

ADELPHI UNIVERSITY

School of Social Work

Field Education
Manual

TABLE OF CONTENTS

Welcome	3
Introduction	4
The Field Education Team	4
The Placement Planning Process	6
Employment Based Field Placements	8
The Field Education Calendar and Minimum Requirements	9
Schedule and Timesheets	11
Absences From the Field Practicum	12
Learning Assignments and Other Field Activities	14
Professionalism and Ethical Practice	15
Evaluation and Grading in the Field Practicum	16
Problem Solving	18
Appendix A: Field Team Contact Information	19
Appendix B: Guidelines for Employment Based Field Placements	20
Appendix C: Guidelines for Students Placed in Healthcare Settings	21
Appendix D: Sonia	22



Welcome to field education at the Adelphi University School of Social Work!

The Council On Social Work Education (C.S.W.E.) refers to field education as the “signature pedagogy” of social work education. Your field education course, also known as your practicum or internship, will provide opportunities to apply and integrate the theory and knowledge you obtain in the classroom in direct practice with systems, communities, groups, families, and individuals.

Your field practicum will challenge you to move beyond your comfort zone, and help you learn to problem solve in creative ways that enhance both personal and professional growth. You will be part of a profession that has, at its core, an ethical imperative to challenge injustice and promote equity for all people, particularly those from historically excluded groups.

One secret to a successful internship is to be brave and open to new experiences. Listening to feedback from your field instructor and faculty field liaison will help you to learn about yourself and how you engage with others, and will lay the groundwork for development of social work competencies and your professional identity.

The Field Education Department is committed to student-centered service and service to the community through our agency partnerships. We aim to link all students with robust field practica that enable them to develop social work knowledge, skills and values appropriate to each student's education level, guided by C.S.W.E.'s competency-based framework for field education. The Field Education Department is dedicated to upholding the social justice mission of our School and profession, and to promoting antiracist and anti-oppressive practices.

Remember that you are not alone in your field education journey: The field education team, your faculty field liaison, and your field instructor are committed to supporting your learning, growth, and success. We trust that your practicum experience will be a rewarding journey!

Your field education team,

James Paul Amato, Assistant Director of Field Education
Lorell Berrios, Assistant Director of Field Education
Shawn Deverteuil, Sonia Support and Adjunct Faculty
Christine Keene, Assistant Director of Field Education
Aaron Kesselman, Assistant Director of Field Education
Anjali Parekh-Singh, Assistant Director of Field Education
Livia Polise, Director of Field Education
Nateisha Reid, Assistant Director of Field Education

I am no longer accepting the things I cannot change. I am changing the things I cannot accept.
— Angela Davis, U.S. political activist, academic and author

The Field Education Manual is designed to serve as a guide and resource for undergraduate and graduate students in the School of Social Work. The manual provides an overview of fieldwork policies and procedures. It is each student's responsibility to know and understand the policies and procedures set forth in this manual. Any questions should be directed to the Field Education Department or the student's faculty field liaison.

1. The Field Education Team

1.1. Director of Field Education: The director is charged with providing oversight for all field education activities for the School of Social Work.

1.2. Assistant Director of Field Education: The assistant directors of field education are responsible for the day-to-day management of the School's field education program, including facilitating placement planning activities and providing support and guidance around field education policies and procedures.

1.3. Faculty Field Liaison: Each student is assigned a liaison who acts as a bridge between the School and the field placement agency, and serves as the student's academic advisor. The faculty field liaison is a full-time or adjunct faculty member who has earned an M.S.W. from a CSWE accredited program. Liaisons have significant social work practice and/or teaching experience. Faculty field liaisons are the professor of record for field instruction courses. The faculty field liaison will:

- Reach out to each student within the first two weeks of fall semester to make an introduction.
- Engage students, either individually or in groups, for monthly check-ins throughout the academic year. These check-ins may be in-person or remote.
- Meet with students for academic advisement during open planning. The liaison will provide guidance regarding course registration, and approve registration in a timely manner.
- Conduct site visits with students' field placement agencies at least once per semester to meet with the field instructor and other relevant agency personnel. These visits may be in-person or remote.
- Review all field documentation including the Learning Agreement and Evaluation, timesheets, and process recordings. The liaison may provide feedback on these documents, and will communicate with students and field instructors, as needed, to review and discuss field documents.

- The liaison will follow up with students and field instructors, in collaboration with the assistant director of field education, to provide guidance, support and problem-solving around any field concerns or performance issues.
- The liaison will assign a grade for the field instruction course in accordance with the evaluation from the Field Instructor as well as their overall impression of a student's learning and performance in the field practicum. In determining the grade, liaisons consider students' attendance, submission and quality of process recordings, sufficient participation in field instruction, professional behavior and attainment of competencies in social work.

