement and employment activities. To maximize student learning opportunities and skill development, the employer guarantees that current employment responsibilities will not take precedence over the field placement. Non-adherence to this agreement may result in termination of student's field placement at place of employment.

Supervisor Signature: _____

Date: _____

Field Educator Signature: _____

Date: _____

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
FIELD PLACEMENT SELECTION FORM - STUDENT**

Student Name: _____

Placement Agency Name: _____

Placement Agency Program: _____

Placement Address: _____

Agency Interviewer: _____

Field Educator: _____

Task Supervisor (as needed): _____

Date of Interview: _____

What, if any, concerns do you have about this field placement? Please describe.

Please describe any special considerations discussed during interview.

Please initial your choice and sign below.

_____ I accept this placement.

_____ I decline this placement.

Student Signature

Date

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
FIELD PLACEMENT SELECTION FORM – FIELD EDUCATOR**

Student Name: _____

Placement Agency Name: _____

Placement Agency Program: _____

Placement Address: _____

Agency Interviewer: _____

Field Educator: _____

Task Supervisor (as needed): _____

Date of Interview: _____

What, if any, concerns do you have about this Student? Please describe.

Please describe any special considerations discussed during interview.

Please initial your choice and sign below.

_____ I accept this Student for placement.

_____ I decline this Student for placement.

Agency Representative Signature

Date

**MEMORANDUM OF AGREEMENT
BETWEEN
DAEMEN COLLEGE
DIVISION OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF SOCIAL WORK AND SOCIOLOGY
MASTER OF SOCIAL WORK PROGRAM
AND**

(Agency Name Here)

The purpose of this agreement is to establish an affiliation between Daemen College and _____ (hereafter known as "Community Agency") to cooperatively provide Field Education to students as part of the Master of Social Work Program.

This agreement becomes effective on _____ and will be reviewed as needed.

THE DAEMEN COLLEGE MASTER OF SOCIAL WORK PROGRAM AGREES TO:

1. Instruct students using a curriculum which focuses on the development of Council of Social Work Accreditation (CSWE) identified core competencies (10) and practice behaviors (41).
2. Oversee the field education application process including identification of appropriate field placements based on student interests, current competencies, and career goals.
3. Provide Community Agency appropriate information about each student's background and professional interests to ensure an informed decision is made regarding placement.
4. Host a required orientation for Field Educators and Task Supervisors to include a program overview, a description of key roles and responsibilities, a discussion of the student learning contract, and evaluation protocols.
5. Provide Community Agency with a copy of the *NASW Code of Ethics* and the Daemen College Social Work Field Manual describing program goals, policies, and required content for the generalist level of practice.
6. Establish a field education calendar complete with learning contract and evaluation due dates, estimated dates for site visits, and other materials utilized in field education.
7. Orient students to field education expectations with respect to rules, expectations, and protocols especially as it pertains to Social Work ethics and professional conduct.
8. Provide a weekly Field Education Seminar during which students can share accomplishments, discuss concerns, and secure provide information on topics pertinent to social work and/or field education issues.
9. Provide guidelines to Community Agency and student for use in preparing learning contracts including educational objectives (related to development of core competencies and demonstration of practice behaviors) and field learning experiences.

10. Assist the Community Agency and student in identifying appropriate field placement activities that meet criteria established by Daemen College for educational objectives (related to development of core competencies and demonstration of Foundation and Advanced (Clinical) practice behaviors) and field learning experiences.
11. Conduct two site visits to Community Agency to discuss learning contract and review student performance (fall and spring).
12. Provide additional consultation, information, and/or training to Field Educator, Task Supervisor, and other Community Agency staff as needed or desired.
13. Evaluate overall performance in field education with input from both the Field Educator and student. Each semester, the Director of Field Education will assign a grade of Pass/Fail for Field Education based on the number of hours completed and learning contract evaluations. A separate grade will be provided for the Field Education Seminar.
14. Work with Field Educator and student to address any concerns that arise related to field education. This includes but is not limited to problems with educational preparation, student performance, supervision, and/or difficulties in the field placement setting.

Daemen College's Master of Social Work Program carries final responsibility for the administration of Field Education including any and all decisions regarding student performance (i.e., the number of field education hours completed, credit awarded, and final grades).

THE COMMUNITY AGENCY AGREES TO:

1. Determine the number of Field Education placements available at the Community Agency as well as the associated schedule of hours for activities.
2. Designate a Field Educator who received a Master's Degree in Social Work from a CSWE-accredited program and the Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) credential in New York State at least two years prior to becoming a Field Educator (with documentation of degree and licensure status). The individual must have been employed at their current agency for at least six months and must agree to participate in Field Educator orientation, follow-up trainings, and any required meetings. In instances where such an individual is unavailable, the Community Agency will work with Daemen College to identify an appropriate Task Supervisor at the location and ensure that supervision is provided by a Field Educator with the credentials listed above.
3. Interview student(s) proposed for potential placement in a manner that is consistent with Daemen College's nondiscrimination policies which prohibit discrimination against persons based on race, sex, creed, color, religion, national origin, sexual orientation, age, marital status, disability or status as a disabled veteran or veteran.
4. Provide student with an orientation to the Community Agency and its services including any safety procedures and/or required trainings applicable to the field placement setting. The Community Agency will also take responsibility for ensuring that the student completes any necessary screenings or background checks required by law or organizational policy.

5. Ensure that student has regular access to a reasonable workspace as well as necessary equipment to perform job functions (e.g., computer, telephone). The workspace should allow privacy to perform specified duties and offer a safe and secure place to store personal items.
6. Provide reimbursement for any expense incurred by the student on behalf of the Community Agency or its clients. This should include reasonable reimbursement for travel expenses. Note: Students are not allowed to transport clients in their personal vehicle at any time.
7. Ensure the provision of regular supervision with their Field Educator (i.e., social work professional who holds a Master's Degree in Social Work from a CSWE-accredited program and the Licensed Master Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) credential in New York State, etc.) for a minimum of one hour per week. Supervision can be provided one-on-one or via group supervision and should involve on-going evaluation of student performance based on their learning contract.
8. Engage student as a learner by offering opportunities to participate in the overall agency activities including staff meetings, in-service trainings, community meetings, or other professional development as appropriate to the educational level and practice competency of the student and in keeping with CSWE guidelines.
9. Endeavor to increase student knowledge of the social work profession, their awareness and acceptance of social work values and ethics, and their skills as professionally responsible, competent, and committed generalist practitioners.
10. Provide valuable and meaningful assignments to student including exposing them to experiences in which they must confront social work values and ethics as well as social and economic injustice. Opportunities to address the needs of diverse and at-risk populations through direct service and collaborative experiences should be a primary focus of activity as well as the integration of theory into practice with individuals, families, groups, organizations, and communities.
11. Participate in two site visits with the Daemen College Master of Social Work Program Director of Field Education to discuss learning contract and review student performance (fall and spring).
12. Maintain regular contact with the Daemen College Master of Social Work Program Director of Field Education particularly if there is a concern about student performance as described in the Field Manual.
13. Assist students in the identification of a "client" appropriate for the completion of their Field Education Case Assignment. This may include providing the student access to a client and/or their records to complete required assignments. De-identified information about the case will be presented at an end of year forum held at Daemen College.
14. Prepare and submit learning contract evaluations per the timeline provided by Daemen College Master of Social Work Program.

