This MANUAL is designed to serve as a guide and resource for all FACULTY FIELD LIAISONS. The manual highlights pertinent information about the role and responsibilities of the faculty field liaison and provides guidelines and suggestions for the liaison's work with students, field agencies, and the School.

Many of the policies and procedures relevant to the role of faculty field liaisons in our field education program are included in this Manual for your reference. Some of the data regarding administrative procedures is applicable only to adjunct faculty, e.g. securing office space for meetings with students, payroll checks etc. Information regarding academic advising will also be included in this Manual. Most forms can be found on the website and Faculty Moodle site.

Faculty field liaisons will also find information pertinent to their role in the BSW and MSW Field Education Manuals and in the BSW and MSW Student Handbooks. They contain important and more detailed information about the policies and practices of our Field Education Department and the School. We urge you to familiarize yourself with their content.
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### SECTION ONE: DIRECTORY

School of Social Work Main Number – (516) 877-4300  fax – (516) 877-4392

**FIELD EDUCATION DEPARTMENT**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Campus</th>
<th>Phone #</th>
<th>Fax #</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raquel Warley</td>
<td>Director of Field Education</td>
<td>Garden City</td>
<td>516-877-4374</td>
<td>516-877-4376</td>
<td><a href="mailto:rwarley@adelphi.edu">rwarley@adelphi.edu</a></td>
</tr>
<tr>
<td>Livia Polise</td>
<td>Assistant Director of Field Education</td>
<td>Garden City</td>
<td>516-877-4351</td>
<td>516-877-4376</td>
<td><a href="mailto:lpolise@adelphi.edu">lpolise@adelphi.edu</a></td>
</tr>
<tr>
<td>James Amato</td>
<td>Assistant Director of Field Education</td>
<td>Manhattan</td>
<td>212-965-8340</td>
<td>646-315-8968</td>
<td><a href="mailto:amato@adelphi.edu">amato@adelphi.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ext 8360</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamie Gergen,</td>
<td>Assistant Director of Field Education</td>
<td>Hauppauge</td>
<td>516-237-8609</td>
<td>516-237-8612</td>
<td><a href="mailto:gergen@adelphi.edu">gergen@adelphi.edu</a></td>
</tr>
<tr>
<td>Juanita Hotchkiss</td>
<td>Assistant Director of Field Education</td>
<td>Hudson Valley</td>
<td>845-471-3348 ext 8102</td>
<td>845-452-0967</td>
<td><a href="mailto:jhotchkiss@adelphi.edu">jhotchkiss@adelphi.edu</a></td>
</tr>
<tr>
<td>Phyllis Campagna</td>
<td>Administrative Assistant</td>
<td>Garden City</td>
<td>516-877-4375</td>
<td>516-877-4376</td>
<td><a href="mailto:campagna@adelphi.edu">campagna@adelphi.edu</a></td>
</tr>
</tbody>
</table>

**CAMPUS STAFF LOCATIONS AND ADDRESSES**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Director</th>
<th>Student Affairs Coordinator</th>
</tr>
</thead>
</table>
| Garden City     | 1 South Ave. Garden City, NY, NY 11530  
516-877-4300 | Laura Quiros 
Associate Dean for Academic Affairs,  
MSW Program Director  
(516) 877-4339 
lquiros@adelphi.edu  
Cheryl McAuliffe, BSW Program Dir.  
(516) 877-4362  
cmcauliffe@adelphi.edu | Schanica Pickens, Director of Student Engagement and Academic Success  
(516) 877-4407  
spickens@adelphi.edu |
| Manhattan       | 75 Varick St. NY, NY 10013  
212-685-9340 | Andrew J. Peters  
(212) 965-8340 Ext 8358  
Fax (212) 965-8341  
apeters@adelphi.edu | Student Affairs Coordinator (TBA)  
Contact Mr. Andrew Peters  
Or Ms. Schanica Pickens |
| Hauppauge       | 55 Kennedy Drive Hauppauge, NY  
631-300-4350 | Sheila Edwards-Robinson  
(516) 237-8606  
Fax (516) 237-8609  
stedwards-robinson@adelphi.edu | Suzanne Marmot-Roman, Student Affairs Coordinator  
516-833-8182  
marmot-roman@adelphi.edu |
| Hudson Valley   | 457 Maple St. Poughkeepsie, NY  
12601  
845-471-3348 | Ohiro Ori-Eseiah  
(845) 471-3348 Ext 8100  
Fax (845) 452-0967  
oni-eseleh@adelphi.edu | Regina Tracy, Assistant Director for Student Services  
(845) 471-3348  
tracy@adelphi.edu |
SECTION TWO: ADMINISTRATIVE POLICIES AND RESOURCES

The Field Education Department sends each faculty field liaison the address, telephone number and e-mail address for their assigned students, field instructors and agencies. Occasionally, placement changes result in errors; please let us know if you experience difficulty in locating an assigned student or agency and of any changes to the information on your workload.

Mail System
In Garden City, full-time faculty, administrators, and administrative assistants’ mail boxes are located in the Mail Room (North Side, Main Floor of the Social Work Building). Individual folders for adjunct faculty field liaisons are maintained in room #242. At the Manhattan campus, the administrative Assistant, Kathleen Lavin, kalavin@adelphi.edu, will send all mail to the FFLs home address. At the Hudson Valley campus, the mailboxes are located in the shared office space adjacent to the lunch room. At the Hauppauge campus, the mailboxes are located in the main office.

Although the Field Education Department will send some mailings to your home address, please check your school mailbox regularly. Please inform your students of the location of your mail box/folder.

E-Mail
Students and adjunct faculty are assigned email addresses on the Adelphi system. We encourage you to check them several times a week. If you are interested in having your ADELPHI e-mail forwarded to your personal e-mail address, please contact the Help Desk at 516-877-3340 for assistance.

E-mailing students, liaisons, field instructors, etc. is the Department’s preferred method of communication. We will no longer be sending out large bulk mailings to liaisons or agencies.

Office Space
At the Garden City campus, please call the Field Education Department in advance to arrange for an office. The School is open from 8:30 am – 9:00 pm Monday to Thursday and 8:30 am – 4:30 pm on Friday. In addition, the Social Work building is open on Saturdays from 9:00 am to 3:00 pm. If you need to meet with a student at a time when the Social Work building is closed, alternative meeting places include the University Center, the library, or the cafeteria. To arrange for an office at the Garden City campus, contact Phyllis Campagna, 516-877-4375.

At the Manhattan Campus, please call the Administrative Assistant, Kathleen Lavin, at (212) 965-8340 to arrange for an office. The building is open daily until 10pm and on weekends, but space availability is limited. Please provide some flexible dates and times for space and call well in advance, if possible.

At the Hudson Valley Campus, please contact the Student Services Coordinator at 845-471-3348 to schedule office space.

At the Hauppauge Campus, please contact Loreen Gilbert, Administrative Assistant at 631-300-4350.

Identification, Parking Stickers, Library Privileges
University identification and annual parking stickers are obtained in the Security Office (basement of Levermore Hall). Part-time faculty should present their letter of appointment or identification card to demonstrate their affiliation and notify the Field Education Department if they encounter any difficulty. Library privileges can be secured by using your ID card.

Payroll
Any questions regarding your paycheck, please call the Budget Coordinator, Pat Durecko, at (516-877- 4383). Direct deposit is available to all liaisons on all campuses.
Reimbursement for Expenses

Expenses incurred for travel to agencies for authorized Field Education business will be reimbursed at the prevailing IRS rate (currently $.54). Reimbursement (Travel and Expense) Forms and addendum should be submitted on a monthly basis. However, if your monthly expense is less than $25 you can submit your form on the subsequent month and combine expenses for 2 months.

Reimbursement/Travel & Expense Forms can be obtained from the Field Education Department at 516-877-4375. This white form is called “Addendum to Travel Report.” The Assistant Directors of Field Education have it as an excel file so that Liaisons can type on the forms directly, which is easier for the Controller’s office to read. If the white form is filled out completely, liaisons can put the total miles for all the trips and the total for reimbursement on the yellow sheet and note “see attached,” as it is not necessary to list the same information on the two forms.

Procedure: Travel is reimbursed at the current rate of $.54 per mile. Note the number of miles you drive and indicate the amount of money spent for parking meters. Submit parking and toll receipts with completed form. A copy of MapQuest (showing starting point & end point) must be attached to the expense report to verify the mileage. If you do not have an office at the School, you should use your home address as your starting and ending location.

If you visit more than one agency on the same day, record the mile from the School/home to agency #1, the mileage from agency #1 to agency #2, and the mileage from agency #2 back to the School/home.

If you use a bus, train, ferry, or subway, indicate the form of transportation and specific costs. Taxi costs are not reimbursable, unless no other form of transportation is available, e.g. from a train station to an agency. If used, please obtain a receipt. Submit your travel reimbursement forms to the Administrative Assistant in the Field Education Department at Garden City (Phyllis Campagna). The request will be reviewed and forwarded to the appropriate office in the University. Allow up to 6 weeks for reimbursement and contact the Field Education Department if you encounter difficulty.

Note: Expenditures that took place more than three months prior to submission may not be eligible for reimbursement.

Student Academic Files:

In Garden City, Undergraduate student files are located in the Undergraduate Office and may be obtained through the administrative assistant, Room 227; Phone 516-877-4385. Graduate student files are located in a room opposite Room 217. (If the room is locked you can obtain a key from Cecilia Hinton.) To remove a graduate student folder, complete an "out card" and place it in the drawer where you removed the file. When you return the file, remove the "out card". Files are organized alphabetically. Files must be reviewed in the building.

At the Manhattan campus, undergraduate and graduate files should be requested from the Administrative Assistant in room 242. Files contain student application and admissions materials, transcripts, student evaluations and end of year summaries etc.

Files of Hauppauge and Hudson Valley students are kept in the Program Director’s office.

Federal law permits students the right to inspect and review their educational records within 45 days of the day the University receives a request for access. Students should submit to the field department, registrar, or other appropriate administrator or official of the School or University written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. School policy requires that folders are reviewed in the presence of the faculty field liaison or other School Official. If a student requests a copy of a document or has any question about material in the folder, please consult with the Director of Field Education.

For additional information on student access to their educational file and for privacy rights under federal law (FERPA) please review the registrar’s website at http://registrar.adelphi.edu/ferpa/.
Changes in Agency or Student Information
Please keep the Field Education Department informed of any changes in agency information including a change in field instructor, address, telephone number, e-mail address, educational coordinator etc.

Students must inform the University Registrar of any changes in personal information - e.g. address, phone, etc. The Registrar is the only department that has the ability to input changes regarding the student’s personal information into the university administrative system.
SECTION THREE: JOB DESCRIPTION, LIAISON TASKS, AND TIME LINE

FACULTY FIELD LIAISON JOB DESCRIPTION

The Faculty Field Liaison (FFL) is a full or part-time faculty member and is accountable to the Director of Field Education and the campus Assistant Director of Field Education. The FFL carries responsibility for helping the student, the field instructor and the agency to meet the educational objectives established for the student's field training experience. The FFL works to develop the structure and framework through which the student integrates the total educational experience. Additionally, FFLs carry academic advising responsibility for the students assigned to them in the field practicum.

RESPONSIBILITIES/DUTIES:

1. Develop a strong relationship with each assigned student
   • Reach out to each student within the first two weeks of fall semester to make an introduction.
   • Meet with each student at least once per semester for a minimum of 45 minutes. The first meeting should take place during the first 2-6 weeks of the semester.
   • Check-in with each student at least once a month during assigned semesters. For 21 hour students, monthly contact should occur throughout fall and spring semesters. For 14 hour students, monthly contact should occur throughout fall, spring, and summer semesters.
   • Respond to all student contacts within a reasonable time frame.

2. Support students' learning through field instruction
   • Visit each students’ field placement agency at least once per semester to meet with the field instructor and other relevant agency personnel (i.e. educational coordinator, task supervisor). For 21 hour students, one visit is required in the fall and one in the spring. For 14 hour students, one visit is required in the fall, spring, and summer semesters. These visits are to take place during the first half of each semester.
   • Provide support & training to field instructors as needed on areas relevant to the field practicum.
   • Respond to all field instructor contacts within a reasonable time frame.