1.4. Field Instructor: A social worker who holds a Master of Social Work degree from a CSWE-accredited university and has completed specialized training through the Seminar In Field Instruction. Field Instructors are designated by the agency or the school and carry responsibility for instructing students in the field setting. Field instructors' responsibilities include:

- Conducting weekly individual and/or group field instruction conferences for a minimum of one hour.
- Selecting appropriate learning assignments based on the student's educational level.
- Monitoring and coordinating the student's work in the agency setting.
- Reading the student's process recordings and then offering appreciative and constructive feedback to the student.
- Conducting formative and summative evaluations of the student's performance.
- Conferring with the student's Faculty Field Liaison.

1.5. Task Supervisor: In some agencies, a student may be assigned to a task supervisor. A task supervisor need not be a social worker, but may work in a related discipline. A task supervisor provides guidance, direction, and oversight related to specific learning assignments as adjunctive to field instruction.

1.6. Field Education Committee: All policies, processes, practices, and procedures, as well as ideas and feedback related to field education are reviewed by the School's Field Education Committee (FEC). The Committee is made up of the director and assistant directors of field education, faculty members, the associate dean, and the B.S.W. director.

2. The Placement Planning Process

2.1. The Field Education Department is responsible for assigning students to field practica. The field education team develops placement opportunities and new agency partnerships on an ongoing basis.

The availability of placement opportunities is determined by agency requests and agency requirements for internships. Agency considerations might include:

- The availability of a field instructor or task supervisor at the agency site.
- The preferred educational level of students.
- Special requirements such as languages and student availability.

2.2. Students are required to have some weekday, daytime availability for internships; Most agencies require students to be available during regular business hours.

- Internships scheduled exclusively after 4 pm on weekdays or on weekends cannot be guaranteed.
- Most agencies will also require that students have 2-3 blocks of time (i.e., 5 or more hours for each shift) to ensure continuity of services, progressive learning opportunities, and integration into the culture of the agency.

2.3. All students are required to complete a field placement application each academic year.

- The field application is embedded in the School's field software platform, Sonia.
- Students will be required to upload an updated resume, which will be forwarded to the educational coordinator at a prospective placement agency. Resume guidelines and templates may be reviewed at the webpage of Adelphi's Center for Professional and Career Development: [Resumes and Cover Letters | Adelphi Career Services](#)
- Students may search available placements in Sonia, and may "preference" up to three agencies that are of interest. These selections will be reviewed in a placement planning meeting with the assistant director of field education.
- While there is no guarantee of placement at a particular agency, every effort will be made to link students with internships in accordance with preferences.

2.4. All contact with agencies must be initiated by the assistant director of field education.

- Prospective placements are carefully vetted by the field team, and the University must establish a formal contract with all placement sites.
- Most agencies have designated educational coordinators and processes in place for reviewing and interviewing potential interns.
- Students are not permitted to make initial contact with agencies on their own. Students may "nominate" agencies through Sonia, or by providing information to their assigned assistant director if they are aware of an organization that the field team may outreach.

2.5. All agencies require students to interview for internships, and our agency partners determine whether or not to accept a student.

- Following an interview, students are encouraged to contact the assistant director to discuss the interview.

- The agency will inform the Department and/or the student regarding acceptance.
- If the agency contacts the student regarding the decision, the student must contact the Field Education Department to relay the information.

2.6. If the agency accepts the student, the student must give confirmation of acceptance within 48 hours of notification.

2.7. Students are expected to accept placement offers.

- If there are extenuating circumstances and the student must decline an offer of an internship, the student must make the agency and the Field Education Department aware of this decision within a reasonable timeframe. In this case, other relevant options will be explored.
- If an offer of an internship is made by a second agency and refused by the student, the student may not be allowed to continue with the placement planning process and will be offered the opportunity to delay the field instruction and concurrent practice course until the following academic year.

2.8. Once the student gives confirmation of acceptance, the student may withdraw from the placement and explore other internship options only in the event of dire circumstances.

- Students should not renege on a placement commitment without first discussing their circumstances and concerns with the assistant director of field education. Students have a professional, ethical, and moral responsibility to the agency and the clients they serve, and it is a very serious matter to renege on this commitment.

2.9. If the student is not offered an internship after two interviews, the student will be encouraged to participate in interview skills training through the Field Education Department and/or the University's Center for Career and Professional Development.

- If the student is interviewed and not offered an internship a third time, they may not be permitted to continue with the placement planning process. The student will be offered the opportunity to delay field instruction and the concurrent practice course until the following academic year.

2.10. Many field settings require background checks, medical clearances, and periodic drug screenings.

- In most cases, ***students are responsible for the costs associated with these required clearances.***
- Students are expected to adhere to agency requirements regarding clearances and to provide the placement agency with any documents or other information needed for clearances in a timely manner upon request. Failure to do so may result in the withdrawal of an offer for placement.