Specific concerns of the Community Agency that are not encompassed in this Memorandum of Understanding can also be included by mutual consent.

Agency Name:	
Address:	
Phone:	
Supervisor:	

Community Agency Administrator

Signature _____

Name Printed _____

Title _____

Date _____

Community Agency Field Educator

Signature _____

Name Printed _____

Title _____

Date _____

**Daemen College Master of Social Work
Director of Field Education**

Name _____

Printed _____

Title _____

Date _____

Guidelines for Off-Campus Learning Experiences

Introduction

This document contains health and safety guidelines for Daemen College students participating in service learning, internships, clinical rotations, field experiences, student teaching, volunteering, or any other experiential learning opportunity. (Students *studying abroad* or participating in *international* service learning, internships, clinical rotations, field experiences, research, student teaching, or volunteering must see the Global Programs office for separate Safety and Security Guidelines required for international experiences conducted under the auspices of Daemen College. Students traveling abroad are required to attend a mandatory pre-departure meeting conducted by the Global Programs Office.)

To help ensure that your external learning experience is a safe and rewarding experience, please thoroughly review the following requirements and safety guidelines. You will need to sign and keep a copy of these guidelines to acknowledge that you have received them and that you are aware of possible risks associated with your off-campus learning experience.

The "College site coordinator" referred to hereafter will be, depending on the student's experience: the Director or Assistant Director of the Saffrin Center for Sustainability and Civic Engagement, Career Services staff, the Coordinator of Student Teacher Placement, the Director or Assistant Director of Clinical Education for Physical Therapy, Clinical Coordinator for Physician Assistant, Clinical Coordinator for Athletic Training, Field Placement Coordinator for Social Work, Clinical Nursing Instructor, or any other faculty member responsible for class participation in an off-site field experience.

Insurance Information

Daemen College does not assume responsibility for healthcare-related costs arising from the illness or injury of a student. All students should have health insurance. All residential students, international students, student-athletes and students in health-related fields of study while participating in clinical internships/clerkships/external learning experiences *must* be covered by health insurance and provide proof of that coverage to the Health & Insurance Services office. Both full and part-time students taking six credits or more are eligible to purchase the Daemen College Student Health Insurance Plan, which provides health insurance coverage to students in compliance with the Affordable Care Act. Students may contact the Office of Health & Insurance Services to arrange for coverage or to get more information about the plan.

The College has an Educators General Liability Insurance Policy which provides coverage to authorized student volunteers and the College in the event a claim for bodily injury or property damage is made against either party as a result of an accident or negligence while performing duties in a College sponsored activity.

Any incident which is determined to have occurred outside the scope of a Daemen College sponsored activity may be covered under the student's individual homeowner's policy, parent's homeowner's policy, or the student's professional liability insurance. Professional liability insurance is available through various professional organizations, e.g., American Counseling Association, National Association

of Social Workers, among others. For clinical affiliations and similar external learning experiences, your department will advise you of the requirements.

Know Your Site

- **Orientation:** Attend any training or orientation sessions provided by your site. These may include both general and specific information about the organization, neighborhood, or community. Know the organization's policies and reporting structures, and follow them. Know how your site supervisor will interface with your Daemen College site coordinator. Always ask questions of your site supervisor to clarify any issues. Complete any paperwork required by your site. Be sure that your status is duly recognized by the agency – that is, that you are authorized to be on the premises and in what capacity. Visit the website of the agency to learn more about the organization's mission, location, and opportunities, so you will have realistic expectations of what your learning experience may entail.
- **Health screenings:** If required by your placement, you may need to show proof of having had a TB test, flu shot, rubella test, and/or other immunizations. If your placement requires completion of any health screenings or preventive routines such as vaccinations, you will need to use your own insurance if these costs are not covered by the site.
- **Home visits:** If home visits are part of your experience, you should pair up with another person, unless otherwise directed by your College site coordinator. Do not park your car in the driveway of the home; in the home, sit facing the front door and have access to an exit.
- **Personal belongings:** The College does not take responsibility for loss of or damage to personal belongings. Secure storage may or may not be available at your site. Plan accordingly. Leave valuables at home if at all possible.
- **If you have questions or concerns:** Follow the guidelines or protocols you have been given about client and employee safety and ensure that any irregularities are reported immediately to your site supervisor. If you feel uncomfortable with any person or situation, inform your site supervisor and the College site coordinator at the earliest opportunity. If you feel that your site supervisor is not the suitable person, consult with the College site coordinator, or a higher authority on the site if the matter is urgent. Possible crimes, e.g. suspected child abuse, should also be reported to the appropriate law enforcement agency.

In the Event of Violence: Respond, Assess, Isolate, Notify (RAIN)

In recent years, there has unfortunately been an increase in workplace violence, including assaults by active shooters. While the occurrence of such an emergency is highly unlikely, it is important to be prepared. Remain observant and, as you would on campus, respond as necessary to protect yourself. Students at Daemen College are being trained to use the RAIN approach: Respond, Assess, Isolate and Notify. **Respond** to what has occurred and take appropriate life-safety measures: run, hide, fight – in that order. **Assess** the environment, see what resources are available, and if possible, help to **isolate** the perpetrator to prevent him/her from causing more harm. **Notify** 9-1-1 immediately if you can do so safely (that is, if you are not in hiding and remaining silent). Know the physical address of the building so you can relay it quickly to 9-1-1.

Health and Safety Reminders

- **Your whereabouts:** Inform friends, relatives, and/or professors of your whereabouts. Make sure someone reliable knows where you're going, when you're leaving and returning. If plans change, notify them. If you attend after-hours meetings, home visits, or go to other sites that you are not familiar with, be aware of the location and neighborhood. If you are uncomfortable going to any such place, discuss your concern with your supervisor. Do not take unnecessary risks.
- **Take an active role in your safety:** Be knowledgeable of your environment and of any possible risks at your site. Violence, drugs, and personal safety issues may be factors at your location. Be aware of potential unpredictable behavior of clients and know strategies for handling such behaviors. If a situation does not seem safe, leave and get help as needed. When possible, don't walk alone or at night. Don't isolate yourself. Be sure phones are charged and ready to use at all times.
- **Health matters:** If you are injured on the site, promptly report your injury to your immediate supervisor, site coordinator, and the College site coordinator for documentation and action. Always wash your hands or use hand sanitizer between caring for individual patients/clients, before entering and after leaving the agency, before and after eating, after coughing, sneezing, or using the restroom. Cough or sneeze into the crook of your arm instead of your hand. Pay attention to details, ask questions and pay attention to supervisors' advice. For example, be aware of any food allergies (peanuts, nuts, milk) or other allergies (such as bee stings) that agency clients may have, especially young children you may give snacks to and/or take outside. Make sure to have your own allergy medicines on hand at all times (such as EpiPens).