3. Remain current regarding field education policies & procedures
   • Participate in the Annual Field Education Meeting.
   • Attend all quarterly meetings for faculty field liaisons.

4. Monitor & facilitate students’ progress toward educational/career goals
   • Examine each students’ 4-Week Assignment & Learning Plan; communicate with students and field instructors, as necessary, regarding this document and an appropriate/successful social work practicum.
   • Consult with junior and 1st year graduate students about their placement preferences by the end of the first semester.
   • Serve as academic advisor and register advisees for classes.
   • Approve academic transactions (i.e. class registration, adds/drops, withdrawals, change of grade, etc.).
   • Follow-up with students and field instructors regarding any complaints or report of unsatisfactory performance in the field.
   • Keep the Assistant Director of Field Education informed about issues and concerns that arise in the field practicum.
   • Evaluate students’ performance in the field practicum based on verbal and written evaluation
processes and assign a grade in accordance with the evaluation from the field instructor and one’s overall impression of a student’s learning and performance in the field practicum.

5. **Submit timely reports & other administrative paperwork**
   - Record academic transactions (i.e. class registration, adds/drops, withdrawals, change of grade, etc.).
   - Complete and submit mid-year and end-of-the-year agency assessments for each assigned placement site by the designated deadlines.
   - Fill out and turn in a *Faculty Recommendation* form for junior and 1st year graduate students between weeks 6 and 10 of the spring semester or end of June (for accelerated students).
   - Prepare and submit an *Employment Reference* form for each student by the last day of the assigned academic year.
   - Turn in a monthly report of work activities by 5 pm on the last Sunday of each month over the course of each assigned semester.
   - Devise educational contracts and incident reports as necessary.
# TIME LINE FOR FACULTY FIELD LIAISONS

<table>
<thead>
<tr>
<th>MONTH</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td>Telephone call to each field advisee. Telephone call to each field instructor.</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Meet at School with each advisee (during 2\textsuperscript{nd} – 4\textsuperscript{th} week of semester). Read students’ records. Review and follow up on 6-week assignment and learning plan. Attend training/faculty development meeting. Open planning for Spring registration.</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Make agency visits to meet with field instructors. Read recent student records before your agency visit. Initiate contact with student for up-to-date discussion before field visit. Registration starts for spring courses.</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Attend training/faculty development meeting. Explore field placement planning with juniors and First-year graduate students. Due Nov/Dec. Review students’ records and evaluations before grade is due. Submit grade.</td>
</tr>
<tr>
<td>JANUARY</td>
<td>Review students’ records. Meet at School with each field advisee in Jan. or Feb. Field evaluations due for extended students. Attend training/faculty development meeting.</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td></td>
</tr>
<tr>
<td>MARCH</td>
<td>Make agency visits to field instructors in Feb/March. Open planning and registration for spring and summer courses.</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>APRIL</td>
<td>Review students’ records. Attend training/faculty development meeting.</td>
</tr>
<tr>
<td>MAY</td>
<td>Prepare and send end-of-year field agency assessments to Asst. Director of Field Education. Review evaluations. Submit field work grade.</td>
</tr>
<tr>
<td>JUNE TO AUGUST</td>
<td>For 14 hour students: Meet with each advisee at the School. Make agency visit to meet with field instructor. Read students’ record.</td>
</tr>
</tbody>
</table>
SECTION FOUR: FIELD WORK ORIENTATION

School Field Work Orientation

The School's Orientation to the Field is a required program designed to introduce students to Field Education. The primary goals of this orientation are:

1. To help students understand the role of social work and the centrality of clients in the helping process.
2. To help students learn about the nature of field work training/instruction.
3. To apprise students about field work policies, prerogatives, and expectations in their field work placement and in the School.
4. To help students learn how to use resources for learning in field education and to become active participants in the learning process.
5. To ease the transition into the field agency and to begin to prepare for their work with clients.

During the orientation process, Faculty Field Liaisons can help students to understand the purpose of Field Education, how placements are determined, and what to do if students have questions about their placements. Discuss with students what they may typically do in a field placement, how many hours weekly and how days and hours are arranged (add one hour extra for a meal).

Students may need to know how to contact the field instructor or name of agency representative listed on the assignment letter to confirm in advance what time to arrive on the first day of placement as well as needed travel or parking directions.

We hope that students will feel more fully informed, and therefore prepared, through the orientation process about field education responsibilities and expectations. In order to help students feel more invested in influencing their own educational experience, offer them assistance in how to evaluate their needs, and how to effectively make their concerns known and whom to contact.

Remind them to review and use their Field Education Manual and the Student Handbook; both are on-line. Let them know their field instructors will also have a copy of the Field Manual from the School.

Try to contact the student by telephone prior to the first day of field placement. This call sets the tone for a working alliance, and although students may be apprehensive, they usually value your interest and assistance. Contract your role with students (e.g., how they can reach you, your meetings with then, your role, visiting their agency, etc.).

Agency Orientation for students

Faculty Field Liaisons can help agencies to design and carry out their orientations, which should occur over a period of time. Information should be sequenced and pertinent so that students are not overwhelmed. Data should be selectively offered and provided as students need and can absorb it. Conversely, students need structure and direction and should not be left trying to figure out their placements on their own.

Agencies should focus on explaining the role of social workers in their settings and the needs of the populations they serve. Agencies should take into account the level and experience of the students they are orienting, and the impact their setting (such as hospitals or homeless shelters) may have on students as they enter the system. Students should feel the agency and their field instructor are prepared for their arrival (i.e. office space has been designated).

The field instructor is expected to meet with the students for a supervisory conference on the first day, and should get to know the student and focus on what the student will be doing in the agency.
SECTION FIVE: FIELD PLACEMENT

Field Placement Notification

Students are notified during the spring and summer about their placement for the coming academic year, as are the agencies in which they are placed. Occasionally, a student may request a change or adaptation in their current assignment based on some change in their living arrangement (e.g. change of address), role status (e.g. newly married or divorced, pregnant), revised work plans, etc.

The Liaison carries responsibility for exploring the student’s concerns or needs and, in many instances, can help the student or should contact the agency to clarify or work out these concerns (e.g. field scheduling issues, placements that are unsuitable, problems that are unresolved or which may require a change of placement should be brought to the attention of the Field Education Department as soon a as possible).

Placement Planning and Assessment of Agencies
The process of placement planning for the upcoming year begins towards the end of the fall semester.

All students who will be continuing field education for the following fall are asked to complete a Field Application. This form can be found on MOODLE, and the completed form should be forwarded to the Assistant Director of Field Education along with an updated resume. The liaison will also submit a Placement Recommendation Form for each continuing student.

Faculty Field Liaisons are expected to meet with each junior or first year graduate student. Assistant Directors of Field Education usually meet with seniors who have applied to and been accepted in the school’s advanced standing MSW program. The Faculty Field Liaison should help the student to review the learning opportunities in their current placement, and to explore the student’s learning needs and interests for the upcoming year. Students are encouraged to be active participants in the planning process and may make requests regarding their choices and priorities. Faculty Field Liaisons may choose to augment these requests with their own impressions or suggestions.

The Faculty Field Liaison can also provide information about the scope and role of social work practice in different settings, and in relation to different populations.

Helpful hints to support placement planning:

- Students are not permitted to contact agencies on their own. All internships must be arranged through the Field Education Department.
- Students must have at least 7 hours of weekday, daytime availability.
- Students should remain open to options presented to them by the Field Department, as new training opportunities emerge and others change from year to year.

Liaisons are also asked to notify the Field Department of any concerns regarding the viability or appropriateness of a placement setting or a specific Field Instructor.
SECTION SIX: CONTACTS WITH AGENCIES AND STUDENTS

WITH AGENCIES:
The liaison should telephone the field instructor during the 1st to 2nd week of field work and discuss:

- Impressions of student.
- Field assignments (kinds of assignment, focus of work). Provide feedback regarding suitability and clarity of assignment.
- Anticipated workload time distribution (assignments, supervision, recording, meetings) and their consonance with the School’s expectations.
- Any obstacles that may delay beginning student assignments (observing is not an assignment) beyond the 4th day of field work. Offer field instructor assistance in addressing obstacles such as speaking with the Educational Coordinator. Follow up if needed. Inform the Assistant Director of Field Education if delays in beginning assignments extend beyond 2-3 weeks. Students whose assignments are delayed often experience difficulty in completing class assignments and in integrating course learning into practice.
- Check if there is to be a secondary field instructor or task supervisor, their credentials and how work will be coordinated. In some agencies a student may be assigned to a task supervisor/consultant in relation to some specific assignments on which s/he is working. A task consultant need not be a social worker, but may work in a related discipline (e.g., a psychiatric nurse). A task consultant provides guidance to the student in carrying out administrative tasks (e.g., information on hospital patients, resources in the community). The primary field instructor retains all educational teaching functions and would supervise the student on these assignments.
- Let the field instructor know about your plan for a field visit.
- Provide the field instructor with your contact information.

In discussion of assignments, the faculty liaison should gain a sense of how the student is being prepared for and supervised on their work.

If the field instructor is new to the School, s/he may need additional information or help in planning.

Discuss plans to receive and review student’s recordings and its purpose: three times in the fall semester, twice in spring semester and once during summer semester (for 14 hour student.) You should request and review at least 2 process recordings prior to your agency visit.

See the sections on assignments and process recordings in this Manual for further information.

With Agency Educational Coordinator
The Liaison should be in contact with the agency’s educational coordinator regarding issues about which they should be informed or on issues for which their assistance may be needed. Since the educational coordinator is a key facilitator with the School in developing, offering and overseeing field placements, it is important that the Faculty Field Liaison introduce him/herself and meet the coordinator during the site visit to the agency.
**FIELD VISIT TO AGENCY:**

The purpose of the field visit is to ensure that the field instructor and the student are working together to achieve the School’s educational objectives. The field experience should create opportunities for students to meet assignment requirements in their classes, and the Liaison should work with the field instructor to facilitate this connection by designing assignments so that students can learn core concepts. The field visit provides an opportunity for learning more about the work of the agency, the student’s assignments and learning issues, and for resolving difficulties and developing strategies to address any problems that might exist.

In planning the field agency visit, the Liaison should ask the field instructor to set aside an hour to an hour and a half for their meeting. It provides private time for the field instructor to discuss his/her perceptions and also gives time for the Liaison to provide consultation about the quality and clarity of focus in assignments, workload, and especially the teaching style of the field instructor and its relationship to student needs. The Liaison should prepare for the meeting by having read recent recordings. This effort brings Liaisons up-to-date and provides an opportunity to look at pieces of the records together and how the instructor is using them in teaching and engaging the student.

If a student has revealed concerns to the Liaison about insufficient or infrequent supervision, or inadequate use of recordings, these areas should be explored. The Liaison should hold the field instructor to expectations, and the educations coordinator should be engaged in working out these problems.

A **three way meeting** between student, field instructor and Liaison may be useful in select circumstances, such as to discuss differences or tensions that impede the teaching/learning process and/or to develop mutual learning objectives.

The Liaison should maintain **telephone contact** with the field instructor to monitor any difficulties, to discuss any emerging issues, and to remain involved in the student’s progress and learning, such as calling after the mid-semester oral evaluation. Field Instructors usually value the interest and support of the Liaison.

An end-of-year review by telephone with the field instructor provides an opportunity to thank him/her for their work. This may at times involve discussing ways in which the placement can be enhanced, and even may involve a discussion about discontinuing an affiliation with the particular field instructor or with the agency (this needs to be discussed beforehand with the Assistant Director of Field Education.)

**WITH STUDENTS:** It is helpful to secure information on your student’s class and field schedule. Please provide your students with your telephone number/Adelphi e-mail address, as well as days and times it is convenient to reach you.

Individual meetings should be scheduled a minimum of once a semester on a day when the student is in the school for classes. The first meeting should take place during the 2 – 4th week of the semester. Liaisons should also maintain ongoing contact with their advisees through telephone calls and email. Many students will need and benefit from additional meetings with the Liaison.

Meeting individually with each advisee presents many different opportunities for learning about the student, how they are managing their school and field workload with outside responsibilities (family and work) and for supporting them through their field experience. Additional requirements or suggestions for areas to explore include:

- Seek reactions to the student’s beginnings at the agency with their field instructor and in their understanding the focus of their assignments. If the focus of the assignment is unclear, the student will need help in determining how to obtain this information from the field instructor, or the Liaison may need to speak to the field instructor.
Check out availability of private space for interviewing and recording.