- In order to protect the privacy of student information, the School uses a vendor to review medical documents and conduct background clearances as needed.
- Some field placements will require that the student complete a Child Abuse Registry Clearance and/or Criminal Background Clearance. Prior convictions may preclude a student's ability to be accepted in a field site.
- It is the student's responsibility to complete any additional prerequisites that may be required by the assigned agency prior to the start of the practicum (ex. agency documents, medical clearances, toxicology screening, vaccinations, agency orientation, etc.).

2.11. Some agencies will require that students conduct home visits, transport clients to appointments or events, or engage in other activities in the community.

- Students may operate an agency-owned vehicle if they have the appropriate license and agency approval.
- Students may transport clients in an agency vehicle. **Students may NOT transport clients in their personal vehicles.**
- Agencies are expected to reimburse students for expenses incurred as part of any field assignment, including travel for home visits or other off-site events, and in accordance with agency policy for employees. Students are **not** reimbursed for travel to and from the practicum site.
- Agencies are required to establish and communicate a clear safety plan for students who conduct home visits or other community-based activities outside of the practicum site.

3. Employment Based Field Placements

3.1. Some students may meet the School's fieldwork requirements through their employment in human services agencies. Paid employees of agencies must meet all educational requirements for field instruction, including demonstrated competency development, completion of process recordings, and all other requirements for their field instruction course. Employment based field students must carry out their field work responsibilities in a social work role clearly defined by the agency and known to its clients.

3.2. Any proposed employment based field placements will be vetted by the assistant director of field education to ensure that all educational requirements can be met. Students who may be eligible for an employment based field placement should first inquire about whether their employer is willing to serve as a placement site. The assistant director will then follow up with the agency to discuss the educational plan and make a determination regarding approval of the placement.

3.3. Student assignments and employee tasks may qualify as field hours when directly linked to social work competencies and level of practice (generalist or specialized). Field education instruction may be provided by the employee's work supervisor if field instruction is distinct from employment supervision and the supervisor meets the requirements to serve as a field instructor.

3.4. Agencies are expected to provide employment based field students with the appropriate amount of time to meet educational recording requirements and attend weekly conferences with their field instructors and carry out the full complement of assignment responsibilities within the designated field work hours. If the student is approved to integrate field learning into their employment assignments, there must be a plan for field instruction as follows:

- If the agency is providing field instruction, there must be a specific time and plan for educational field instruction that is separate and distinct from the supervision the student receives in their employee role.
- The student's employment supervisor may also serve as the field instructor as long as there is an explicit weekly meeting for field instruction that is separate and distinct from the employee's supervision time.
- If the agency is unable to provide field instruction, the School may provide an external field instructor.

3.5. Assignments used for field work learning must provide opportunities for competency development congruent with the student's educational level, and the type and focus of the assignments should be congruent with those assigned to a non-Employment Based student at the same educational level.

3.6. Students in an employment based placement who seek a leave of absence or who are terminated from their employment resulting in a dismissal from the field placement, may be required to defer field instruction and practice courses.

4. Minimum Required Hours for the Field Practicum

4.1. The minimum required hours for field instruction are as follows:

MSW students

15 hours/week

- 225 hours/semester in site-based placement (remote or in person)
- 475 hours/total for academic year: 450 in site-based placement; 25 hours for professional development and social action

BSW Generalist (Senior)

14 hours/week

- 200 hours/semester
- 400 hours/total for academic year

BSW Juniors

10 hours/week

- 150 hours/semester
- 300 hours/total for academic year

PLEASE NOTE THAT THESE ARE THE **MINIMUM** REQUIRED HOURS.

4.2. Students should familiarize themselves with the **Field Education Calendar**. The calendar can be found on the School website and on Sonia. Please note that the Field Education Calendar is not the same as the academic calendar, and all students are expected to attend practica during the winter intersession break.

4.3. The Field Education Calendar is designed to ensure that all students have full and progressive field learning experiences, and incorporates adequate time to allow for variances in start dates as well as agency closures due to holidays or inclement weather.

- Students do not end their practicum when the minimum number of hours are completed, but remain in placement until the last day of field instruction courses as noted on the Field Education Calendar.
- Students should not be asked to begin the placement prior to the first day of field. Some practica may require an agency orientation prior to the first day of field. In that case, orientation hours should be documented on the student's timesheet and will be included in the total earned hours.
- Some agencies may start internships later than the start date noted on the calendar. Students should notify their faculty field liaison if this is the case.
- All students will continue in their field placements until the end of field instruction courses as noted on the Field Education Calendar (or at the conclusion of the academic program year for students in school settings).
- When the University is closed, students MAY NOT attend field placement. Students may make up field hours, as needed, during holidays such as "spring break", when the University remains open.

4.4. Students placed in school settings are required to remain in placement from September through the end of June, as determined by the academic calendar for the School district or University setting they are placed in. School settings include, but are not limited to, youth development and afterschool

programs, elementary, middle and high schools, early childhood settings, student counseling centers, and other University or college settings.