Vehicle safety

When driving, pay attention to current weather conditions and forecasts; travel on well-lighted, populated streets. Keep your doors locked and windows closed. Park in well-lit and/or high traffic areas. Lock your vehicle and put valuables of any kind (laptops, cell phones, electronics of any kind, handbags, backpacks, any purchases, even spare change) out of sight in the glove compartment or trunk or do not bring them with you.

Even if you are familiar with the area in which you are traveling, it is a good idea to carry a map or have navigation software – especially in case of inclement weather and/or need to take an alternate route. Make sure your vehicle is in good working order and that you have at least ½ tank of gas at all times.

Do not use your personal vehicle to transport clients or people you do not know. Be aware of any limitations to your personal vehicle insurance coverage concerning passengers.

If you are using **public transportation**, make sure that you are aware of the routes and schedules and that you have the correct fares. If you are using campus transportation to and from off-campus sites, the use of seat belts by the driver and all passengers, at all times, is mandatory.

Confidentiality

You may come into contact with confidential information during your external learning experience – be sure you are clear about your site's expectations of you in this regard. Confidential information should never be disclosed: serious problems or potential legal action can result if disclosed. Never make disparaging or otherwise indiscreet remarks about the organization, its products, services, clients, or

personnel in conversation, email, or on Facebook, Twitter, Snapchat, LinkedIn or any other social media site. Photos should not be taken unless expressly permitted by your supervisor. Some locations may not permit any photography in order to maintain confidentiality of clients and/or staff.

In Case of Emergency or Other Concerns

If concerns of a serious nature arise, including but not limited to accidents, violent or pre-violent behaviors, or harassment, immediately contact your site supervisor or higher management AND your College site coordinator. If something said or done at the site makes you uncomfortable and/or may be inappropriate or illegal, you should inform your site supervisor and your College site coordinator at the earliest opportunity.

Guidelines for Off-Campus Learning Experiences: acknowledgement for student to keep

I have read the above information provided by my College site coordinator. I am also responsible for reading any safety information provided by the site. I have discussed any potential concerns with my College site coordinator and I understand that this experience may present some risks. I understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my College site coordinator and my on-site supervisor immediately of any incident or situation that may be a cause for concern under these guidelines. I verify that I have health insurance as required by the College and all immunizations as required by New York State.

Student name (print)

Student Signature

Date

Guidelines for Off-Campus Learning Experiences: acknowledgement for College department to keep:

I have read the above information provided by my College site coordinator. I am also responsible for reading any safety information provided by the site. I have discussed any potential concerns with my College site coordinator and I understand that this experience may present some risks. I understand that prudent choices and exercising caution can minimize these risks. I understand that it is my responsibility to become informed of site policies and practices regarding the safety concerns above. I understand that it is my responsibility to notify my College site coordinator and my on-site supervisor immediately of any incident or situation that may be a cause for concern under these guidelines. I verify that I have health insurance as required by the College and all immunizations as required by New York State.

Student name (print)

Student Signature

Date

**DAEMEN COLLEGE SOCIAL WORK PROGRAM
FIELD PLACEMENT LEARNING CONTRACT AND EVALUATION FORM
MSW-GENERALIST**

Student Name:	Semester(s) Covered by Contract:
Field Educator/Task Supervisor Name(s):	Field Placement Organization:
Placement Schedule:	Supervision Schedule:

HOW TO USE THIS DOCUMENT:

This document is the Learning Contract and Mid-Year and Final Evaluation form for all social work students in field placement.

Learning Contract

Students and Field Educators (and Task Supervisors, as necessary) should work together to develop a list of educationally-sound learning experiences that will assist the student in demonstrating each of the Council on Social Work Education (CSWE) identified competencies and practice behaviors. Targeted completion dates for each activity should be included as well. Please provide a typed, unsigned copy of your completed learning contract to the Field Director by the date specified on the Field Calendar. The document will be signed following a meeting with the Student, Field Educator, and Director of Field Education in October or November.

Evaluation

Students and Field Educators should use this form to evaluate the student's progress in achieving CSWE identified competencies by circling a rating on each of the individual practice behaviors listed as well as the overall competency. Ratings should be provided by both the Student and the Field Educator using the scale below and should include a narrative that provides specific evidence of development. Handwritten materials are acceptable; include additional pages as needed.

5	Advanced Competence – Expertly demonstrates awareness, knowledge, and skills as a social work field placement student. Student displays creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors associated with a given competency at a superior level.
4	Competence - Demonstrates awareness, knowledge, and skills as a social work field placement student. The student is able to perform the set of practice behaviors associated with a given competency well and with consistency.
3	Emerging Competence - Demonstrates beginning awareness, knowledge, and skills as a social work field placement student. While there may be unevenness (including limited regression or immobilization during times of stress or pressure), the student offers evidence of both the motivation and capacity to perform the set of practice behaviors associated with a given competency satisfactorily.
2	Insufficient Progress - Rarely demonstrates awareness, knowledge, and skills as a social work field placement student. The student appears to face difficulties in developing the ability to perform the set of practice behaviors associated with a given capacity minimally.
1	Unacceptable Progress - Never demonstrates awareness, knowledge, and skills as a social work field placement student. The student is unable to function in a social work environment.

Once the Student and Field Educator have had a chance to review the document at the end of the first semester, please forward a signed copy of this form to the Director of Field Education. Keep the original form and add the final evaluation to it before submitting the fully completed and signed document.