Ask direct questions about key areas such as time allotted for supervision, availability of their field instructor, agency pressures that affect their practice, time allotted for recording, and other issues in the field that may enhance or impede learning. Students may be reluctant to disclose problems, so care must be taken in mutually determining how these issues will be handled that protects the student.

Discuss how the student is using supervision; how their records are being used in learning and teaching, and difficulties they may face in the agency.

Using the process records, review areas on which they may need help, provide feedback on areas of strength and need and note emerging patterns. (For further elaboration, see section on recording.)

Help students to make connections between classroom learning and their practice in the field, through application of concepts and theories to practice (deductive reasoning) and/or through inductive reasoning by generalizing from practice incidents to existing knowledge and research. Help students to understand and apply core concepts and practice behaviors as a basis for learning.

Explore any areas in which the student might need additional help, such as through the College’s Counseling Center, writing assistance, or with academic problems.

Work with the student to register for classes in the coming semester. (See section on Academic Advisement)

Discuss field placement planning with juniors, 1st year student for their second year and employment planning with graduating students.

Agencies are expected to provide released time for students to attend meetings with their Liaison at the School and/or to provide them with credit towards meeting their field hours. Liaisons may need to explain this new Field Education policy to agencies.

The Field Education Department is concerned that they do not find out until the end of the year that agencies and/or field instructors have not met their responsibilities to students or have not met them effectively, so that monitoring and early intervention are critical tasks.

Employment-based students
Students in employment-based placements typically require special attention, and the placement plan requires close monitoring. Students who are employed in the same agency in which they are placed may be more reluctant to report any problems to the Liaison, because they are fearful of retribution and potentially losing their job. You should also ensure that the assignment and field instructor plan worked out with the Field Department is being implemented. If changes are needed, the Liaison should discuss this with the Assistant Director of Field Education.
SECTION SEVEN: FIELD WORK ASSIGNMENTS

Student Field Assignments
Faculty field liaisons carry responsibility for approving and monitoring the assignments given to each of their advisees to ensure there is the volume, diversity, and depth for a solid educational experience. If there are difficulties with providing assignments, the liaison should provide consultation to the field instructor. The liaison may also enlist the aid of the educational coordinator (or Director). The monitoring of the assignments is a yearlong activity as students' learning needs and capabilities change over the year.

Assignment Development
Beginning assignments should be available by the time the student arrives at the agency. After meeting the student, the field instructor should select appropriate assignments for him/her. While there may be warranted variations (which should be discussed with the student's liaison), assignments should be gradually added during the following weeks. Students should be carrying their full work load about 6 to 9 weeks into the semester.

Beginning student assignments
All students need to begin a specific assignment early in their field placement. Students should not be assigned to meet with clients or other similar tasks on the first day of field work. They should however meet with a client/group, community person by the 4th day in field work.

Assignment Workload: Distribution and Volume
Liaisons can help field instructors to develop multi-method assignments, including families and groups. Students also need opportunities to work with organizational or community representatives on behalf of their clients. Some settings require that students attend interdisciplinary meetings or seminars. We recognize the importance of these meetings, but time spent in such activities should not exceed 25% of their workload each week, so that students will have sufficient time for the needed practice experiences.

At full workload, students should spend the following range of time in each activity. Practice Assignments includes: contact with clients (telephone, interview, and group meetings), collateral work, home visiting, and community outreach.

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Hours per week</th>
<th>Practice Assignments</th>
<th>Individual Supervision</th>
<th># of weekly process recordings. No of hours weekly</th>
<th>Staff Meetings, seminars, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>10</td>
<td>3-4 hours</td>
<td>1 hour</td>
<td>1 record weekly 1-1 1/2 hours 1-2 hours</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>14</td>
<td>6-8 hours (at full load)</td>
<td>1- 1 ½ hours</td>
<td>2 records weekly 2-3 hours weekly 2-3 hours</td>
<td></td>
</tr>
<tr>
<td>Foundation Level</td>
<td>14</td>
<td>6-8 hours (at full load) 10-12 hours (at full load)</td>
<td>1 ½- 2 hours</td>
<td>2 records weekly 2-3 hours weekly 3-5 hours</td>
<td></td>
</tr>
<tr>
<td>Advanced Level</td>
<td>14</td>
<td>6 - 8 hours (at full load) 10-12 hours (at full load)</td>
<td>1 ½- 2 hours</td>
<td>2 records weekly 2-3 hours weekly 3-5 hours</td>
<td></td>
</tr>
</tbody>
</table>
Preparation of Students for their Assignments

The field instructor should prepare students as they move into each facet of their work for each assignment. It is assumed that students will be given the needed data and pre-planning assistance to begin each assignment. For example, field instructors need to help students anticipate client reactions so they can reach out in helpful ways. It is equally important to assist them in preparing for a telephone call to a client or for a meeting with an organizational representative. Preparation can also include an interview plan, ways to contract and define their role, ideas for further exploration, ways of demonstrating interest and concern, etc.

Field instructors may need assistance in preparing students of different educational levels, experience and readiness to meet with clients. Faculty field liaisons should ensure that enough supervisory time is devoted to this process.

Faculty field liaisons will need to help students to become active participants in the learning process and to assist them in learning the skills for defining what they need to know and knowing how to ask for the kind of help they need. Students especially need help in knowing how to operationalize assigned tasks, e.g. how might they explore with a client, how could they explain to a client why they are meeting in a way that might engage the client's interest.

Common Problems in Developing Student Assignments

1. **Students are under-assigned.** They do not have any work or suitable work by the 4th day of field work. They lack a sufficient number of assignments or educationally appropriate assignments over a long period of time. Faculty field liaisons should determine the nature of problem(s) (e.g. is intake slow, does the agency not trust the student's ability, is the agency spending too much time orienting the student?). The faculty field liaison should hold the agency to the School's expectations and address problems and seek solutions with field instructor or agency educational coordinator. If problems persist, the faculty field liaison should discuss this problem immediately with the Assistant Director of Field Education.

2. **Students are over-assigned.** The student is given too many assignments to carry or too many assignments too quickly. The student is assigned tasks in advance of his/her educational readiness. Faculty field liaisons should work closely with field instructors to assert educational prerogatives and needs.

3. **Student assignments are not educationally appropriate or poorly formulated.** Student assignments lack diversity. Assignment lacks professional function or tasks. (e.g., providing ongoing tutoring to a child, conducting urine tests in addiction services). The nature of service being offered to client(s) lacks clarity (e.g., builds relationship, promote self-esteem, control rather than provide helping service). Assignments lack learning possibilities, (e.g. play therapy with a three year old or an excessive number of intakes). The student is given tasks in advance of or below his educational readiness and are not consonant with School's expectations.
SECTION EIGHT: RECORDING

Guide for Process Recordings

Our guide for the preparation of a process recording is located in Appendix A. The Field Education Moodle site provides the recording guide, samples of a process recording with an individual/family (Appendix B) a process recording of a group meetings (Appendix C) and a process recording with a community representative (Appendix D). As students prepare process recordings for the first time, they should simply be asked to “tell a story of what occurred.” Other features (e.g., impressions), may be added later as students gain competence in using process recordings for learning. After students are comfortable in their field setting, some may use audio tape or video recordings with the permission of their clients and field instructor.

Students should not be required to write verbatim records. This level of total recall rarely exists. When students are asked to use verbatim recording, it leads to the student having to fabricate dialogue. Teaching then is not based on what was really said in the interview/meeting but rather on what the student recorded in order to meet requirements. At best, they can remember parts of dialogue.

Student Workshop on Process Recording

Early in the academic year, the Department will offer a workshop to new students on how to prepare a process record. Through use of a sample case record, it will focus on helping students to understand the different aspects of a case record and how to begin to write one.

- Pre-engagement comments
- The narrative
- Impressions (including identification of their own feelings and reactions, and how to step into the client’s shoes and imagine how they may have experienced the interview/meeting)
- Plans/next steps
- Questions/issues for supervisory conference

Agencies are expected to provide released time for students to attend required School workshops or to provide credit towards meeting field work hours.

Liaisons’ Use of Process Records

Students should submit process recordings sufficiently in advance of their supervisory meeting with their field instructor. The School views it as imperative that field instructors carefully read students’ records prior to supervision. The process recording becomes the basis for discussion and learning in the meeting itself.

Both field instructor and student are urged to prepare agendas that are specifically related to the process recordings. Field instructors are encouraged to write marginal comments (or use a separate sheet with referenced comments) for their own use on student recordings, but are urged not to give their comments or questions to the student prior to the conference.

Giving a student marked-up records and comments in advance of the conference almost always leads to the student’s working on the field instructor’s agenda (rather than their own) and to evoking some unnecessary defensiveness. Marginal or end-of-record supervisory comments take away from the spontaneity of the conference, from exploration, from seeking to understand what the student wants to work on, and in a sense, the interchange of the conference has taken place even before the student and field instructor meet. Teaching is far more effective if the field instructors withhold pre-judgments of their student’s work. In the event the field
instructor and student do not cover, in detail, all the student’s material, process recordings with marginal comments may be returned to the student after the meeting.

Since the School provides its model for recording expectations, any variation requires the approval of the faculty field liaison. Students should use the model we presented, but small adaptations can be added, if for example, a student continues to experience difficulty identifying his/her feelings and reactions, one could add a column to the process record to enhance this aspect of learning. Adaptations may need to be made if a student has learning/writing difficulties.

The field instructor should ask the student to record on newly assigned work and then to move to other types of recording (e.g. log, summary) as the student gains a sense of direction and mastery. Students should not be asked to write process records on every assignment. Senior, 1st and 2nd year graduate students should write 2 process records a week and juniors should record 1 record a week. Time should also be allotted for students to complete agency requirements, such as summary recording and statistics, in their weekly workload. Agencies should provide students with space and time to prepare process recordings during their field work hours. Students should not be asked to write records at home except in emergent situations.

Faculty field liaisons can help field instructors introduce the expectations for process recording more incrementally. The initial emphasis should be on just helping the student to tell a story of an interview. Other features, e.g. impressions, can be added as the student progresses in his/her ability to remember, reveal and record.

Since the School emphasizes the learning of multi-method practice, students should be encouraged to record in different areas of practice over the years’ time. Similarly, since students are learning client/environmental practice, they should be asked to periodically record work in the environment of the client, e.g. communications with doctors, teachers, and landlords.

**Agency Summaries and Progress Notes**
Many agencies have their own guidelines for intake, bio psycho-social assessments, progress notes, referral, transfer, and closing summaries. Those required of the agency’s social workers may appropriately be required of students. Liaisons can suggest that field instructors provide the student with some guideline (and sample) for writing the kind of summaries required. Students also need help in learning how to prepare chart notes.

**Faculty field liaisons should directly ask both the student and field instructor about:**

1. The number of process recordings requested weekly.
2. The kind of quiet space allotted to the student for writing weekly records at the Agency.
3. The time provided for recording. Agencies should provide sufficient 1-1½ hrs for each process record, and students should effectively use this time so that all process records, summaries and required agency records can be completed during field work hours, except in emergencies. (Faculty field liaisons must protect the student’s educational priorities and time).
   1. The student’s effectiveness in recording. Does the student experience difficulty in writing records or using their recording time effectively? Does the student have a learning/writing difficulty and how might a suitable alternative be developed.

**Liaison Review and Use of Process Recordings with Students**
Faculty field liaisons should review at least 2 recordings: three times in the fall semester, two times in the spring semester and one time in the summer semester (for 14 hours students). One set should be reviewed prior to each meeting with the field instructor. Faculty field liaisons can use student recordings in various ways in their meetings with students. First, students should know that their faculty liaison read them.

Faculty field liaisons may review a piece of work with a student to understand how they think and work, how they assess practice, to help them discover patterns, strengths or obstacles to learning. Faculty field liaisons may
demonstrate to students how to use their recordings in supervision to call forth the kind of help they may need. Faculty field liaisons may provide general feedback to the student or provide the student with their perspective. Although there may be some initial anxiety, most students are very appreciative if a faculty field liaison responds to their written materials.