5. Schedules and Timesheets

5.1. All time and attendance is tracked and approved using the **Timesheet** function in Sonia. Students are responsible for documenting all field hours on their timesheet, and for submitting it to their field instructor for review and approval. Hours that are not submitted and approved in Sonia will not be applied to the required field instruction course.

5.2. Students are required to adhere to a set weekly practicum schedule. Once the schedule is created and approved by the field instructor any changes to the set days and/or times must be approved by the field instructor and then by the faculty field liaison.

5.3. A “standard” day in the practicum includes one-half to one hour for a meal/break, which is not to be included in the accumulation of field hours. As per New York State Labor Law, students are required to take a meal break for any shift that is 6 hours or longer.

5.4. Any hours above and beyond the minimum required number will not be carried over from semester to semester or year to year.

6. Absences From the Field Practicum

6.1. Students are expected to maintain a professional commitment to clients, agencies, and the community. In the event of illness or a personal emergency, students must provide appropriate notification of absence. Students should be aware of the agency’s policy for notifying the field instructor in advance of any absences. Failure to provide notification of an absence may result in dismissal from the field placement.

6.2. Students must make up any time missed due to holidays, illness, snow days, emergencies, agency closures, or delayed start to field. The student, faculty field liaison, and field instructor work together to ensure that the minimum number of hours are completed for each semester, and will collaborate to create a plan for making up any missed hours as needed.

6.3. In the event of inclement weather, attendance is determined by the agency. However, students are encouraged to use their judgment about traveling.

- Students may prepare for a possible snow day by speaking with their Field Instructor about agency policy related to inclement weather, and to develop a contingency plan

that would go into effect if there is a storm. This preparation will help students fulfill their professional obligation of providing services to clients.

6.4. Students returning from a leave of absence are required to register for a full semester of continuous matriculation prior to resuming their field instruction and practice courses.

6.5. Excessive absences may lead to dismissal from the practicum, and/or a failing grade for the field instruction course.

7. Learning Assignments and Other Field Activities

7.1. Recognizing that field hours are only one component of field education, the School engages a holistic approach to field learning that encompasses integrative instructional support, professional development, and reflective learning activities.

7.2. All students will attend a **Field Readiness Lab** during the first week of the semester. Students will earn field hours for participation.

- The Field Readiness Lab is a series of seven online professional development workshops. Each module begins with videos, brief readings and reflections that all students must complete.
- Synchronous online sessions are linked to each module.
- For students that are unable to attend the synchronous session, each module includes a section labeled "For Self Study" that can be completed in lieu of the live session.

7.3. All students will participate in weekly **field instruction**, for a minimum of one hour, in either an individual or group format, with their assigned agency field instructor or an Adelphi-designated external field instructor.

- The overall purpose of these weekly conferences is to enhance learning through the integration of theory, policy, research, and other classroom learning, with direct practice activities in the practicum.
- Students are expected to be fully engaged learners and to prepare a learning agenda and questions in advance of field instruction conferences.

7.4. During the first four weeks of the practicum, each student will collaborate with their field instructor in the development of a **Learning Agreement**.

- The Council on Social Work Education (CSWE), the national accrediting organization for social work education, has established 9 competencies that provide the framework for field education. The learning agreement will identify activities that each student will

engage in to promote learning, growth, and ongoing skills development as related to each competency.

- Recognizing that each placement site provides various learning opportunities, students and field instructors can select or create activities that reflect the agency's unique mission and goals.
- The Learning Agreement and Evaluation Form will be accessed and completed on the School's field education software platform, Sonia.
- The Learning Agreement will serve as a road map for the ongoing assessment and development of the student's learning experience and progress in the practicum.

7.5. Writing and reviewing process recordings is a key mechanism for field learning and instruction. Process recordings are required field education assignments, and are an important tool for assessing progress and competency development. Detailed information regarding process recording requirements can be found in the School's **Process Recording Handbook**.

- B.S.W. Juniors will submit one process recording each week; B.S.W. Generalists (Seniors), M.S.W. Generalists, and M.S.W. Specialized students will submit two recordings each week.
- Students are expected to write and submit thoughtful and thorough process recordings, and to submit completed recordings in a timely manner.
- Process recordings must be submitted in accordance with School guidelines. Students who do not complete the required number of recordings or who submit recordings late, may be placed on an educational contract and/or earn a failing grade for the field instruction course.

7.6. All students will participate in a monthly meeting with their faculty field liaison, in either an individual or group format. These meetings may be remote or in-person.

- These monthly conferences afford students an opportunity to provide ongoing feedback regarding their experience in the field practicum, and to receive guidance and support from the liaison related to any field issues or concerns.
- Students and liaisons will use these meetings as a "check in" to ensure that students are on track with all field requirements, including time and attendance and submission of process recordings.
- Liaisons will provide feedback regarding student progress based on a review of submitted process recordings, and any feedback provided by the field instructor.
- Students are expected to be available for and actively participate in these monthly conferences.