LEARNING CONTRACT

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION				
Advocate for client access to the services of social work	5	4	3	2	1
Practice personal reflection and self-correction to assure continual professional development	5	4	3	2	1
Attend to professional roles and boundaries	5	4	3	2	1
Demonstrate professional demeanor in behavior, appearance, and communication	5	4	3	2	1
Engage in career long learning	5	4	3	2	1
Use supervision and consultation	5	4	3	2	1
OVERALL RATING COMPETENCY #1	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION				
Advocate for client access to the services of social work	5	4	3	2	1
Practice personal reflection and self-correction to assure continual professional development	5	4	3	2	1
Attend to professional roles and boundaries	5	4	3	2	1
Demonstrate professional demeanor in behavior, appearance, and communication	5	4	3	2	1
Engage in career long learning	5	4	3	2	1
Use supervision and consultation	5	4	3	2	1
OVERALL RATING COMPETENCY #1	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #2	MID-YEAR EVALUATION				
Recognize and manage personal values in a way that allows professional values to guide practice	5	4	3	2	1
Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	5	4	3	2	1
Tolerate ambiguity in resolving ethical conflicts	5	4	3	2	1
Apply strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1
OVERALL RATING COMPETENCY #2	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #2	MID-YEAR EVALUATION				
Recognize and manage personal values in a way that allows professional values to guide practice	5	4	3	2	1
Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	5	4	3	2	1
Tolerate ambiguity in resolving ethical conflicts	5	4	3	2	1
Apply strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1
OVERALL RATING COMPETENCY #2	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #3	MID-YEAR EVALUATION				
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	5	4	3	2	1
Analyze models of assessment, prevention, intervention, and evaluation	5	4	3	2	1
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1
OVERALL RATING COMPETENCY #3	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #3	MID-YEAR EVALUATION				
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	5	4	3	2	1
Analyze models of assessment, prevention, intervention, and evaluation	5	4	3	2	1
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1
OVERALL RATING COMPETENCY #3	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #4: Engage diversity and difference in practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #4: Engage diversity and difference in practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #4	MID-YEAR EVALUATION				
Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1
Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups	5	4	3	2	1
Recognize and communicate their understanding of the importance of difference in shaping life experiences	5	4	3	2	1
View themselves as learners and engage those with whom they work as informants	5	4	3	2	1
OVERALL RATING COMPETENCY #4	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #4: Engage diversity and difference in practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #4	MID-YEAR EVALUATION				
Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1
Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups	5	4	3	2	1
Recognize and communicate their understanding of the importance of difference in shaping life experiences	5	4	3	2	1
View themselves as learners and engage those with whom they work as informants	5	4	3	2	1
OVERALL RATING COMPETENCY #4	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #5: Advance human rights and social and economic justice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #5: Advance human rights and social and economic justice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #5	MID-YEAR EVALUATION				
Understand the forms and mechanisms of oppression and discrimination	5	4	3	2	1
Advocate for human rights and social and economic justice	5	4	3	2	1
Engage in practices that advance social and economic justice	5	4	3	2	1
OVERALL RATING COMPETENCY #5	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #5: Advance human rights and social and economic justice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #5	MID-YEAR EVALUATION				
Understand the forms and mechanisms of oppression and discrimination	5	4	3	2	1
Advocate for human rights and social and economic justice	5	4	3	2	1
Engage in practices that advance social and economic justice	5	4	3	2	1
OVERALL RATING COMPETENCY #5	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #6	MID-YEAR EVALUATION				
Use practice experience to inform scientific inquiry	5	4	3	2	1
Use research evidence to inform practice	5	4	3	2	1
OVERALL RATING COMPETENCY #6	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #6	MID-YEAR EVALUATION				
Use practice experience to inform scientific inquiry	5	4	3	2	1
Use research evidence to inform practice	5	4	3	2	1
OVERALL RATING COMPETENCY #6	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #7	MID-YEAR EVALUATION				
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1
Critique and apply knowledge to understand person and environment	5	4	3	2	1
OVERALL RATING COMPETENCY #7	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #7	MID-YEAR EVALUATION				
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1
Critique and apply knowledge to understand person and environment	5	4	3	2	1
OVERALL RATING COMPETENCY #7	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #8	MID-YEAR EVALUATION				
Analyze, formulate, and advocate for policies that advance social well-being	5	4	3	2	1
Collaborate with colleagues and clients for effective policy action	5	4	3	2	1
OVERALL RATING COMPETENCY #8	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #8	MID-YEAR EVALUATION				
Analyze, formulate, and advocate for policies that advance social well-being	5	4	3	2	1
Collaborate with colleagues and clients for effective policy action	5	4	3	2	1
OVERALL RATING COMPETENCY #8	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #9: Respond to contexts that shape practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #9: Respond to contexts that shape practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #9	MID-YEAR EVALUATION				
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5	4	3	2	1
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1
OVERALL RATING COMPETENCY #9	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #9: Respond to contexts that shape practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #9	MID-YEAR EVALUATION				
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5	4	3	2	1
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1
OVERALL RATING COMPETENCY #9	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #10	MID-YEAR EVALUATION				
Engagement					
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	5	4	3	2	1
Use empathy and other interpersonal skills	5	4	3	2	1
Develop a mutually agreed-on focus of work and desired outcomes	5	4	3	2	1
Assessment					
Collect, organize, and interpret client data	5	4	3	2	1
Assess client strengths and limitations	5	4	3	2	1
Develop mutually agreed-on intervention goals and competencies	5	4	3	2	1
Select appropriate intervention strategies	5	4	3	2	1
Intervention					
Initiate actions to achieve organizational goals	5	4	3	2	1
Implement prevention interventions that enhance client capacities	5	4	3	2	1
Help clients resolve problems	5	4	3	2	1
Negotiate, mediate, and advocate for clients	5	4	3	2	1
Facilitate transitions and endings	5	4	3	2	1
Evaluation					
Critically analyze, monitor, and evaluate interventions	5	4	3	2	1
OVERALL RATING COMPETENCY #10	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #10	MID-YEAR EVALUATION				
Engagement					
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	5	4	3	2	1
Use empathy and other interpersonal skills	5	4	3	2	1
Develop a mutually agreed-on focus of work and desired outcomes	5	4	3	2	1
Assessment					
Collect, organize, and interpret client data	5	4	3	2	1
Assess client strengths and limitations	5	4	3	2	1
Develop mutually agreed-on intervention goals and competencies	5	4	3	2	1
Select appropriate intervention strategies	5	4	3	2	1
Intervention					
Initiate actions to achieve organizational goals	5	4	3	2	1
Implement prevention interventions that enhance client capacities	5	4	3	2	1
Help clients resolve problems	5	4	3	2	1
Negotiate, mediate, and advocate for clients	5	4	3	2	1
Facilitate transitions and endings	5	4	3	2	1
Evaluation					
Critically analyze, monitor, and evaluate interventions	5	4	3	2	1
OVERALL RATING COMPETENCY #10	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

The Student and Field Educator (and Task Supervisor, as necessary) have worked together to develop a list of educationally-sound learning experiences that will assist the student in demonstrating each of the Council on Social Work Education (CSWE) identified competencies and associated practice behaviors.

By affixing signatures below, they indicate agreement with the Learning Contract and support its implementation.

Each of the individuals whose signatures appear below has had an opportunity to review and provide individual comment related to this learning contract.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

OVERALL MID-YEAR EVALUATION

STUDENT

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
----------------------	----------------------------------

STUDENT COMMENTS

OVERALL MID-YEAR EVALUATION

FIELD EDUCATOR

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
AREAS WHERE GROWTH WAS MOST EVIDENT	FUTURE LEARNING NEEDS AND RECOMMENDATIONS

MID-YEAR EVALUATION SIGNATURES

Each of the individuals whose signatures appear below has had an opportunity to review and provide individual comment related to this evaluation.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

OVERALL FINAL EVALUATION

STUDENT

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
----------------------	----------------------------------

STUDENT COMMENTS

OVERALL FINAL EVALUATION

FIELD EDUCATOR

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
AREAS WHERE GROWTH WAS MOST EVIDENT	FUTURE LEARNING NEEDS AND RECOMMENDATIONS

FINAL EVALUATION SIGNATURES

Each of the individuals whose signatures appear below has had an opportunity to review and provide comment on this evaluation.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

PLEASE KEEP A COPY OF THIS COMPLETED DOCUMENT FOR YOUR RECORDS.