Selection of records for review
Faculty field liaisons may find it helpful to review process recordings that reflect typical practice/learning needs; records with which the student would like some help, records from different methods of practice, a couple of sequential pieces of practice to observe learning, etc. The process of selection works most effectively when the student and field instructor jointly select materials for the Liaison.

Common Problems with Process Recording

1. The student's difficulty in meeting recording requirements.
The liaison and field instructor should be curious about what is precipitating the difficulty. New students often experience discomfort in revealing themselves, in assessing their work, in exposing themselves, in recalling the sequence of events etc. Other students feel that their field instructor pays little attention to their work, and that they are spending inordinate amounts of time on this task with limited opportunities for learning. Some students fail to set aside sufficient time to record, or are provided with insufficient time to record, and are overwhelmed in meeting students' needs or outside responsibilities.

The student frequently fails to meet recording requirements in a timely fashion.
After exploring factors contributing to the problem, the faculty field liaison should affirm the School's expectations for recording and help the field instructor to hold to that expectation. Some field instructors may be reluctant to tell you there is a problem because they see it as a reflection of their adequacy or they don't want to work with students' records.

Students should not be expected to write process records that they failed to do in the past as old recordings are rarely used in teaching and contributes to the student's falling even further behind. Let them start with a clean slate.

2. The Field instructor's problems in the use of process recordings.
Student learning is adversely affected when field Instructors do not review written materials in advance or read them during conference time, do not know how to assess practice, or how to use records for teaching, or are excessively critical.

Problems also occur when the field instructor makes excessive demands on the student for recording, either in the number of records expected, or in the "quality" or content of the record material. Sometimes field instructors focus too heavily on recording format which tends to increase student self-consciousness and unnecessary preoccupation with detail.

Such actions are rightfully troubling to students and the faculty field liaison should assert the School's expectation for field instructors to fully prepare in advance for conferences and to use help in the use process records.
SECTION NINE: EVALUATION

Assignment and Learning Plan
The field instructor submits a written Assignment and Learning Plan to the Liaison describing the student’s current and anticipated assignments, and the learning objectives. The advisor should follow up with the field instructor on any questions or concerns identified in the Learning Plan and to convey appreciation to those who have formulated a sound plan. Please follow up on those who did not submit a plan.

Mid-Semester Oral Evaluation
A mid-semester oral evaluation conference should take place approximately mid-way through the Fall Semester, (about the 6-8th week in placement.) The field instructor is expected to set aside a part of one regularly scheduled weekly conference for this oral evaluation. Students should be notified in advance so they and the field instructor can prepare. This is a time for students and field instructors to discuss how the students began, how s/he is progressing in the various performance areas and learning, and what specific skills require attention in the remainder of the semester. Extenuating circumstances that may have affected the student’s learning should also be discussed (e.g. insufficient volume or suitability of assignments).

End-of-Semester Evaluation of the Student
At the end of each semester, the field instructor initiates an evaluation conference with the student. If a secondary field instructor supervised a student, an assessment of this portion of the assignment should be reflected in the evaluation of the student. While the student should participate in discussing the evaluation, it is the field instructor who carries responsibility for preparing the written evaluation.

The evaluation guide is focused on an assessment, through use of a rating scale, of the student’s performance in meeting core competencies standards. However, the evaluation conference, for which both should prepare covers a discussion of student progress in the various skill areas associated with working with individuals, families, groups, organizational and community representatives. The evaluation conference should also cover the student’s use of learning opportunities, understanding of agency function and gaps in the provision of services, ability to carry out professional responsibilities, etc. The conference closes with the identification of priority learning objectives for the coming semester. The evaluation form provides space for describing progress and learning needs.

Faculty field liaisons commonly need to assist field instructors in the assessment of performance criteria. Evaluation and the use of rating scales is subjective. Their application, for example, is based on the field instructor’s ability to differentiate expected performance levels at different levels of education.

Employment References
Liaisons provide an employment reference for each graduating student. This reference, which serves as the sole official School statement, should summarize the student’s Field Education experience, with a focus on the student’s skills at the time of graduation. Liaison should also provide references prior to graduation, if requested by the student.

The reference should be prepared at the completion of field instruction. If the student will be continuing academic classes during the summer or fall semesters subsequent to completion of field, the reference should include the anticipated date of graduation. The original letter of reference should be submitted to the Field Office, and will be maintained in the student’s file. Students must sign a standard release before the School will send a copy of this reference to a prospective employer. The student may also be provided with a copy of their School reference.

Agency and Student End-of-Year Assessment of Field Placement
The faculty field liaison prepares an agency assessment form with recommendations to the Field Education Department to assist them in their planning with agencies and field instructors for the following year and to maintain an ongoing record of the agency. (See Appendix F) Students also complete an assessment of their field experience through a survey sent out at the end the academic year to students. This includes questions about the agency, field instructor, assignments and faculty liaison.
SECTION TEN: STUDENTS EXPERIENCING DIFFICULTIES IN THE FIELD

School policies and procedures are designed to assist and address difficulties students may experience in their field placement. Students who are experiencing difficulty, in most instances, should first contact their field instructor and then their faculty field liaison. They will assist in trying to understanding the nature of the difficulty, what options exist and determining what next steps or plans to pursue.

One possible issue students may need to discuss with their faculty liaison pertains to the quality of their learning experience in the field, such as the quantity and suitability of their assignments or the availability and helpfulness of field instruction. After carefully exploring the problem, faculty field liaisons may assist the student in raising the issue at the Agency, and/or (with the student’s knowledge) they may directly contact the appropriate personnel at the Agency, and/or they may consult with the Field Department.

Circumstances in one’s current life situation or a reconsideration of one’s educational/career plans may lead to a decision to request a leave of absence, to request a change from full-time to part-time status, or to withdraw from the School. Students wishing to consider one of these options should comply with the following required procedures.

Personal and Medical - Leaves of Absence

All students are required to request all leaves, personal and medical, in writing.

Students requesting a Personal Leave:

a. Must submit in writing the request to:
   a. MSW Students; Dr. Godfrey, Associate Dean for Academic Affairs, gregg@adelphi.edu (516) 877-4439
   b. BSW Students; Dr. Cheryl McAuliffe, Director of the BSW Program, cmcauliffe@adelphi.edu (516) 877-4362
b. They should state the reason for the request and the expected date of return to school.
c. Students who are approved for a Personal Leave of Absence are blocked from registering for classes.
d. When the student returns and is ready to register, the block is lifted.
e. A written request to return following a leave is required.

All students requesting a Medical Leave of Absence:

1. Must submit in writing to Dr. Lester Baltimore, Senior Associate Provost for Undergraduate Programs and Student Success, baltimore@adelphi.edu, (516) 877-3142.
2. Dr. Baltimore approves the Medical Leave and
   a. Maintains confidential records in his office.

Requirements to be granted a Medical Leave of Absence

IT IS AGAINST FEDERAL LAW TO COMPEL STUDENTS TO REVEAL THEIR DIAGNOSIS. IN NO INSTANCES SHOULD A FACULTY LIAISON REQUEST OR ACCEPT MEDICAL DOCUMENTATION FROM A STUDENT. INSTEAD, ADVISE THE STUDENT TO SUBMIT THE REQUEST AND MEDICAL DOCUMENTATION TO DR. BALTIMORE’S OFFICE.

a. Student shall request a leave and state reason why request is being made.
b. Student shall submit letter from a licensed health care provider ONLY TO DR. BALTIMORE’S OFFICE, which contains:
   1. Diagnosis;
2. The duration of treatment prior to request;
3. Plans for treatment during period of leave (if appropriate); and
4. A positive recommendation that the leave is necessary for medical reasons.
   c. Adelphi University retains the right to obtain supplemental medical information.
   d. All requests and documentation must be made during the semester for which the leave is requested.
   e. Requests for medical leaves will not be considered if student has completed any of his/her courses.

If a student has completed all coursework, except for final exams or final projects, a medical leave will not be granted. The grade of Incomplete will be issued and the student will be permitted to take the exam or finish the project when the medical issues are resolved.

Requirements for Readmission from a Medical Leave of Absence
A. Student must request readmission in writing.
   B. Student must submit letter from a licensed healthcare provider TO DR. BALTIMORE.
      1. If possible, the letter should be from the same provider who recommended leave.
      2. If that person is unable to provide letter, a healthcare professional from the same specialty may provide the letter.
      3. The letter must contain:
         i. treatment that has taken place during the leave;
         ii. if needed, treatment plans after return from leave;
         iii. any recommended restrictions (e.g., reduced credit load); and
         iv. statement that student is medically able to return to school.
   C. Adelphi University retains the right to obtain supplemental medical information.

Concurrently, the faculty liaison and field instructor should maintain contact and arrange a plan that ensures the student will terminate his/her work in a professionally responsible manner with clients and the Agency.

Students At-Risk:
If a student is identified as being at risk or unable to meet the expected level of performance as defined in the Field Education Manual or appropriate professional/educational standards, the student and field instructor are expected to initiate immediate contact with the faculty field liaison. Every effort should be made to understand the difficulty and to provide the student and field setting with necessary supports and specific guidelines for amelioration or resolution. Other outcomes may include:

Counseling Out
There may be mutual agreement between the student and faculty field liaison as to an appropriate resolution to a difficulty which may include the student’s voluntary withdrawal or request for a leave of absence from the program. The faculty field liaison will discuss this decision with the Agency and prepare a summary and recommended plan for the Dean’s office (or designate) with a copy to the student’s file (see the Student Handbook for additional information).

ACADEMIC STANDARDS COMMITTEE (ASC) FOR MSW GRADUATE STUDENTS

The Academic Standards Committee (ASC) is composed of social work faculty and administration charged with developing academic and professional standards as well as conducting panel meetings to review reports related to students’ unethical and/or unprofessional behavior and recommending appropriate action to the Dean.

The ASC has four roles:

1. Develops and recommends academic and professional standards for students in consultation with faculty;
2. Serves as a consultative committee to faculty field liaisons, classroom teacher, and academic advisers regarding professional conduct of students;

3. Conducts hearings and makes recommendations to the dean about M.S.W. students facing possible dismissal based on professional performance and conduct in field education; and

4. Serves as an appeal committee for M.S.W. students who challenge dismissal based on academic grades.

Reasons for referral to the ASC include, but are not limited to, a report of unethical and/or professional behavior by the students, submitted by the field instructor, the faculty field liaison, a classroom instructor or other persons relevant to the student’s educational program. Breaches of professional ethics that may warrant a referral to ASC include:

- Plagiarism and other academic dishonesty;
- Absence from field without notification;
- Breach of confidentiality;
- Inappropriate relationships and/or boundary problems with clients, staff or other students;
- Failure to disclose a potential conflict or threat;
- Impairment due to alcohol or drug abuse;
- Threatening behavior to clients or others;
- Behaviors that violate the NASW Code of Ethics;
- Failure or at risk for failure in field instruction criteria from the Field Education Manual; and
- Any action, behavior or decision that reflects poor judgment, lack of insight, and/or limited decision-making skills.

POLICIES AND PROCEDURES FOR TERMINATING A STUDENT’S ENROLLMENT IN THE PROGRAM FOR REASONS OF ACADEMIC AND PROFESSIONAL PERFORMANCE

Academic Standards Committee Process

The person who refers the student to the Academic Standards Committee (ASC) and initiates an ASC Review Panel shall make the request to the Chair of the ASC through written communication that summarizes the referral which describes the problem area to be addressed and includes relevant material.

The Chair of the ASC determines the need to convene an ASC panel (in consultation with members of the ASC committee when needed).

The student is notified by the Chair in writing and discusses any questions about the process and is advised that he or she can bring a person to the panel to serve as an advocate. The advocate may be an Adelphi faculty member or student. The advocate may not be an attorney.

The Chair of the ASC gathers all relevant materials. The student is given the opportunity to provide a written statement and include any additional materials that she or he believes are relevant to the matter.

Generally, within ten days following discussion with both the student and person who initiated the complaint, a letter indicating the date and time of the panel is sent by the Chair. The student will be sent a copy of the materials prior to the hearing.

The ASC panel is formed (a chair and two faculty committee members). Each panel member should have no prior relationship with the student that may be perceived as a conflict of interest.
The ASC panel should provide an opportunity for all information and differing perspectives to be heard. Generally the Chair makes introductions and reviews the policies and procedures. The faculty member or administrator who initiated the panel is given an opportunity to speak as well as other attendees who have relevant information. The student has an opportunity to make a statement as well as the advocate if present. The Chair and committee members are given an opportunity to ask questions reflecting upon what has been said and submitted by all parties.