7.7. Students will earn up to 25 field hours each academic year through participation in **approved professional development** activities and the School's annual **Social Justice Initiative**.

- Congruent with the social justice mission of the School and the social work profession, all students enrolled in field education courses will participate in the School's annual Social Justice Initiative. Students will engage in group activities related to a School-wide social justice theme. Information about the annual social justice initiative will be distributed to students at the end of the fall semester.
- Students who are participating in one of the School's innovative fellowship programs will earn professional development field hours through participation in any required fellowship colloquia.
- The Field Education Department will plan additional professional development workshops throughout the academic year, with an explicit emphasis on the development of field-related competencies.

8. Professionalism and Ethical Practice

8.1. Students will abide by the **National Association of Social Workers (N.A.S.W.) Code of Ethics**.

- Students should be familiar with the N.A.S.W. Code of Ethics: [Code of Ethics: English](#) ; [Code of Ethics: Spanish](#)
- Students should be familiar with, and adhere to, all policies and procedures in their assigned placement agency.
- Students should be familiar and act in accordance with the **N.A.S.W. Practice Standards and Guidelines** as appropriate to their specific domain of practice in the practicum.
[NASW Practice Standards & Guidelines](#)

8.2. **Section 1** of the N.A.S.W. Code of Ethics provides explicit guidelines related to ethical responsibilities to clients.

- Students should be familiar with the ethical imperative and implications of informed consent, privacy and confidentiality.
- All agencies will have guidelines for informed consent, privacy and confidentiality that are unique to each setting. Students are expected to be familiar with and adhere to all agency policies in the practicum.
- Students should consult with the field instructor to ensure ethical practice and fidelity to professional ethical responsibilities to clients, communities, and systems.

8.3. While in the field setting, students are representing Adelphi University and the School of Social Work. Students will abide by the **Adelphi University Code of Conduct** at all times. <https://www.adelphi.edu/wp-content/uploads/2022/08/Code-of-Conduct-2022.pdf>

8.4. Students are expected to engage and communicate with others in a professional, respectful and civil manner.

- Students will use their Adelphi University ecampus email accounts for all practicum-related activities, including communications with their field instructor and agency, faculty field liaison, and the field education department.
- Students are expected to respond to all practicum-related phone calls and email communications within 48 hours of receipt.
- Students should not share personal cell phone or other contact information with clients.
- Students must identify themselves as students or interns when engaged in any practicum -related activities or communications.

8.5. Students are encouraged to read and adhere to the N.A.S.W. [Standards for Technology in Social Work Practice](#) .

- Students are to be cognizant of their digital presence in order to maintain professional boundaries and to protect the privacy and integrity of both the student and clients, as well as the field instructor and practicum setting.
- All social media platforms including, but not limited to, Instagram, Twitter, TikTok, Snapchat, Facebook, and YouTube, are in the public domain and may be accessed by anyone online.
- Students must seek the guidance of their field instructor at each assigned agency to learn about agency rules and policies regarding the use of technology and social media.

8.6. Students are prohibited from making audio and/or video recordings of any meetings or sessions within the field agency setting or related to the practicum without the explicit knowledge and permission of the field instructor and all participants.

8.7. Violation of any ethical standards or guidelines may result in dismissal from the practicum, and/or a failing grade for the course and referral to the School's Academic Standards Committee.

9. Evaluation and Grading In the Field Practicum

9.1. The field instructor will monitor and assess the student's learning progress and competency development on an ongoing basis.

- Students will receive appreciative and constructive feedback during weekly field instruction conferences.
- The faculty field liaison will meet with the field instructor, remotely or in-person, at least once each semester to review student performance and progress in the practicum.

9.2. Educational contracts, which are agreements established between the student, the faculty field liaison, and the assistant director of field education, are implemented to clarify expectations and support student success in the practicum.

- Educational contracts explicitly articulate areas where growth is needed, identify educational goals and objectives, and specify educational and instructional interventions that the field instructor and liaison will use to support learning goals and objectives.
- Educational contracts should be time-limited and specify a plan and timeline for achieving educational objectives.

9.3. The field instructor will complete a formal written evaluation at the end of the fall semester and again at the end of the academic year.

- The evaluation is completed on the same Learning Agreement and Evaluation Form that was initiated during the first month of the semester.
- The assessment of performance and skills development should be framed within the context of the learning activities for each competency that were identified in the Learning Agreement.
- The evaluation should be discussed and reviewed during a field instruction conference so that the student may ask questions, and provide additional information or feedback to the field instructor.
- After reflecting on evaluation feedback, the student will comment on and electronically submit the Learning Agreement and Evaluation. Submitting the evaluation serves as an acknowledgement that the evaluation was discussed and reviewed. The student may use their comments to submit a rebuttal or addendum at their discretion.