**DAEMEN COLLEGE SOCIAL WORK PROGRAM
FIELD PLACEMENT LEARNING CONTRACT AND EVALUATION FORM
MSW-ADVANCED (CLINICAL)**

Student Name:	Semester(s) Covered by Contract:
Field Educator/Task Supervisor Name(s):	Field Placement Organization:
Placement Schedule:	Supervision Schedule:

HOW TO USE THIS DOCUMENT:

This document is the Learning Contract and Mid-Year and Final Evaluation form for all social work students in field placement.

Learning Contract

Students and Field Educators (and Task Supervisors, as necessary) should work together to develop a list of educationally-sound learning experiences that will assist the student in demonstrating each of the Council on Social Work Education (CSWE) identified competencies and practice behaviors. Targeted completion dates for each activity should be included as well. Please provide a typed, unsigned copy of your completed learning contract to the Field Director by the date specified on the Field Calendar. The document will be signed following a meeting with the Student, Field Educator, and Director of Field Education in October or November.

Evaluation

Students and Field Educators should use this form to evaluate the student's progress in achieving CSWE identified competencies by circling a rating on each of the individual practice behaviors listed as well as the overall competency. Ratings should be provided by both the Student and the Field Educator using the scale below and should include a narrative that provides specific evidence of development. Handwritten materials are acceptable; include additional pages as needed.

5	Advanced Competence – Expertly demonstrates awareness, knowledge, and skills as a social work field placement student. Student displays creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors associated with a given competency at a superior level.
4	Competence - Demonstrates awareness, knowledge, and skills as a social work field placement student. The student is able to perform the set of practice behaviors associated with a given competency well and with consistency.
3	Emerging Competence - Demonstrates beginning awareness, knowledge, and skills as a social work field placement student. While there may be unevenness (including limited regression or immobilization during times of stress or pressure), the student offers evidence of both the motivation and capacity to perform the set of practice behaviors associated with a given competency satisfactorily.
2	Insufficient Progress - Rarely demonstrates awareness, knowledge, and skills as a social work field placement student. The student appears to face difficulties in developing the ability to perform the set of practice behaviors associated with a given capacity minimally.
1	Unacceptable Progress - Never demonstrates awareness, knowledge, and skills as a social work field placement student. The student is unable to function in a social work environment.

Once the Student and Field Educator have had a chance to review the document at the end of the first semester, please forward a signed copy of this form to the Director of Field Education. Keep the original form and add the final evaluation to it before submitting the fully completed and signed document.

LEARNING CONTRACT

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION					FINAL EVALUATION				
Readily identify as social work professionals (APB 2.1.1.1)	5	4	3	2	1	5	4	3	2	1
Demonstrate professional use of self with client(s) (APB 2.1.1.2)	5	4	3	2	1	5	4	3	2	1
Understand and identify professional strengths, limitations, and challenges (APB 2.1.1.3)	5	4	3	2	1	5	4	3	2	1
Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives (APB 2.1.1.4)	5	4	3	2	1	5	4	3	2	1
OVERALL RATING COMPETENCY #1	5	4	3	2	1	5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #1	MID-YEAR EVALUATION					FINAL EVALUATION				
Readily identify as social work professionals (APB 2.1.1.1)	5	4	3	2	1	5	4	3	2	1
Demonstrate professional use of self with client(s) (APB 2.1.1.2)	5	4	3	2	1	5	4	3	2	1
Understand and identify professional strengths, limitations, and challenges (APB 2.1.1.3)	5	4	3	2	1	5	4	3	2	1
Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives (APB 2.1.1.4)	5	4	3	2	1	5	4	3	2	1
OVERALL RATING COMPETENCY #1	5	4	3	2	1	5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #2	MID-YEAR EVALUATION				
Apply ethical decision-making skills to issues specific to clinical social work (APB 2.1.1.5)	5	4	3	2	1
Identify and use knowledge of relationship dynamics including power differentials (APB 2.1.1.6)	5	4	3	2	1
Recognize and manage personal biases as they affect the therapeutic relationship and in service to client's well-being (APB 2.1.1.7)	5	4	3	2	1
OVERALL RATING COMPETENCY #2	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #2: Apply social work ethical principles to guide professional practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #2	MID-YEAR EVALUATION				
Apply ethical decision-making skills to issues specific to clinical social work (APB 2.1.1.5)	5	4	3	2	1
Identify and use knowledge of relationship dynamics including power differentials (APB 2.1.1.6)	5	4	3	2	1
Recognize and manage personal biases as they affect the therapeutic relationship and in service to client's well-being (APB 2.1.1.7)	5	4	3	2	1
OVERALL RATING COMPETENCY #2	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #3	MID-YEAR EVALUATION				
Engage in reflective practice (APB 2.1.1.8)	5	4	3	2	1
Identify and articulate clients' strengths and vulnerabilities (APB 2.1.1.9)	5	4	3	2	1
Evaluate, select, and implement appropriate multi-dimensional assessment, diagnostic, intervention, and practice evaluation tools (APB 2.1.1.10)	5	4	3	2	1
Evaluate the strengths and weakness of multiple theoretical perspectives and differentially apply them to client situations (APB 2.1.1.11)	5	4	3	2	1
Communicate professional judgements to other social workers and professionals from other disciplines, in both verbal and written formats (APB 2.1.1.12)	5	4	3	2	1
OVERALL RATING COMPETENCY #3	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