The ASC committee then meets privately to discuss all relevant information presented and reviewed with respect to the referral and to discuss possible outcomes. A recommendation is arrived at after careful deliberation and by majority vote. The recommendation shall be communicated in writing to the Associate Dean for Academic Affairs and will include the rationale for the specific recommendation made. The recommendation may include, but is not limited to: no action; probation with conditions of remediation; withdrawal with option to request readmission following recommendation of remediation; or dismissal from the program.

The Associate Dean for Academic Affairs renders the decision which is sent to the student in writing via certified mail and copied to the Chair of the ASC and the person who initiated the panel, generally after ten days after the receipt of the recommendation.

The student has the right to appeal the decision in writing to the Dean of the School of Social Work on the basis of significant and relevant new information or a procedural error to the panel process or an assertion that that the process was biased or unfair within five days upon receipt of the decision.

Once the request for an appeal is received by the Dean, a decision will be rendered on eligibility for appeal usually within ten days.

If grounds are not met, the request for an appeal will be denied with no further appeal options.

If the Dean believes that the appropriate grounds are present, he or she may either ask the original ASC panel to reconvene or ask the Chair of the ASC to form a new panel. The Dean may choose to uphold or reverse the decision with or without the convening of a panel depending on the merits.

All aspects of the process and decision shall be kept confidential except to those who have an educational need to know the outcome.

**ACADEMIC STANDARDS FOR THE BACHELOR'S IN SOCIAL WORK (BSW) PROGRAM**

*Academic standards are criteria for students’ classroom and field performance.* Usually, students’ failures to meet academic standards are addressed by classroom instructors, field instructors, field education administrators, the director of the BSW program, or other administrators. However, in exceptional circumstances, such as when students’ performance falls egregiously short of standards, or when appropriate consequences for the students’ performance or behavior are either in doubt or beyond the purview of the instructors or administrators involved, or when students believe consequences have been rendered unfairly, referral may be made to an Academic Standards Ad-Hoc Committee.

*Academic Standards for the BSW program* are based on the Adelphi University Student Code of Conduct (http://academics.adelphi.edu/policies/conduct.php), the National Association of Social Workers’ (NASW) Code of Ethics (http://www.socialworkers.org/pubs/code/default.asp), the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) http://www.cswe.org/Accreditation/2008EPASDescription.aspx), as well as best practices agreed upon within the Adelphi University School of Social Work and the BSW program. BSW students are responsible for knowing and following the Adelphi University Student Code of Conduct and the NASW Code of Ethics.

*Academic standards for overall performance* include GPA above 2.8 both overall and within the Social Welfare major, grades of B or better in all BSW practice courses (SWK 332 and SWK 333), passing grades in all field
courses, and meeting appropriate academic standards in all other areas of academic life. A student who does not meet these standards may be automatically placed on probation. A single failing grade in field may automatically raise questions about whether a student is appropriate to continue in the Social Welfare major. Students in the Social Welfare major should understand that acceptance into the Adelphi University Master of Social Work (MSW) program is not automatic, and that they will generally only be considered for admission into the MSW program if they have an overall undergraduate GPA of 3.0 and above average performance in field. (see socialwork.adelphi.edu/admissions/graduate/m-s-w-program/ for more information about MSW program admissions requirements).

**Academic standards for classroom courses** include, but are not limited to: Academic performance as required to achieve course objectives and EPAS core competencies, academic honesty (e.g., plagiarism and cheating, see http://academics.adelphi.edu/policies/honesty.php), attendance, classroom deportment (e.g., constructive participation, not engaging in disruptive behavior, putting away electronic devices when requested), and conduct that is consistent with the NASW Code of Ethics. Examples of classroom instructors’ options for enforcing these standards include giving reduced or failing grades for an assignment or entire course, assignment of additional work, referring the student to supports such as the Writing Center, their advisor, or (if applicable) Disability Support Services, or requiring an apology or some other effort to repair a disrupted classroom process. Under the doctrine of academic freedom as operationalized in University policy, instructors have sole authority over students’ grades. Instructors also have discretion not to allow a student to attend class. Instructors have the authority to “fail-withdraw” a student.

**Instructors handle cases of academic dishonesty** according to the established procedures of the BSW program, the School of Social Work, and Adelphi University. Generally, instructors will notify and attempt to meet with the student, apply course-specific sanctions (which are at their sole discretion), notify the student’s Academic Advisor, and make a report to the BSW program director’s office. The BSW program director’s office and/or the Dean may apply additional sanctions based on the seriousness of the offense and previous incidents of academic dishonesty involving the student. The BSW program director may choose to refer the case to an Academic Standards Ad-Hoc Committee, procedures for which are described below. Since many students who plagiarize do not realize they are doing it, students are encouraged to take advantage of the library’s and the School of Social Work’s resources, the Writing Center, tutoring, uploading drafts to Turnitin (which instructors can set up on course websites), instructors’ office hours, and other resources for avoiding plagiarism. Students have a right to appeal findings about their academic honesty to the University Committee for Academic Honesty.

**Academic standards for field** include, but are not limited to: General standards for conduct and performance as established in the NASW Code of Ethics, EPAS core competencies, and the field manual (http://socialwork.adelphi.edu/academics/field-education/documents-and-forms/for-students/#field). These competencies include identification as a professional social worker and conducting oneself accordingly, critical thinking, effective communication, respect of diversity and difference, etc. A student’s failure to meet these standards as assessed by field task supervisors, instructors and field liaisons may result in poor evaluations and/or a failing grade for field, additional field assignments/hours, or referral to supports such as the Writing Center, Counseling Center, tutoring, or (if applicable) Disability Services. The field office, in conjunction with the student’s field liaison and director of the BSW program, may also determine that the student should not return to the field.

**Student experience issues** that are under the purview of Academic Standards include, but are not limited to: punitive or retaliatory measures taken by instructors or field liaisons, grades assigned arbitrarily or at extreme variance with stated course requirements, and withdrawal from the Social Welfare major when the student really could have completed the program with all academic standards met. If students have tried and failed to get classroom issues resolved to their satisfaction by communicating with the instructor, students may bring the matter to the BSW program director. Students may bring any issues they are having in field to their faculty field liaison or to the field office. Appeals of administrative actions like withdrawal from the Social Welfare major may be brought to the BSW program director.
\textit{Academic probation.} Students on probation are recommended to seek an increased level of individualized supervision and support and could possibly end up on a student contract. They may be referred to supports like the Writing Center or Learning Center. They may be required to meet certain conditions before they may return to non-probationary status. *According to the Adelphi University Policy an undergraduate student will be limited to 13 credits in a semester while on probation. A failure to meet the terms set out in the probation contract can lead to dismissal from the University.*

\textit{Students may be automatically withdrawn from the Social Welfare major} if:

A. They do not resolve their low GPA or academic probation condition in an individually-determined reasonable amount of time, usually one semester for a full-time student or two semesters for a part-time student;

B. It would be impossible for them to finish the program with a GPA of at least 2.8 because their GPA’s are so low that they would not be able to raise it to 2.8 even if they achieved A’s in all of the courses they had left to take in the program;

C. They have not completed all of the field courses in the program and they have been determined to be inappropriate to send back into the field;

D. They do not satisfactorily complete requirements of a probationary contract;

E. They present a danger to self or others, either on campus or at an Adelphi School of Social Work field site; or

F. The Adelphi University Dean of Student Affairs has the authority to immediately administratively withdraw students who are a danger to self or others and ban them from campus.

\textit{Grade appeals.} The issue of grade appeals is addressed in a document created by the Provost’s office, \url{http://academics.adelphi.edu/policies/complaints.php}. Under the doctrine of academic freedom, instructors have sole authority over students’ grades. A “grade appeal” may be effected if a student presents a convincing case that the grade was assigned in error and the instructor is persuaded to change it. Any action to change a Social Work major’s grade that has already been entered into the registrar’s database must be initiated by the instructor, using a paper form, which must be signed by the BSW program director and the Dean and then processed by the registrar’s office. If the Dean or Provost determines that a grade was assigned arbitrarily and capriciously by an instructor and the instructor refuses to change it, the student may be allowed to withdraw from the course. Adelphi University policy is that all disputes over the accuracy of grades must be raised within one calendar year or they will not be considered.

\textit{Undergraduate Academic Standards Committee}

\textit{Conditions for Academic Standards Committee.} In most cases, academic standards issues are addressed by classroom instructors, field instructors, field education administrators, the director of the BSW program, or other administrators as described above. Unusual and exceptional cases may be heard by an Academic Standards Ad-Hoc Committee. In addressing specific cases, this committee acts as advisory to the Dean, who considers their findings but is not constrained to follow their recommendation. The Dean’s decision is final unless the Provost’s office chooses to hear an appeal.

\textit{Referrals.} A referral package includes a letter describing the issue in detail and any potentially relevant documentation, submitted to the BSW program director. The BSW program director will work with the faculty chair of the BSW program to appoint an ad-hoc panel of faculty, including one chair and two other members. The panel assumes responsibility for the case at that point. Any documents the student wishes the panel to consider should be submitted to the BSW program director’s office, who will forward them to the panel, allowing a reasonable amount of time for the panel to consider them before the panel convenes.
Composition of an Academic Standards Ad-Hoc Committee meeting. An Academic Standards Ad-Hoc Committee meeting always includes the three-faculty panel, the student, and any advocate the student wishes to bring. Meetings may also include the instructor or field administrator, other faculty or administrators involved in the matter being brought, and additional participants as the panel sees fit. Advocates generally must be Adelphi faculty, including part-time faculty and field instructors. An advocate should be someone in a position to fulfill a role of supporting the student and helping shape their educational plan. Lawyers are not permitted as advocates – because the ad-hoc committee process is intended to be educational rather than legal and collaborative rather than adversarial. Moreover, Adelphi University policy may limit the extent to which Adelphi employees may communicate with a student’s counsel at all. If a student brings a lawyer to an Academic Standards Ad-Hoc Committee meeting, it will immediately adjourn and the matter under consideration will be taken up by the appropriate Adelphi University administrative offices.

Meeting process. This is determined by the panel. Typically, the chair keeps order, and everyone who is not a panel member may only address panel members – “crosstalk” among those present who are not members of the panel is inappropriate. Students are expected to state their case both concisely and completely. The intention of a panel is to be as objective as possible, hear all parties out, and consider all sides; panels are not there to defend the school. Panels generally regard it favorably when students approach the process as collaborative rather than adversarial, take responsibility for themselves and their actions, and come to the panel with a preliminary plan for how they may be able to remediate the issue.

Decision process. Ad-hoc panels’ recommendations are not limited to the purview of the context (i.e., classroom or field) from which the student was referred, but take into account the whole record and make their best choice as to what is best for the student, school, agency, and clients involved. For instance, a student who shows extreme boundary issues in the classroom may be determined to be inappropriate for either classroom or field and, therefore, withdrawn from the Social Welfare major. In considering whether a student should be withdrawn from the Social Welfare major, the ad hoc committee considers whether the student will be able to complete the program with a cumulative GPA of 2.8 (or another individually-determined benchmark), passing grades in all field courses, and attaining all required competencies if provided with all available supports and given enough time.

Possible outcomes. If a panel determines that a student will not ultimately be able to earn a BSW, either because they will not be able to finish with the required 2.8 GPA, are inappropriate to send back into the field, or for other reasons, the panel will recommend that the student be withdrawn from the social welfare major, as the school does not wish for students to continue to invest time and money pursuing a degree they will not ultimately be able to earn. Alternatively, a panel may determine that the student could earn the BSW, and recommend certain supports and conditions, e.g., mandatory leave of absence, transition to part-time from full-time, making use of the Writing Center and other on-campus supports, taking additional courses to boost competencies, meeting with field liaisons, change in field setting, late-drop or switch into another section of a course, or other creative solutions.

Issuing of the recommendation. The panel will issue its recommendation to the Dean as soon as possible after the meeting. The text of the recommendation will generally include as full an explanation as possible of the panel’s basis for making the recommendation. After considering the recommendation, anything pertinent to the case that arose since the panel issued the recommendation, and any other relevant information, the Dean will make the official decision and communicate it to the student. The text of the panel’s recommendation is available to the student upon request to the Dean’s office.