9.4. The faculty field liaison is the professor of record for the field instruction course, and is responsible for determining and entering the grade earned by the student.

- Field instruction courses are graded on a pass/fail basis.
- Under certain circumstances, students may earn a grade of “Incomplete” for a field instruction course. Students who earn an incomplete may be required to register for a semester of “continuous matriculation” prior to resuming their field and practice course sequences.
- In determining the grade, faculty field liaisons consider students’ attendance in the field course, submission and quality of process recordings, engaged participation in field instruction, professional behavior and attainment of competencies.
- Students who are at risk of failing the field practicum may not be permitted to register for the next field or practice courses.
- Undergraduate students who earn an “F” in a field instruction course are automatically referred to the Academic Standards Committee, as per School policy.

- If a student wishes to grieve a failing grade for a field instruction course, the student should refer to the School's Student Handbook.

9.5. When an agency makes the decision to dismiss a student from the practicum, the circumstances surrounding the dismissal including feedback from the field instructor and agency, the liaison, and the student, will be carefully considered to determine next steps.

- Possible outcomes might include the student's reassignment to a new practicum setting, earning a grade of "F" for the field instruction course, and/or referral to the Academic Standards Committee.
- Graduate students who are dismissed from two separate field practica are automatically referred to the Academic Standards Committee.

10. Problem Solving

10.1. Students sometimes encounter challenges in the field practicum. Problem solving and waging good conflict are important skills in the social work profession. Challenges in your field practicum provide opportunities for developing these important skills. Here are some tips for problem solving and waging good conflict:

Assume good intent. Your field instructor and faculty field liaison are committed to your learning and growth, and to supporting your success in your field placement.

Follow the process. The first step in addressing your concerns is to discuss them with your field instructor. If you are uncertain about how to raise your concerns, your liaison can provide guidance to help you to communicate issues in a professional and constructive manner.

Follow the process. If you discuss your concerns with your field instructor and still have questions or need clarification, speak with your faculty field liaison. Your liaison can support you by participating in a three-way meeting to include you, your field instructor, and your liaison. Your liaison's participation may provide an additional perspective and help to identify different options or strategies for problem solving and clarifying expectations.

Follow the process. If you have lingering questions or concerns following your three way meeting, you may ask for a meeting with your liaison and the assistant director of field education.

Follow the process. The Director of Field Education may provide additional support and guidance, as needed, for concerns that seem unresolved following meetings with the field instructor, liaison and/or assistant director of field education. This may include meeting with the student in collaboration with the B.S.W. Director or the Assistant Dean for Academic Affairs.

11. Sonia Field Management Software

11.1. The Adelphi University School of Social Work uses an online field management system, Sonia, to facilitate all field placement activities. See **Appendix D** for more information regarding Sonia.

- The field application, process recordings, timesheets, the Learning Agreement and Evaluation, and all other documents are completed, reviewed, and approved online using Sonia.
- Students may review and identify placements that are of interest to them using Sonia's "preferencing" function.
- Communications from faculty field liaisons and the field education department will be sent to your Adelphi email account through Sonia, and archived on your Sonia page for ongoing reference.
- Important documents such as the field education calendar, the Process Recording Handbook, and "how to" guides for field education can be found on your Sonia homepage.
- Students may also download a mobile app for Sonia.

11.2. New Sonia users will contact the assistant director of field education for access and account set-up. Existing Sonia users may contact our Sonia Field Management email account for assistance or troubleshooting: SSWSonia@adelphi.edu

Appendix A: Field Education Department Contact Information

Livia Polise, Director of Field Education

lpolise@adelphi.edu

516-877-4374

James Paul Amato, Assistant Director of Field Education, Manhattan Center

amato@adelphi.edu

(212) 965-8340 ext. 8360

Lorell Berrios, Assistant Director of Field Education, Hudson Valley Center

lberrios@adelphi.edu

845-471-3348 ext. 8105

Christine Keene, Assistant Director of Field Education, Garden City Campus

ckeene@adelphi.edu

516-877-4351

Aaron Kesselman, Assistant Director of Field Education, OMSW program

akesselman@adelphi.edu

Anjali Parekh-Singh, Assistant Director of Field Education, Hauppauge Center

parekhsingh@adelphi.edu

(516) 237-8609

Nateisha Reid, Assistant Director of Field Education, Hauppauge Center

Nreid@adelphi.edu

516-237-8609

Phyllis Campagna, Assistant to the Field Education Department

516-877-4375

campagna@adelphi.edu

Shawn Deverteuill, Sonia Support

sdeverteuill@adelphi.edu

Soniasupport@adelphi.edu

Appendix B: Guidelines for Employment Based Field Placement

Paid employees of agencies must meet all educational requirements for field instruction, including demonstrated competency development, completion of process recordings, and all other requirements for their field instruction course. Employment based field students must carry out their field work responsibilities in a social work role clearly defined by the agency and known to its clients.