STUDENT EVALUATION

COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #3	MID-YEAR EVALUATION				
Engage in reflective practice (APB 2.1.1.8)	5	4	3	2	1
Identify and articulate clients' strengths and vulnerabilities (APB 2.1.1.9)	5	4	3	2	1
Evaluate, select, and implement appropriate multi-dimensional assessment, diagnostic, intervention, and practice evaluation tools (APB 2.1.1.10)	5	4	3	2	1
Evaluate the strengths and weakness of multiple theoretical perspectives and differentially apply them to client situations (APB 2.1.1.11)	5	4	3	2	1
Communicate professional judgements to other social workers and professionals from other disciplines, in both verbal and written formats (APB 2.1.1.12)	5	4	3	2	1
OVERALL RATING COMPETENCY #3	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #4: Engage diversity and difference in practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #4: Engage diversity and difference in practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #4	MID-YEAR EVALUATION				
Research and apply knowledge of diverse and disempowered populations, culturally-appropriate interventions, and related clinical considerations to enhance client well-being (APB 2.1.1.13)	5	4	3	2	1
Work effectively with diverse and disempowered populations (APB 2.1.1.14)	5	4	3	2	1
Identify and use practitioner/client differences from a strengths perspective (APB 2.1.1.15)	5	4	3	2	1
OVERALL RATING COMPETENCY #4	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #4: Engage diversity and difference in practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #4	MID-YEAR EVALUATION				
Research and apply knowledge of diverse and disempowered populations, culturally-appropriate interventions, and related clinical considerations to enhance client well-being (APB 2.1.1.13)	5	4	3	2	1
Work effectively with diverse and disempowered populations (APB 2.1.1.14)	5	4	3	2	1
Identify and use practitioner/client differences from a strengths perspective (APB 2.1.1.15)	5	4	3	2	1
OVERALL RATING COMPETENCY #4	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #5: Advance human rights and social and economic justice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #5: Advance human rights and social and economic justice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #5	MID-YEAR EVALUATION				
Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention (APB 2.1.1.16)	5	4	3	2	1
Advocate at multiple levels for the reduction of disparities affecting diverse populations (APB 2.1.1.17)	5	4	3	2	1
OVERALL RATING COMPETENCY #5	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #5: Advance human rights and social and economic justice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #5	MID-YEAR EVALUATION				
Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention (APB 2.1.1.16)	5	4	3	2	1
Advocate at multiple levels for the reduction of disparities affecting diverse populations (APB 2.1.1.17)	5	4	3	2	1
OVERALL RATING COMPETENCY #5	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #6	MID-YEAR EVALUATION				
Employ research-informed practice in clinical assessment and intervention with clients (APB 2.1.1.18)	5	4	3	2	1
Use systematic method of observation and/or research methodology to evaluate clinical practice effectiveness and/or outcomes (APB 2.1.1.19)	5	4	3	2	1
OVERALL RATING COMPETENCY #6	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #6: Engage in research-informed practice and practice-informed research.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #6	MID-YEAR EVALUATION				
Employ research-informed practice in clinical assessment and intervention with clients (APB 2.1.1.18)	5	4	3	2	1
Use systematic method of observation and/or research methodology to evaluate clinical practice effectiveness and/or outcomes (APB 2.1.1.19)	5	4	3	2	1
OVERALL RATING COMPETENCY #6	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #7	MID-YEAR EVALUATION				
Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (APB 2.1.1.20)	5	4	3	2	1
Apply bio-psycho-social-spiritual theories and/or diagnostic classification systems in formulation of comprehensive assessments (APB 2.1.1.21)	5	4	3	2	1
OVERALL RATING COMPETENCY #7	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #7: Apply knowledge of human behavior and the social environment.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #7	MID-YEAR EVALUATION				
Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (APB 2.1.1.20)	5	4	3	2	1
Apply bio-psycho-social-spiritual theories and/or diagnostic classification systems in formulation of comprehensive assessments (APB 2.1.1.21)	5	4	3	2	1
OVERALL RATING COMPETENCY #7	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #8	MID-YEAR EVALUATION				
Use research-informed practice and practice-informed research as part of advocacy for policies that advance social and economic well-being (APB 2.1.1.22)	5	4	3	2	1
Inform and advocate to administrators and elected officials to influence policies that effect clients, services, and/or systems (APB 2.1.1.23)	5	4	3	2	1
OVERALL RATING COMPETENCY #8	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #8	MID-YEAR EVALUATION				
Use research-informed practice and practice-informed research as part of advocacy for policies that advance social and economic well-being (APB 2.1.1.22)	5	4	3	2	1
Inform and advocate to administrators and elected officials to influence policies that effect clients, services, and/or systems (APB 2.1.1.23)	5	4	3	2	1
OVERALL RATING COMPETENCY #8	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #9: Respond to contexts that shape practice.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #9: Respond to contexts that shape practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #9	MID-YEAR EVALUATION				
Identify and assess community services and determine appropriateness to address client needs (APB 2.1.1.24)	5	4	3	2	1
Work collaboratively with others to initiate sustainable change within services, policies, and/or systems (APB 2.1.1.25)	5	4	3	2	1
OVERALL RATING COMPETENCY #9	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

FIELD EDUCATOR EVALUATION

COMPETENCY #9: Respond to contexts that shape practice.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #9	MID-YEAR EVALUATION				
Identify and assess community services and determine appropriateness to address client needs (APB 2.1.1.24)	5	4	3	2	1
Work collaboratively with others to initiate sustainable change within services, policies, and/or systems (APB 2.1.1.25)	5	4	3	2	1
OVERALL RATING COMPETENCY #9	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

LEARNING CONTRACT

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PLANNED ACTIVITIES	TARGETED COMPLETION

STUDENT EVALUATION

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #10	MID-YEAR EVALUATION				
Engagement					
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance (APB 2.1.1.26)	5	4	3	2	1
Establish a collaborative process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (APB 2.1.1.27)	5	4	3	2	1
Assessment					
Apply bio-psycho-social-spiritual assessment tools (APB 2.1.1.28)	5	4	3	2	1
Engage in differential diagnosis (APB 2.1.1.29)	5	4	3	2	1
Assess client's readiness for change (APB 2.1.1.30)	5	4	3	2	1
Select and modify appropriate intervention strategies based on continuous clinical assessment (APB 2.1.1.31)	5	4	3	2	1
Intervention					
Critically evaluate, select, and apply research-informed practices and evidence-based interventions (APB 2.1.1.32)	5	4	3	2	1
Demonstrate the use of appropriate clinical techniques for a range of presenting concerns (APB 2.1.1.33)	5	4	3	2	1
Collaborate with other professionals to coordinate treatment interventions (APB 2.1.1.34)	5	4	3	2	1
Evaluation					
Utilize evaluation results in determining appropriate future directions for practice (PB 2.1.1.35)	5	4	3	2	1
Contribute to the knowledge base of social work practice through evaluation (PB 2.1.1.36)	5	4	3	2	1
OVERALL RATING COMPETENCY #10	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

--

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

--

FIELD EDUCATOR EVALUATION

COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

EXPECTED PRACTICE BEHAVIORS FOR COMPETENCY #10	MID-YEAR EVALUATION				
Engagement					
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance (APB 2.1.1.26)	5	4	3	2	1
Establish a collaborative process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (APB 2.1.1.27)	5	4	3	2	1
Assessment					
Apply bio-psycho-social-spiritual assessment tools (APB 2.1.1.28)	5	4	3	2	1
Engage in differential diagnosis (APB 2.1.1.29)	5	4	3	2	1
Assess client's readiness for change (APB 2.1.1.30)	5	4	3	2	1
Select and modify appropriate intervention strategies based on continuous clinical assessment (APB 2.1.1.31)	5	4	3	2	1
Intervention					
Critically evaluate, select, and apply research-informed practices and evidence-based interventions (APB 2.1.1.32)	5	4	3	2	1
Demonstrate the use of appropriate clinical techniques for a range of presenting concerns (APB 2.1.1.33)	5	4	3	2	1
Collaborate with other professionals to coordinate treatment interventions (APB 2.1.1.34)	5	4	3	2	1
Evaluation					
Utilize evaluation results in determining appropriate future directions for practice (PB 2.1.1.35)	5	4	3	2	1
Contribute to the knowledge base of social work practice through evaluation (PB 2.1.1.36)	5	4	3	2	1
OVERALL RATING COMPETENCY #10	5	4	3	2	1

FINAL EVALUATION				
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

MID-YEAR NARRATIVE EVALUATION: Specific Evidence of Development

--

FINAL NARRATIVE EVALUATION: Specific Evidence of Development

--

LEARNING CONTRACT

The Student and Field Educator (and Task Supervisor, as necessary) have worked together to develop a list of educationally-sound learning experiences that will assist the student in demonstrating each of the Council on Social Work Education (CSWE) identified competencies and associated practice behaviors.