Guidelines for the Written Statement to the Academic Standards Committee for both BSW & MSW Programs

The following guideline is designed to assist liaisons in preparing a written statement for presentation of a student to the Academic Standards Committee. Focus on those areas that are relevant to the problem and presentation.

I. Relevant Background Information and Description of the Student
   A. Name and any other pertinent identifying information.
   B. School status: Program, current semester, concentration, specify if work/study or any other special status/plan.
C. Field Placement: Current and previous.
D. Prior educational experience and work history.
E. Academic performance (if not being presented for academic problems)

II. Reason for Presenting to Academic Standards Committee
   A. Failure in Field Instruction and reason(s) for failure.
   B. Academic Issue, specify (e.g. below required grade point average).
   C. Problem in learning, specify (e.g. personal problems interfere; a learning disability affects performance; lack of identification with social work values; difficulty in meeting or sustaining expectations for learning).
   D. Ethical misconduct.

III. Elaboration of the Problem
   A. Description of manifestations; how, when, where.
   B. Indicate circumstance leading up to the decision to present student for review.
   C. Cite contacts and focus of discussions with the student, agency and School regarding the problem(s) and the outcomes of these efforts.
   D. Educational assessment (including relevant background material, special strengths, and educational prognosis)
   E. Discuss apparent contributing causal factors:
      1. Problems in field placement (e.g. nature of assignments; quality or quantity of field instruction; other organizational variables).
      2. Situational factors in student's life (e.g. financial pressures, family problems).
      3. Emotional, health cultural or cognitive factors.
      4. Other considerations.

IV. Brief summary of student’s overall practice, including strengths, motivation, needs.

V. Student’s View of the Problem and Reaction to Faculty Field Liaison’s Recommendation(s)

VI. Faculty Field Liaison's Summary and Recommendations to the Committee.
SECTION ELEVEN: BSW AND MSW ACADEMIC PROGRAMS AND STUDENT SERVICES

Educational Programs & Curriculum
Faculty Field Liaisons are responsible for providing academic advisement to their assigned students. Advisement takes place during the fall semester (usually in early October) for spring registration and during the spring semester (usually in March) for summer and fall registration. Students are instructed to meet with their faculty advisors for course planning and approval. **(See MSW and BSW Advisement Worksheets and Guidelines)**

This is often a pressured time for students, who are concerned about choosing courses, receiving correct information and complying with registration deadlines. Advisors/liaisons are expected to meet with their students at the School during the designated registration advisement period. Academic advisement may include:

- Review of the student’s file;
- Review of the transcript;
- Review of class performance (GPA);
- Meeting with the student to review scheduling options;
- Approving student’s CLASS registration electronically; and
- Signing the student’s registration form (if paper registration is done).

Undergraduate Program
A major in Social Welfare begins during the junior year. Freshmen and sophomores at Adelphi are admitted as pre-Social Welfare Majors. They pursue a liberal arts curriculum and advisement is provided through the School of Social Work's Undergraduate Division. A significant number of Adelphi BSW students transfer from other two or four year schools. The eligibility requirements for these students are equivalent to the requirements for pre-Social Welfare Majors. At the end of the sophomore year, all interested students are required to apply for admission to the School of Social Work for the baccalaureate program which is offered in the Junior and Senior years.

Graduate Programs
To meet the ever changing needs of our students we have created a number of options for students to obtain their graduate degree. Students may select from several programs to meet the requirements for the Master's degree in Social Work. Programs are designed to meet the needs, interests, and qualifications of different student groups.

- **The Full-Time Two Year Program** is a 64 credit program completed in 4 semesters of full time study. Degree requirements include 16 courses (4 each semester) and two different field internships (one each academic year) for 600 hours per academic year.

- **The Spring Start (16 month) Program** is a 64 credit program encompassing the same requirements as the two year program, but is completed in 16 months. Students begin their first year courses and field placement in January and extend through early August for the first year of full-time study. Second year courses and field work begin the subsequent fall semester and students follow the same model as those in the two year program.

- **The Part-Time Program** is a 64 credit program designed for students with current family and/or work responsibilities who wish to extend the program for up to 4 years from the point of matriculation. Students are offered the opportunity to pursue the social work program in a flexible manner combining part-time and full-time study. Students meet their field instruction requirements in the 2nd and 4th year in a 14 hour per week assignment extending through the fall, spring and summer semesters.

- **The One Year Residency (OYR) Program** is a 64 credit program designed for students with a minimum of three years of social work related experience under MSW supervision. This program may be completed on a part-time basis. All students must complete one year "in residence" during which they meet a 900
hour advanced year field instruction requirement. OYR students take an additional 4 credit course to compensate for the reduced field instruction credits. During the foundation year, practice courses are supported by the student’s concurrent employment in their human service agency. During the advanced year they complete an Employment Based field placement.

- **The Part-time Hybrid MSW: a Low Residency (LRP) Program** is tailored to students interested in obtaining an accessible high-quality social work education while balancing work, family and life commitments. Building on its student centered and social justice mission, the hybrid, low residency program provides the flexibility of online courses and meaningful interpersonal interactions combined with on-campus experiences. This 64 credit part-time program expands the reach of the Adelphi MSW to meet the educational needs of today’s adult learners from the Northeast and other parts of the United States.

- **The Advanced Standing Program** is designed for students with a Baccalaureate Degree in Social Work from an accredited BSW program. Students are expected to complete the full second year of master’s-level courses and field work. In some instances an advanced standing student will be required to complete a course(s) at the foundation level before beginning the advanced year to address gaps or inconsistencies in the student's BSW experience.

- **Bilingual School Social Work Program** is a 70 credit program leading to the MSW degree and a Certificate in Bilingual School Social Work recognized by the New York State Education Department. This program is designed for bilingual individuals interested in working as a bilingual social worker in a New York State primary or secondary school setting. 64 credits are taken within the MSW program and 6 credits are taken within the School of Education. This program can be completed either full time or part-time with the two education courses taken after completion of the MSW degree requirements.

- **Human Resource Management Certificate**: Advanced year M.S.W. students are eligible to enroll in the Human Resources Management Certificate program offered by the School of Business and can earn this 15 credit certificate by taking only nine additional credits beyond their M.S.W. The Advanced year required social work course SWK 722 Organizational Context for Professional Practice will be credited by the School of Business toward the certificate. HRM 765 Developing Work Class Human Resources, a business course, will be credited by the School of Social Work toward the M.S.W. in lieu of a social work elective. After completing their M.S.W., students enroll in the nine remaining credits for the certificate. Advanced year M.S.W. students interested in this option, will need to register for HRM 765 in the Fall semester.

**STUDENT SERVICES**

Please REFER students to the following student services, which are provided in person in Garden City and online for all students and locations:

- **Writing Center**: (516) 877-3296
  The Writing Center’s primary purpose is to help students learn to use writing more effectively. The Writing Center is designed for any student, of any ability, who wants to improve his or her writing process. Topics covered by tutors include:
  - writing with clarity;
  - deepening student’s analyses;
  - deciding on organization and structure;
  - incorporating and citing sources; and
  - grammar problems.

  *Please note*: The Writing Center is not a proofreading service. It can help students learn to proofread and revise essays, but will not simply edit a paper. The Writing Center is a free service
available to any Adelphi undergraduate or graduate student. Students may schedule a standing weekly or bi-weekly appointment for a whole term. Tutoring sessions are generally 45 minutes.

- **Learning Center: (516) 877-3200**
  The Learning Center provides a wide array of services geared toward enhancing students' academic performance at Adelphi University. As a resource center, it provides course specific tutoring. The Learning Center's resources are available to all students enrolled on any Adelphi University campus (undergraduate and graduate). The staff is comprised of students who have excelled in the classes in which they assist students. Tutors are usually recommended by the professors teaching the courses.

- **Counseling Center: (516) 877-3154**
  The Student Counseling Center (SCC) provides free, private, and confidential services to any student who has a mental health concern. Staffed by licensed clinical social workers and psychologists, the counseling center’s services are offered at all program locations. ([http://students.adelphi.edu/sa/scc/literature.php](http://students.adelphi.edu/sa/scc/literature.php))

- **Student Access Office (SAO) – formerly Disability Support Services (DSS): (516) 877-3145**
  The Student Access Office (formerly the Office of Disability Support Services):
  - Provides cost-free assistance and services that are tailored to meet the needs of individuals based on their specific, appropriately documented needs, while preserving Adelphi’s academic integrity and high standards of academic expectations and performance;
  - Encourages independence through the training of students with disabilities to effectively advocate for themselves within the University community; and
  - Serves as a liaison and resource for the University faculty, staff and administrators to foster a greater awareness and appreciation of issues of concern to people with different needs.

Students interested in services should be referred to the Student Access Office and register with the office upon admission to Adelphi or as their needs are identified. Students must [submit the Petition for Accommodations](http://students.adelphi.edu/sa/scc/literature.php) and the [Consent for Release of Information](http://students.adelphi.edu/sa/scc/literature.php) forms, along with the required information as detailed in the [Guidelines of Documentation](http://students.adelphi.edu/sa/scc/literature.php) found on the SAO website - [http://access-office.adelphi.edu/](http://access-office.adelphi.edu/)

- **Peer Tutoring through School of Social Work: (516) 877-4420**
  Peer tutoring is arranged through the Office of the Associate Dean, Dr. Quiros
  
  a. Each campus center provides student services. Call for details.
  
  o Garden City, Schanica Pickens at 516-877-4407
  o Manhattan, Andrew J. Peters at 212-965-8340
  o Hauppauge, Suzanne Marmo Roman at (516) 237-8608
  o Hudson Valley, Regina Tracy at 845-471-3348
GUIDELINES FOR ACADEMIC ADVISEMENT

First Steps
Send your student(s) an email, informing them of upcoming advisement period usually early October and March. Please check the academic calendar. If you do not hear from your student, please call or write them again.

What Do You Need To Do Before You Approve Courses?

A. Check GPA
   - If the student has a GPA below 3.0(MSW) or 2.8(BSW) they are at risk for probation or academic dismissal. Please discuss the academic contract or educational plan with them and with the Office of Academic Affairs.

B. Review all grades of Incomplete
   - Incompletes convert to an F after one year so students must complete their work within the year or as stipulated and agreed upon in an academic contract.
   - Clarify the student’s plan to complete their work.

C. Review the student’s program path and plan accordingly
   - Use the program planning worksheet and consult the program path grid for details regarding which semester each course is offered. Program paths may be found on the Faculty Moodle site.
   - All Practice courses must be taken concurrently with the corresponding field instruction course.
   - During the Advanced year, all MSW students are required to take 2 Advanced Social Work Practice courses:
     - 780 Advanced Social Work Practice with Individuals
     - 782 Advanced Social Work Practice with Groups
   
   *These 2 advanced practice courses are co-requisites with Field Instruction and cannot be taken during the same semester*

   - All students must take an Integrative designated course.
   - Students in EXTENDED Field Instruction (i.e. 14 hours per week instead of 21 hours) register as follows:

     | Foundation Year | Co-Requisite Practice Course |
     |----------------|-------------------------------|
     | Fall--693 Field Instruction I Extended | 520 |
     | Spring--694 Field Instruction II Extended | 521 |
     | Advanced Year | Co-Requisite Practice Course |
     | Fall—778 Field Instruction III | 780 |
     | Spring--779 Field Instruction IV Extended | 782 |

   - Students must complete all of the Foundation year courses (the 500’s) before beginning any advanced year courses (700’s). The only exceptions are the following electives that are available to BSW and foundation level MSW’s:
   - 729 Social Work with Older Adults
   - 741 Child Abuse and Neglect
   - 788 Immigrants and Refugees: Issues and Interventions
• All students must meet the residency requirement by taking two successive semesters of at least 10 credits each. Please confirm that your students will complete this requirement before their graduation.

• Students are required to complete the MSW program within four years.