Student assignments and employee tasks may qualify as field hours when directly linked to social work competencies and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements.

Agencies are expected to provide employment based field students with the appropriate amount of time to meet educational recording requirements and attend weekly conferences with their field instructors and carry out the full complement of assignment responsibilities within the designated field work hours. If the student is approved to integrate field learning into their employment assignments, there must be a plan for field instruction as follows:

- If the agency is providing field instruction, there must be a specific time and plan for educational field instruction that is separate and distinct from the supervision the student receives in their employee role;
- The student's employment supervisor may also serve as the field instructor as long as there is an explicit weekly meeting for field instruction that is separate and distinct from the employee's supervision time;
- If the agency is unable to provide field instruction, the School may provide an external field instructor.

Assignments used for **field work learning must provide opportunities for competency development congruent with the student's educational level** and the type and focus of the assignments should be congruent with those assigned to a non-Employment Based student at the same educational level.

Some considerations in planning for an employment based field placement include:

- Will the student be integrating field learning into their current job, or will the internship assignment be separate and distinct from employment?
- What are the proposed learning assignments?
- Does the agency field instructor meet criteria for the provision of field instruction?
- If the agency is providing field instruction, is the agency field instructor aware of their responsibilities including the provision of weekly field instruction, review and approval of timesheets, development of the learning agreement, review of two process recordings each week, and completion of student evaluations at the end of each semester?
- Is the agency requesting that Adelphi provide an external field instructor?

Appendix C: PREPARING FOR YOUR FIELD PLACEMENT IN A HEALTHCARE SETTING

Healthcare settings require the following clearances which must be verified prior to starting your field placement:

- Covid19 vaccination
- Drug Screening
- Physical Examination
- Hepatitis B (vaccination or declination)
- Influenza
- MMR
- TDAP
- Varicella
- PPD

You may also be required to complete the following training:

- Infection Control Training
- OSHA Certification

*Some healthcare settings may require background clearances, including fingerprinting and criminal justice clearance: **Please consult with your assistant director of field education to determine whether your placement site will require medical clearance, background clearance, or both.***

Complio is the online system that the Adelphi University School of Social Work uses to track compliance with requirements for placements in medical and other settings. Complio will review the documents you upload and will notify the field education department when you have met requirements. The School will then be able to verify compliance as needed for your field placement.

Here is the link you will use to set up your Complio account:

<http://adelphicompliance.com/>



Resources:

Complio Student Helpguide

<http://www.complio.com/forms/ComplioStudentHelpguide.pdf>

[CDC/STRIVE Infection Control Training](#)

[Outreach Training Program | Occupational Safety and Health Administration](#)

Appendix D: Sonia

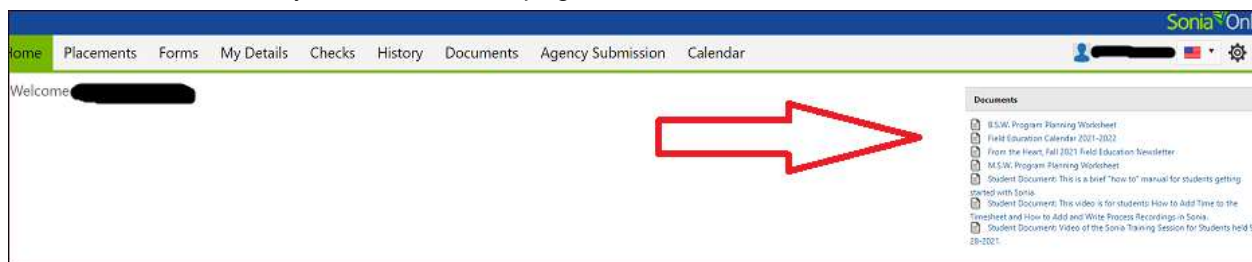
The Adelphi University School of Social Work uses an online field management system, Sonia, to facilitate all field placement activities. To access Sonia, you will need a web (internet) browser and internet access. **For optimal performance, Sonia suggests Chrome, Firefox, or Edge.**

In order to begin the field placement planning process, please follow these steps:

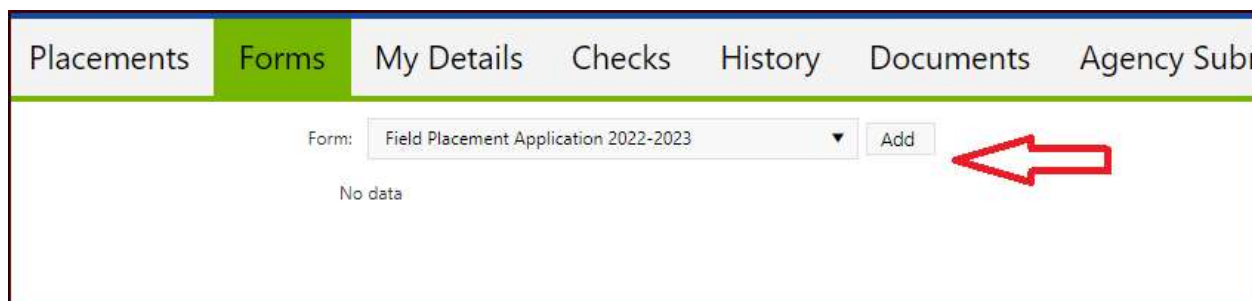
1. Create your Adelphi eCampus Account.
2. Email the assistant director of field education for your campus or program using your Adelphi eCampus email address:
 James Amato, Manhattan campus, amato@adelphi.edu
 Lorell Berrios, Hudson Valley campus, lberrios@adelphi.edu
 Christine Keene, Garden City campus, ckeene@adelphi.edu
 Aaron Kesselman, OMSW (online) program, akesselman@adelphi.edu
 Anjali Parekh-Singh, Hauppauge campus, parekhsingh@adelphi.edu
 Nateisha Reid, Hauppauge campus, nreid@adelphi.edu
3. You will receive an email via Sonia with a link and username to set up your Sonia account and password. Please set up your Sonia account immediately upon receipt. Once you have set your password, click 'Continue' to be directed to the home page to login. Ensure the 'Role' is set to 'Student'. Using the username provided in the email from the School and the password you just created, click 'Sign In'. ***Be sure to set a shortcut or bookmark the Sonia link!***



4. Watch the Sonia "How To" videos and read the "How To" manual. You will find these documents on your Sonia home page:



5. Complete your field application on Sonia. You will find your field application on the drop down menu under the “Forms” tab on your Sonia page. Click “Add” to access and complete the form:



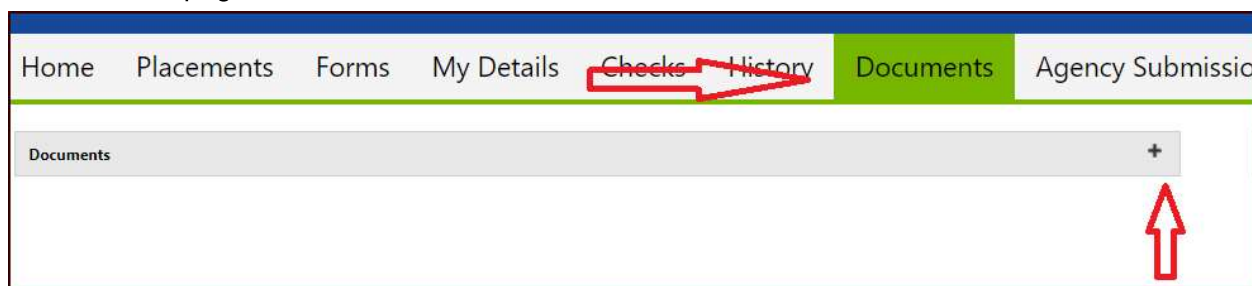
Placements **Forms** My Details Checks History Documents Agency Subr

Form: Field Placement Application 2022-2023 Add

No data

6. Upload your updated resume to Sonia. Adelphi’s Center for Career and Professional Development provides sample resumes to help you build your resume:
<https://www.adelphi.edu/career-center/wp-content/uploads/sites/20/2020/05/Resume-Samples.pdf>
 You may also contact Adelphi’s Center for Career and Professional Development for hands-on guidance and assistance in developing your resume:
<https://www.adelphi.edu/career-center/>

You will add your resume by clicking the “+” sign under the “Documents” tab on your Sonia page:



Home Placements Forms My Details Checks History **Documents** Agency Submissio

Documents +

When you add your resume, click “show to agency” so that potential placement agencies can view your resume. You will also select your educational level for the 2022-2023 academic year using the drop-down menu for “Category”:

The screenshot shows the 'New Document' form in the AdelpHI system. The form is located under the 'Documents' tab in the top navigation bar. The form includes the following fields and options:

- Document:** A text input field with a 'Browse' button next to it.
- Permissions:** A section titled 'Determine who can view and edit this document' with two checkboxes: 'Show to agency' and 'Show to faculty field liaison'.
- Description:** A text input field.
- Category:** A dropdown menu with a blue header and a list of options: 'Resume- BSW Junior', 'Resume- BSW Senior', 'Resume- MSW Generalist', and 'Resume- MSW Specialized'.
- Add:** A button next to the Category dropdown.
- Documents:** A section with a list of documents and a '+' button to add more.

Two red arrows are overlaid on the form: one points to the 'Show to agency' checkbox, and the other points to the 'Resume- BSW Junior' option in the Category dropdown menu.

- Once you have submitted your field application and resume, an assistant director will contact you to schedule a placement planning meeting. The assistant director will review the placement planning process and available placement opportunities, as well as the agency interview process, and will instruct you in how to select or “preference” possible placements in Sonia.