By affixing signatures below, they indicate agreement with the Learning Contract and support its implementation.

Each of the individuals whose signatures appear below has had an opportunity to review and provide individual comment related to this learning contract.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

OVERALL MID-YEAR EVALUATION

STUDENT

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
----------------------	----------------------------------

STUDENT COMMENTS

OVERALL MID-YEAR EVALUATION

FIELD EDUCATOR

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
AREAS WHERE GROWTH WAS MOST EVIDENT	FUTURE LEARNING NEEDS AND RECOMMENDATIONS

MID-YEAR EVALUATION SIGNATURES

Each of the individuals whose signatures appear below has had an opportunity to review and provide individual comment related to this evaluation.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

OVERALL FINAL EVALUATION

STUDENT

KEY STRENGTHS

KEY AREAS FOR DEVELOPMENT

STUDENT COMMENTS

OVERALL FINAL EVALUATION

FIELD EDUCATOR

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
AREAS WHERE GROWTH WAS MOST EVIDENT	FUTURE LEARNING NEEDS AND RECOMMENDATIONS

FINAL EVALUATION SIGNATURES

Each of the individuals whose signatures appear below has had an opportunity to review and provide comment on this evaluation.

Social Work Student Signature:	Date:
Field Educator Signature:	Date:
Director of Field Education Signature:	Date:

PLEASE KEEP A COPY OF THIS COMPLETED DOCUMENT FOR YOUR RECORDS.

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
WEEKLY SUPERVISION LOG**

STUDENT: _____

FIELD PLACEMENT AGENCY: _____

FIELD EDUCATOR: _____

DATES OF SUPERVISION: _____

TOTAL HOURS WORKED THIS WEEK: _____

CUMMULATIVE SEMESTER HOURS: _____

ITEMS FOR DISCUSSION

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

LEARNING CONTRACT PROGRESS

CURRENT CHALLENGES

PLAN FOR ADDRESSING CHALLENGES

FIELD EDUCATOR REVIEW AND APPROVAL: YES NO

FEEDBACK FROM FIELD EDUCATOR

FEEDBACK FROM DIRECTOR OF FIELD EDUCATION

PROFESSIONALISM RUBRIC
DAEMEN COLLEGE – MASTER OF SOCIAL WORK

Student Name: _____

Course: _____

	(1)	(2)	(3)	(4)
Attendance	Misses class sessions regularly (More than 20% of class sessions without a reasonable excuse).	Misses class sessions often (10-20% of class sessions without a reasonable excuse).	Misses class sessions infrequently (Less than 10% of class sessions without a reasonable excuse).	Never misses class sessions (Attends all class sessions or has a reasonable excuse for any absence).
Timeliness	Student is regularly late to class (More than 20% of class sessions without a reasonable excuse).	Student is often late to class (10-20% of class sessions without a reasonable excuse).	Student is infrequently late to class (Less than 10% of class sessions without a reasonable excuse).	Student is never late to class (Attends all class sessions on-time or has a reasonable excuse for lateness).
Preparation	Student is regularly unprepared; Clearly does not review material before attending class.	Student often unprepared; Likely does not review material before attending class.	Student is infrequently unprepared; Likely reviews material before attending class.	Student is never unprepared; Clearly reviews material before attending class.
Participation	Student does not participate in class; Never offers ideas and/or asks questions.	Student seldom participates in class; Infrequently offers ideas and/or asks questions.	Student usually participates in class; Frequently offers ideas and/or asks questions.	Student regularly participates in class; Regularly offers ideas and/or asks questions.
Listening Skills	Student does not demonstrate the ability to accurately receive and interpret messages.	Student seldom demonstrates the ability to accurately receive and interpret messages.	Student usually demonstrates the ability to accurately receive and interpret messages.	Student regularly demonstrates the ability to accurately receive and interpret messages.
Ability to Follow Instructions	Student does not follow instructions; Frequently needs instructions repeated.	Student seldom follows instructions; Often needs instructions repeated.	Student usually follows instructions; Seldom needs instructions repeated.	Student regularly follows instructions; Never needs instructions repeated.
Interprofessional Dynamics	Student does not recognize the value of other people's perspectives, experiences, and questions.	Student seldom recognizes the value of other people's perspectives, experiences, and questions.	Student usually recognizes the value of other people's perspectives, experiences, and questions.	Student regularly recognizes the value of other people's perspectives, experiences, and questions.
Respect for Others	Student regularly displays inappropriate/disruptive behavior; Often disrespectful to others.	Student sometimes displays inappropriate/disruptive behavior; Occasionally disrespectful to others.	Student seldom displays inappropriate/disruptive behavior; Usually respectful to others.	Student never displays inappropriate/disruptive behavior; Always respectful to others.

Please indicate your evaluation of the student's professionalism overall:

- Excellent
 Good
 Fair
 Poor

Comments:

**STUDENT DOCUMENTATION OF FIELD EDUCATION CONCERNS
DAEMEN COLLEGE – MASTER OF SOCIAL WORK**

Date: _____

Student Name: _____

Placement Type: _____ MSW, Generalist
_____ MSW, Advanced (Clinical)

Agency: _____

Field Educator: _____

Task Supervisor: _____

Liaison: _____

Identify area of concern with Agency, Field Educator, Task Supervisor, and/or Director of Field Education:

Identify action(s) you have taken to resolve this issue:

Identify outcomes of action(s):

Identify what you would like to have done at this point to allow for resolution:

Student Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

**FIELD EDUCATOR/TASK SUPERVISOR DOCUMENTATION OF FIELD EDUCATION CONCERNS
DAEMEN COLLEGE – MASTER OF SOCIAL WORK**

Date: _____

Student Name: _____

Placement Type: _____ MSW, Generalist
_____ MSW, Advanced (Clinical)

Agency: _____

Field Educator: _____

Task Supervisor: _____

Liaison: _____

Identify area of concern with Student and/or Director of Field Education:

Identify action(s) you have taken to resolve this issue:

Identify outcomes of action(s):

Identify what you would like to have done at this point to allow for resolution:

Field Educator Signature: _____

Date: _____

Task Supervisor Signature: _____

Date: _____

Field Director Signature: _____

Date: _____

PLAN FOR EVALUATION

Specific Indicators of Progress	Completion Date

By signing below, I acknowledge that I understand the information presented above and have been provided a copy of this document for my records.

Student:	
Faculty Member:	
Field Educator:	
Director of Field Education:	
MSW Program Director:	

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
FIELD EDUCATION EXPERIENCE – STUDENT EVALUATION**

The Daemen College Department of Social Work and Sociology is interested in securing candid feedback from Students and Agency Representatives about its Field Education programming. The Department takes this feedback very seriously, as part of its continuous improvement efforts. The information will be used to identify future field placements, modify policies and procedures, and to improve the overall field experience.

Please use the link provided to submit your confidential feedback via web-based survey. The Program Director will be responsible for reviewing the information gathered. Only aggregated information will be shared with Field Education Staff and/or Agency Representatives. Individual responses will not be shared at any time. Please complete the survey by close of business on the second Friday in May. Thank you!