• Please check and double check that your student has registered for the correct campus center. Refer to the section #'s of the class.
  
  a. 01-09 sections are Garden City
  b. 20, 21, etc. sections are BSW Garden City
  c. 30, 31, etc. sections are Manhattan
  d. 40, 41, etc. sections are Hudson Valley
  e. 50, 52, etc. sections are Hauppauge
  f. 60 sections are for Suffolk DSS Students only

• Confirm that all co-requisites and pre-requisites are met.
  Field instruction and practice classes are co-requisites.
  Do not approve one without the other

• Review the registration and be certain that the “alternate” box is not mistakenly checked. Alternate should only be checked when a student wishes to select a SECOND CHOICE section. If alternate is checked for a class registration, the registration WILL NOT go through, even when the student clicks submit.

D. Approving Courses.

Students must hit the SUBMIT BUTTON to register. The first day to press the submit button is usually in the beginning of November and April (Check academic calendar)

1. Once you have approved your student’s courses, be certain that they are aware of when to “Submit” the registration. Students must click on the submit button in order to finalize the registration on C.L.A.S.S. Be certain to remind your student that if the registration does not say “Registered” after the student clicks “Submit”, then the registration has not been recorded.

2. Some students make changes in the schedule after you approval. Remind all of your students to inform you so that you can verify the new schedule.
Student Guidelines for Registering on C.L.A.S.S.

If your students do not know how to register have them follow these guidelines. You can copy and paste these directions in an email.

Go to the Adelphi website: http://www.adelphi.edu/

- Click on Current Students.
- Go to CLASS.
- Log into eCampus by typing your User Name - usually your first and last name together without spaces.
- Put in your password. If you do not have a password, you can use the Reset Password option and make a new one. Write it down so that you will have it in the future.
- This will take you to all the options you have available such as email, etc. For registering for classes, you should click on the Services tab.
- When you click on the Services tab, you will choose CLASS for Students. Once you click on that, you will be taken to your account.
- On the left hand side of the screen, click on My Registration. You then click on the semester you want to register.
- You are now ready to select the classes you want to take. Just click on the downward arrow and click on Social Work as the department where you will select courses.
- Remember to select the classes for your campus.
- Do not check the Alternate button. There are many students who get locked out of courses because they check the alternate button. DON'T USE IT.
- When you have finished picking out your courses, click submit. You should email me right away letting me know that you have finished picking your courses. If you make any changes, you should again email me your course changes.
- Once I have approved your courses, which will state approved on the CLASS system, you will wait until the date that the University sets (at 9 am) to register for the courses. You only need to go back in the CLASS system and press the SUBMIT button. IF YOU HAVE NOT PRESSED THE SUBMIT BUTTON, YOU WILL NOT BE REGISTERED. After you press the SUBMIT Button, it will say registered on all your courses. Please make sure that none of your courses have the Alternate button pressed or I will not be able to approve your courses and you will not be able to register for course.
- Print out the screen and keep it in your records

Advisement Tips

1. Dropping or Withdrawing from a class:
   - Students can drop a class on their own using the CLASS system up until the first day of classes for the semester and not get charged. They do not need your approval to do so.
   - After classes have started, students are permitted to drop a course with a progressive financial penalty, increasing over time until the last day to drop. Requests to drop a course after classes have started must be completed by paper on an action request form, signed by the Assistant Dean for Academic Affairs and submitted to the registrar.
   - After the Drop Deadline, students must petition for a late drop. This requires documentation, reason for the drop, and may or may not be accompanied by a partial or full refund. Petitions may or may not be approved. To start a petition, students should write an email to the Associate Dean for Academic Affairs, Dr. Laura Quiros lquiros@adelphi.edu.
• Students may withdraw from a class up to the Withdrawal Deadline, which is usually about mid-term. Student who withdraw from a class are not entitled to any tuition refund, except in the case of a Medical Leave of Absence. Tuition refunds can only be considered on a petition bases.

• **Withdrawal.** A Medical Withdrawal is a special request that must be presented to Dr. Les Baltimore in the University Office of Student Services. A physician’s note is required stating a diagnosis.

• **Adding a class:**
  Students CANNOT add a course without your approval. **Thus, it is important to check C.L.A.S.S. regularly.**

• **Financial aid:**
  Graduate students who receive financial loans are required to enroll in at least 6 credits each semester.

If there are no seats left in the section, and the student insists that this is the only section they can take, what should you do?

1. Refer the MSW student to Susan Rotondo, 516 877-4420 or for BSW students, Dr. Cheryl McAuliffe, 516-877-4362.
2. They will advise the student. Please do not suggest that the student contact the instructor.
3. Instructors cannot approve over enrollment in classes.
4. We observe and respect the maximum enrollment numbers for all of our courses. This protects class size, enforces fire codes, and supports policy.
5. Suggest the student checks C.L.A.S.S. often to be certain that a seat does not open. If a seat becomes available, the student can submit the registration for your approval and then **HIT SUBMIT** to finalize the registration.

**GRADING POLICIES FOR FIELD EDUCATION**

Each semester the Field Liaisons are required to enter grades electronically into the C.L.A.S.S. system. It is important to accurately enter the grades **within 48 hours of the last day of the semester.** Please note that there are only three grades that may be given: Pass, Fail and Incomplete. The liaison is responsible for following up and submitting a change of grade for any Incomplete (I). You may obtain the change of grade form from the Field Department.

- P = Pass
- F = Fail
- I = Incomplete; this grade should be given to students that have not completed the required hours, process recordings, etc. **The final grade (“P” or “F”) is then given upon completion**

An electronic education contract will be required to be submitted and the grade of Incomplete will not be officially entered until approved by the Associate Dean.

**Students who have not completed field work requirements for the semester should be given Incomplete (I), if the intention is to complete the hours shortly after the completion of the semester.**

**Grading Policy for Classroom Instruction**

1. Students receive letter grades for all courses taken with the exception of field instruction which is graded Pass/Fail.
2. Graduate students must maintain a B (3.0) cumulative average in order to be in good standing.
3. Graduate students with cumulative averages below 3.0
   - b. Any graduate student with a GPA between 2.5 and 2.99 at the end of his/her first semester in the School (or its equivalent) will receive a cautioning letter from the School.
   - c. Any graduate student receiving such a letter who does not raise his/her GPA to 3.0 by the end of the following semester (or its equivalent) will automatically be placed on probation.
   - d. Any graduate student on probation who does not raise his/her GPA to 3.0 by the succeeding semester (or its equivalent) will be subject to dismissal from the program.
e. Any graduate student with a GPA below 2.5 at any point in his/her experience at the School will be subject to dismissal from the School.

Any graduate student dismissed from the program for failure to maintain academic standards has the option to petition the ASC for an exception to dismissal. This option can be exercised on only one (1) occasion.

**Policy on Incomplete Grades for Classroom Instruction**

- With extenuating circumstances, students may request a grade of Incomplete in a course.
  - Students will be allowed to carry an “I” for a maximum of one calendar year; if the course has not been completed in that period, it will automatically change to a Failure (F).
  - Students who have received an **incomplete in a prerequisite course**, and are enrolled in the subsequent course, have until the second meeting of the subsequent course to remove the incomplete. If an incomplete in a prerequisite course is not removed by the second meeting, the student must withdraw from the course.

Incomplete grades conferred to an extended student in field instruction are not subject to this policy.

- **Graduate students contact**: Dr. Laura Quiros Associate Dean, Academic Affairs, 516-877-4439, Room 221.
- **Undergraduate students contact**: Dr. Cheryl McAuliffe, Director, Undergraduate Program, 516-877-4362, Room 225.

**DATES FOR GRADUATION**

- If a student has satisfactorily completed all course requirements and will satisfactorily complete field instruction requirements by the end of June, she/he should apply for May graduation.

- If a student will satisfactorily complete field instruction requirements after June 30 but by September 30 and will have satisfactorily completed all course requirements s/he should apply for August graduation. August graduates may participate in May commencement exercises by informing the person who serves as the School’s Commencement Coordinator.

- If a student completes course and field requirements after September 30, but before February 28 and, s/he should apply for January graduation. January graduates participate in May commencement following receipt of their degree.

**D. The following are requirements for GRADUATION from the MSW Program:**

- Application for graduation. The application for May graduation is due in October.
- Completed child abuse training certificate **For MSW Students Only**
- To access the program online, go to the Adelphi website, under Academics, then Social Work, then Continuing Education.
- 3.0 minimum GPA
- Stafford exit interview for financial aid recipients
- Contact Susan Rotondo (rotondo@adelphi.edu) for questions re:
  - The Graduation Application
  - Child Abuse Course
  - Licensing Prep Offerings
  - Filing the Licensure form with the State Education Department
APPENDICES

APPENDIX A
GUIDE FOR PROCESS RECORDING

OUTLINE FOR PROCESS RECORDING AS AN EDUCATIONAL TOOL

1. **Pre-Engagement Comments**
   Indicate any activities that have occurred before meeting with client(s) such as collateral contacts, telephone call with the client, etc.

2. **Narrative**
   Record what has transpired between you and your client(s). This should not be a total verbatim report, but a **description of observations and the interactions**, both verbal and non-verbal. Dialogue should be recorded selectively and when pertinent.

3. **Impressions**
   - Describe and discuss your feelings and reactions
   - By “getting into the client’s shoes”, discuss how you think the client(s) may have experienced both the interview/meeting and your interventions.
   - Provide your impressions and/or thinking about the client(s) and your reflections on your interventions in the interview/meeting.

4. **Plan/Next Steps**

5. **Questions/Issues**
   Indicate questions or specific issues emerging from this interview/meeting that you would like to discuss in supervision.

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**Note:**

_Students using process recording for the first time should focus on writing of the narrative; other sections may be added at a later time, based on the student’s educational readiness._
APPENDIX B
SAMPLE PROCESS RECORD OF INDIVIDUAL/FAMILY

Background Information

Jasmin is a pregnant 14 year old Hispanic female who attends a junior high school in upper Manhattan. Jasmin has been in a special education class for children with learning disabilities for the past 6 years. She currently lives with her mother and 7 year old brother.

Date of Contact: Nov 1st – Initial Interview

Pre-engagement comments:

Jasmin and her mother were referred to the school based health clinic by her teacher who reported that Jasmin is pregnant and the alleged father is a 14 year old boy at a neighboring school. The teacher offered Jasmin and her mother a chance to meet with a social worker and brought them to my office.

Narrative:

I went to the waiting area and asked Jasmin and her mother to come into my office. They both seemed agitated and sat down at a distance from each other, without speaking. I introduced myself as the social work intern in the school. I said that “I talk to lots of kids and families in the school who are having problems with school or in their families.” I added that the teacher had told me a little about their situation and I asked them about their views.

In angry tones, Ms. C told me that Jasmin was pregnant; she was too young to have a baby and should have an abortion. Jasmin sat with her head down and hands in her lap. I gently asked her to tell me her thoughts. Looking away, she said, “I don’t want to have an abortion.” When I asked her what bothered her about having an abortion, she shrugged and said, “It just doesn’t seem right.” Her mother interrupted by saying that she was too young and that such an attitude was foolish. I pointed out to Ms. C that, even though Jasmin was not far along in the pregnancy, she seemed to be feeling an attachment. I acknowledged that they were both in a rough position and faced with a very difficult decision. While I couldn’t make the decision for them, I wanted to ask them some questions to understand their differences better. I asked Ms. C how she and Jasmin got along. She shrugged and said, “All right. But she doesn’t trust me. She doesn’t confide in me or tell me about her problems.”

I turned to Jasmin and asked, “Is it hard for you to talk to your mother? She looked down and softly said, “I don’t know.” I asked Ms. C if she had known about Jasmin’s relationship with her boyfriend. She shrugged and said, “Yes, I knew. He is a nice boy.” She quickly changed the subject and repeated that Jasmin should have an abortion. I commented that I could see how strongly she felt about this.

I then asked Jasmin how she was feeling during the pregnancy. She said that she didn’t sleep well because she had been hearing voices at night. She said softly, I hear my grandmother who died. She tells me to have the baby.” I asked Ms. C what she thought about what Jasmin had described. She responded in a rather off-handed way that an aunt believed in spirits and had scared Jasmin by telling her that if she had an abortion, the grandmother’s ghost would come back to haunt her. I commented, “Is your family involved in spiritualism?” Ms. C said that they were. I told her that I felt this might be why Jasmin was “hearing voices” but if this persisted, it would be important for them to let me know.

I asked Jasmin if she had thought much about how she would manage with a baby. She answered, “Not really.” I asked her who would take care of the baby when she returned to school. She glanced at her mother, saying, “I don’t know.” When I asked Ms. C if she would be willing to take care of the baby, she said adamantly, “No, I wouldn’t”, looking away from Jasmin. I asked Jasmin how she felt about what her mother said. Looking down at her hands folded in her lap, she shrugged, and seemed unable to respond.
I could see how hard this was on both of them and suggested that they think about what we had discussed. Ms. C. abruptly asked me, “What do you think she should do?” leaning forward in her chair. I said Jasmin was young to have a baby, but I conveyed that I couldn’t tell them what to do. Ms. C. asked, “Couldn’t I insist, you know, force her to have an abortion?” I told her that would not be possible and I didn’t think that would be a good idea. Ms. C. then said that if Jasmin were to continue with the pregnancy, she would want her to continue at her school.

I ended by making an appointment to meet individually with Jasmin the following day.

**Impressions:**

**Feelings and reactions:**

- I felt uncomfortable with the tension between Jasmin and her mother. I also felt torn, allying with one and then the other.
- My thoughts kept drifting to my concern about how Jasmin could manage as such a young mother, especially since her own mother did not seem willing to offer support to her daughter. I felt angry with Ms. C. yet I understood her worry.
- I felt the pressure of helping Jasmin because of the time limits imposed by her pregnancy.

**Clients’ perception:**

Jasmin may be feeling alone and scared and didn’t feel that I supported her. Ms. C. felt frightened and powerless and disappointed that I didn’t support her ideas.

**Impressions:**

Ms. C. came on strong and that seemed to make it harder for Jasmin to talk and reflect more openly. Underneath I sensed Ms. C’s worry. Jasmin has probably not anticipated future issues.

**Plan:** I will meet first with Jasmin and need you help in determining whether to meet with Ms. C. alone or in a joint meeting.

**Questions/Issues:**

1. I wanted them to try to talk together without so much tension, but I don’t think I did a very good job at facilitating that dialogue.

2. I also became anxious when Jasmin said she was “hearing voices” and I think I didn’t listen well. Can we look at that part of my record?

3. Looking back, I didn’t directly connect to their feelings. I want to look at what made it hard.

APPENDIX C
SAMPLE PROCESS RECORD OF A GROUP

Focus/Purpose: A mutual aid group for cardiac patients in a Hospital —

1st meeting – 1 ¼ hours.

Attendance: 9 members were present: Mario, Hector, John, Bill, Frank, Lenny, Andy, Peter, Tom. One member, Luis, was too ill to leave his bed today.

Pre-engagement: Following my initial interview with each prospective group member, I left each my card and the date and time of the first group meeting. Prior to the meeting I went to each member’s room to remind them about the meeting and to check if they had any questions or problems in getting to the meeting room. Mario and Frank needed someone to help with their wheel chairs, so I alerted the floor nurse, Louise, who offered to assist both of them.

I bought cookies and soda and set up the conference room in advance for our meeting.

Narrative: I greeted each member as they came in the room and seated themselves around the large table. Most knew one another and they talked informally in advance. Within a few minutes everyone had arrived and took some refreshments. After brief introductions, I said as I had explained to each of them individually, they were invited to participate in a four session group for patients who had experienced recent heart attacks. I said I thought they could be helpful to each other since many had similar concerns about their illness, about their hospitalization, about the reactions of their families, and what the future had in store.

Bill indicated that it was the specific problem of work which worries him the most. Mario, Hector, and John agreed. In an agitated way, Bill continued, “If the doctor won’t let me go back to longshoreman’s work, what can I do? It’s been twenty-seven years of my life and I always put in an honest day. Now the doctor says give it up. What kind of bull is that? Doesn’t he realize that I have family and financial obligations?” Lenny agreed, stating angrily that the doctors didn’t care that a medical recommendation could destroy a man’s life.

I asked if they were mostly annoyed about what their doctors said, or how they said it, or both. Hector explained that he thought it was a doctor’s responsibility to make work recommendations in order to protect health, no matter what the economic consequences were. He has ended up on relief, and that’s been hard to swallow. Bill responded with intensity that no doctor was ever going to do that to him, and he let out a barrage of angry words. Mario suggested that Bill was doing what he has stopped doing---taking out the anger at the doctor’s recommendation on his own heart. Hector said he understood Bill’s being fighting mad because he, also, is having a hell of a time living with his “bum ticker.” He is just beginning to calm down and realize that it will never be the same. Bill shook his head in disbelief, “How can I be calm, I have a family to take care of?” Lenny explained that he also has a family, but getting excited and upset will only lead to another heart attack, Andy supported Bill, adding that this was certainly hard for a family man. Peter exclaimed, “Bull shit, common sense will tell a man that health is the only important thing and everything else has to become second. “Most members agreed that if they let themselves get excited or experience too much pressure, they would only hurt themselves.

Bill became angry again, telling group members that they had to be as dumb as the doctors to
be forgetting their problems. Bill’s eyes began to tear up as he shouted, “If the doctor says give up longshoreman work and truck driving where I feel like a real man, what am I going to do? Who is going to hire me? What good am I?” Lenny suggested Bill calm down. Mario suggested Bill talk to his boss and asks about a light job. Bill felt insulted by the suggestion and shouted that he has pride and isn’t going to degrade himself and tell the boss to pity him...to give him crumbs. What kind of man did Mario think he was, anyway? Mario answered, “I think you are a good man and I respect you. I know a wounded animal has to fight for his brood. But Bill, you have brains, you have to listen to your body and accept its limits. It takes a man to talk to your boss about lighter work.”

I suggested that it seemed some of them have made peace with their hearts, while others were still fighting it. Either way, I realized how much pain they were under. Peter implored Bill to take it easy, to accept his heart condition. Bill insisted that his boss wouldn’t give him light work because it would raise insurance rates. At this point, Bill began to sob. The air was heavy with painful silence.

Several of the members tried to change the subject, but I encouraged the others to share their struggles. Walter referred to the mortgage and his family’s food needs. Hector talked about his pension and how it helps. In a disgusted tone, Bill wanted to know what he was going to do with an $80-a-month pension. Mario spoke quietly, but firmly. “Bill, I can see you are a big man, strong, and you can beat anybody here in a fight, but I’m gonna tell you something, you gotta stop crying and be a real man, that means accept what is, do what has to be done, face the facts. You want to help your family, you ain’t gonna help them by killing yourself. You have to cut down on your expectations, do what the doctors say, and start to build a new life “Everyone waited for Bill’s reaction. After a while, he said, “I guess I could sell my home and buy a smaller one. My oldest son can go to work.” Peter put his hand on Bill’s back, saying that it was much better to be a live father than a dead one. Hector agreed, suggesting that they were all afraid of the same thing, but handle it differently. Each man then spoke of how he had changed or planned to change lifestyles and habits, of his fears, and the group members’ common objective: “Life!” Bill said how helpful the guys have been. He continued, “I’m a man, and I’ll do what has to be done. I’ll even talk to my wife about working. Peter responded that as a black man, he learned a long time ago about wives going to work, and it didn’t make it any easier.

At the end, I asked what they thought of our first meeting, and many said it was helpful to see that others struggle with the same kinds of problems. Mario’s comment caught the essence: “It’s like we are in the same boat trying to keep from drowning. Talking can help us to stay afloat.” We agreed on the place and time of our next meeting.

**Impressions and self-reflection:** I feel good about this meeting. I thought that my ability to immediately describe the focus of the group helped members to recognize they all shared common concerns and helped them to get started right away on issues that were important to them. The group may have also moved quickly into the work because of its short-term focus and the fact that many knew each other. The men were especially concerned about their changing role from one of independence to dependence as well as the potential economic losses.

From “their shoes” They may have felt that I did not I understood their feelings of anger and pride and perhaps of feeling helpless and demeaned. Some may have felt their struggles were minimized since some moved in very quickly to offer suggestions, and I subtly encouraged this.

**Plans:** I will follow up and remind each member about the next meeting. I think I will have to assume the initiative in reaching for feedback from the last meeting and help them to get started again. I will be listening more closely next time and point out possible efforts to gloss
over struggles by their admonitions to each other to be more rational etc. I also need to find ways to let them know I do understand, as I may have seemed too bland, too neutral, too much like I was directing “traffic” and not really weaving with them through the traffic.

Questions/Issues:

1. The hardest part of this meeting was listening to the depth of feeling posed by Bill, although perhaps he was the most real. I worried about losing control of the group yet wondered how much expression to encourage in a first meeting. I would like to review that piece of the meeting.

2. I would also like to help them discuss their reactions to the doctors and other staff and how they might take on more empowering roles as patients. Let’s discuss strategies as well as the risks (theirs and mine).

3. I’d also like to discuss introducing to the group some of the themes I hear about during team meetings.

APPENDIX D
PROCESS RECORD FOR WORK WITH COMMUNITY/AGENCY REPRESENTATIVE

Background Information:
Ms. Jordan, age 30, is recently separated, eight months pregnant and has an 8 year old son. The client requested help because she felt depressed and immobilized since her husband left her six months ago. She needed help in obtaining financial resources and needed medical care.

Pre-engagement: Ms. Jordan came in unexpectedly to the Agency. I was free and saw her immediately. She was very upset and understandably frantic because she had not received her public assistance check yesterday and had a little food but no money left. She also received a notice from her utility company that her electricity would be disconnected for non-payment. I explored the situation and obtained the needed information. I asked Ms. Jordan to sit in the waiting room, and I would try to contact her worker to see what could be done about the undelivered check and to try to obtain extra money for back payment of her utility bill.

Narrative: I called the Social Service worker, Mr. Burke, and introduced myself. I said that I was calling on behalf of Ms. Jordan. Mr. Burke said that he knows her and had heard about the check not arriving. He said she is a big “manipulator” and has a record of misspending money. I was taken back by his negative description of the client. I simply said, “I see, but can you issue her a check now, since she has no money and seems very worried?” He said, “Let her come in tomorrow and I’ll see what I can do, but I’m not getting her money for her light bill. She just has to learn how to manage.” We began to disagree, really argue, and I felt myself losing my cool. I then raised my voice in anger and frustration and said, “How can you do this? —what’s the matter with your Agency—don’t you see what’s happening to this woman?” Mr. Burke became very abrupt and told me that he would look into the matter. I felt he was just trying to get rid of me, so I ended the call and said I would call him tomorrow to see if Ms. Jordan had come in for a replacement check or emergency money. I said that I still needed his help with the utility bill and he said he doubted he would change his mind.

I spoke with Ms. Jordan and told her what to do and that I would be in touch with her tomorrow afternoon. Later in the day, my supervisor told me the Director of our Agency received a call of complaint about my “outburst” from the Social Service Agency supervisor, and he was upset because he had worked hard to maintain a good relationship with that office.

Impressions/Reflections:
I did not think through this phone call so I had no strategy in presenting Ms. Jordan’s situation or tuning in to how the worker might react. I was angry and frustrated and may have made things worse by losing my cool. I do feel good that my client knew I was trying to advocate for her.

Plan:
I see this as a financial crisis. I plan to follow up tomorrow with the client and worker.

Questions/Issues:
Help! I was so triggered. I need help in preparing the client for her meeting with the worker and for strategizing my approach with the worker tomorrow.
There are 2 Moodle sites. Liaisons have access to: Field Education and the Social Work Faculty Site.

The **Faculty Moodle site** is where all documents and forms are found. [https://moodle.adelphi.edu/course/view.php?id=26227&notifyeditingon=1](https://moodle.adelphi.edu/course/view.php?id=26227&notifyeditingon=1)

Academic Privileges for Field Instructors and Agencies
Advisement Planning Sheets for both Foundation and Advanced Year Students
Educational Contract Templates for both Foundation and Advanced year Students
Employment References
FERPA (Federal Education Rights)
FFL End-of-Year Assessment of Field Placement Agency
FFL Quarterly Activity Form
Manuals and Handbooks
  - BSW Student Field Education Manual
  - MSW Student Field Education Manual
  - BSW Student Handbook
  - MSW Student handbook
  - Faculty Field Liaison Manual
Process Recording Guide
Recommendations for Placement for Senior BSW and Advanced Year Students
Referral Guide for Student Disability Support Services
Six Week Assignment and Learning Plan
Summary of MSW Program Paths and Planning Templates