Placement Agency:	_____
Agency Field Educator:	_____

FIELD EDUCATOR

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding your Field Educator.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Field Educator helped me develop generalist practice social work skills.	SA	A	D	SD
Field Educator helped me learn to integrate theory and practice.	SA	A	D	SD
Field Educator helped me to identify ethical challenges.	SA	A	D	SD
Field Educator helped me to better understand social work values.	SA	A	D	SD
Field Education helped me to engage in self-assessment.	SA	A	D	SD
Field Educator provided appropriate supervision.	SA	A	D	SD
Field Educator provided constructive feedback I was able to use.	SA	A	D	SD
Field Educator provided important resources to strengthen my practice.	SA	A	D	SD
Field Education provided suggestions about self-care.	SA	A	D	SD
Field Educator provided opportunities to enhance my professional development.	SA	A	D	SD

Overall, how would you rate your Field Educator?
 Excellent Good Fair Poor

What are the key strengths of this Field Educator?

How might this Field Educator improve?

FIELD PLACEMENT

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding your field placement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Field placement provided opportunities for me to develop as a professional social worker.	SA	A	D	SD
Field placement provided opportunities to explore social work ethics.	SA	A	D	SD
Field placement provided opportunities for me to engage in critical thinking.	SA	A	D	SD
Field placement provided opportunities to work with diverse clients.	SA	A	D	SD
Field placement provided opportunities to advocate for human rights and social and economic justice.	SA	A	D	SD
Field placement provided opportunities to utilize research skills.	SA	A	D	SD
Field Educator provided opportunities for me to employ knowledge of human behavior and the social environment.	SA	A	D	SD
Field Educator provided opportunities for me to engage in policy practice.	SA	A	D	SD
Field Educator provided opportunities to respond to contexts that shape practice.	SA	A	D	SD
Field placement provided opportunities to practice the generalist intervention model (engage, assess, intervene, and evaluate) with individuals, families, groups, organizations, and communities.	SA	A	D	SD

Overall, how would you rate your field placement?

Excellent Good Fair Poor

What are the key strengths of this field placement?

How might this field placement be improved?

DIRECTOR OF FIELD EDUCATION

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the Director of Field Education.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Director of Field Education provided timely information about Field Education.	SA	A	D	SD
The Director of Field Education provided timely responses to questions.	SA	A	D	SD
The Director of Field Education provided useful feedback about the selection process.	SA	A	D	SD
The Director of Field Education provided a helpful orientation to Field Education.	SA	A	D	SD
The Director of Field Education was knowledgeable about local resources.	SA	A	D	SD
The Director of Field Education was fair in dealings with students and agencies.	SA	A	D	SD
The Director of Field Education was respectful to program participants.	SA	A	D	SD
The Director of Field Education was a positive role model of social work values and ethics.	SA	A	D	SD

Overall, how would you rate the Director of Field Educator?

Excellent Good Fair Poor

What are the key strengths of the Director of Field Educator?

How might the Director of Field Education improve?

OVERALL FIELD EDUCATION EXPERIENCE

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the overall Field Education experience.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I had enough information to make informed decisions as part of the Field Education Program.	SA	A	D	SD
I understood my role and responsibilities as part of the Field Education Program.	SA	A	D	SD
I understood policies and procedures as part of the Field Education Program.	SA	A	D	SD
I received help when I needed it as part of the Field Education Program.	SA	A	D	SD
I was treated with respect as part of the Field Education Program.	SA	A	D	SD
I felt my contributions were valued as part of the Field Education Program.	SA	A	D	SD
I felt that my expectations were met as part of the Field Education Program.	SA	A	D	SD
I felt that I made a difference by being part of the Field Education Program.	SA	A	D	SD

Overall, how would you rate your overall Field Education Experience?

Excellent Good Fair Poor

What are the key strengths of the Daemen College Social Work Field Education Program?

How might the Daemen College Social Work Field Education Program improve?

Based on your experience, would you recommend the Daemen College Social Work Field Education Program to a family member, friend, or colleague? YES NO

Why or Why Not?

Is there anything else you wish to tell us?

Thank you very much for your valuable feedback.

**DAEMEN COLLEGE – MASTER OF SOCIAL WORK
FIELD EDUCATION EXPERIENCE – FIELD EDUCATOR EVALUATION**

The Daemen College Department of Social Work and Sociology is interested in securing candid feedback from Students and Agency Representatives about its Field Education programming. The Department takes this feedback very seriously, as part of its continuous improvement efforts. The information will be used to identify future field placements, modify policies and procedures, and to improve the overall field experience.

Please use the link provided to submit your confidential feedback via web-based survey. The Program Director will be responsible for reviewing the information gathered. Only aggregated information will be shared with Field Education Staff and/or Agency Representatives. Individual responses will not be shared at any time. Please complete the survey by close of business on the second Friday in May. Thank you!

Placement Agency: _____

DIRECTOR OF FIELD EDUCATION

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the Director of Field Education.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Director of Field Education provided timely information about Field Education.	SA	A	D	SD
The Director of Field Education provided timely responses to questions.	SA	A	D	SD
The Director of Field Education provided useful feedback about the selection process.	SA	A	D	SD
The Director of Field Education provided a helpful orientation to Field Education.	SA	A	D	SD
The Director of Field Education was knowledgeable about local resources.	SA	A	D	SD
The Director of Field Education was fair in dealings with students and agencies.	SA	A	D	SD
The Director of Field Education was respectful to program participants.	SA	A	D	SD
The Director of Field Education was a positive role model of social work values and ethics.	SA	A	D	SD

Overall, how would you rate the Director of Field Education?

Excellent Good Fair Poor

What are the key strengths of the Director of Field Education?

How might the Director of Field Education improve?

OVERALL FIELD EDUCATION EXPERIENCE

Please indicate whether you strongly agree, agree, disagree, or strongly disagree with each of the statements below regarding the overall Field Education experience.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I had enough information to make informed decisions as part of the Field Education Program.	SA	A	D	SD
I understood my role and responsibilities as part of the Field Education Program.	SA	A	D	SD
I understood policies and procedures as part of the Field Education Program.	SA	A	D	SD
I received help when I needed it as part of the Field Education Program.	SA	A	D	SD
I was treated with respect as part of the Field Education Program.	SA	A	D	SD
I felt my contributions were valued as part of the Field Education Program.	SA	A	D	SD
I felt that my expectations were met as part of the Field Education Program.	SA	A	D	SD
I felt that I made a difference by being part of the Field Education Program.	SA	A	D	SD

Overall, how would you rate your overall Field Education Experience?

Excellent Good Fair Poor

What are the key strengths of the Daemen College Social Work Field Education Program?

How might the Daemen College Social Work Field Education Program improve?

Based on your experience, would you recommend the Daemen College Social Work Field Education Program to a family member, friend, or colleague? YES NO

Why or Why Not?

Is there anything else you wish to tell us?

Thank you very much for your valuable feedback.