MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION

The Field Practicum Manual is designed to serve as a guide and a resource for students, field instructors, agency educational coordinators and executives, and faculty advisors. The Manual includes information which is vital to the design, expectations, and evaluation of the field experiences of social work graduate students at Hunter. It also includes a description of the overall curriculum and the requirements for the master’s degree program.

The field practicum is an important and integral component of the curriculum and provides our students with supervised experiences in applying the knowledge, values, ethics, and skills necessary for advanced social work practice. The field practicum is one of the distinct strengths of our master’s degree curriculum.

We extend our appreciation to the field instructors and agencies who are our partners in providing rich opportunities in field education. Your contribution to our educational program is vital in the preparation of Hunter graduates who are known for the high quality of the service they provide to our community.

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PROGRAM MISSION STATEMENT

Hunter College School of Social Work at the City University of New York (CUNY), established in 1958, is the oldest and by far the largest public school of social work in New York. The School’s mission is to promote excellence in social work practice by preparing knowledgeable, ethical, and highly competent social work leaders for a variety of professional roles and settings. Our pedagogy, scholarship, and service reflect social work’s historic commitment to human rights, cultural complexity, and social and economic justice. Commensurate with the missions of our host institutions, the School promotes community engaged and practice based scholarship that pursues policy and practice solutions to real world problems, thereby reinforcing the strengths of people and the communities in which they live, in New York and other major urban areas.

The School’s mission is consistent with the social work profession’s purpose and values. The mission dedicates the School to work on behalf of cultural diversity, human rights, and social and economic justice. It is a mission commensurate with the profession’s purpose to promote and enhance human and community well-being. Our mission understands people as nested in their communities, and as such, seeks solutions in human interactions and in the policies and communities which affect people. Finally, the mission dedicates the School not only to excellence in preparing graduates, but also to an applied research agenda that is carried out in partnership with practitioners and emerges from practice rather than is imposed upon it. These features—a commitment to social justice, a dedication to practice partnerships at various levels and in various settings, and community engaged and practice based scholarship—characterize Hunter’s unique approach to social work education. Our mission is also consonant with our New York City location, and our public institutional affiliation within the City University and Hunter College.

Program Goals

- to graduate excellently prepared and diverse social work leaders operating out of a strengths based perspective for New York City and other major urban areas;
- to emphasize urban contexts in our curriculum’s person-in urban environment perspective, our research agenda, and our community partnerships;
- to build our students’ capacity to respond to emerging practice challenges;
- to be a School that values and respects the diversity inherent in New York City, and produce culturally competent practitioners and scholarship relevant to diverse populations;
- to instill a commitment to social and economic justice in students through our explicit and implicit curricula;
- to produce community engaged scholarship and practice based research; and
- to work in partnership with New York’s communities, agencies, and organizations.

Educational Objectives of the Master’s program:

In accord with the educational, practice and accreditation standards (EPAS) of the Council on Social Work Education (CSWE), students who successfully complete the master’s degree program will demonstrate the following ten competencies:
1. Identify as a professional and develop behaviors in accord with the core values of the profession;
2. Apply social work ethical principles that guide their professional practice
3. Apply critical thinking to inform and communicate their professional judgments
4. Engage in diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment in their practice
8. Engage in policy practice to advance social and economic well-being in the delivery of effective social work services
9. Respond to contexts (community, organization, technology) that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities at multiple levels.

Field Practicum
The primary purpose of the field practicum is to enable students to develop competence within the framework of social work values and ethics. In fulfillment of this purpose, the field practicum provides opportunities for students to perform social work tasks under the supervision of a field instructor and encourages the integration and application of concepts and principles learned in both the classroom and the practicum agency. The agency or community based field instructor provides educational supervision; the school based faculty advisor plays an integrating and monitoring function between the school and the agency; and the field education staff coordinates and has oversight for the field experience, in collaboration with the agency partners.

We expect our students to master two sets of measurable practice behaviors that operationalize the competencies: 1) core or foundation practice behaviors, and 2) advanced practice behaviors associated with our Advanced Practice Methods Concentrations (i.e., Clinical Practice with Individuals and Families; Group Work; Community Organizing, Planning, and Development; and Organizational Management and Leadership).

The primary purpose of the field practicum is to provide practice opportunities so that students can attain the objectives of the program, to develop, demonstrate and deepen practice behaviors in the following areas:

- An identification as a professional who adheres to the core values and ethics of the profession;
- Application of social work ethical principles and tolerance for ambiguity in practice
- Critical thinking in the formation and communication of professional judgments
- A respect for and acceptance of difference associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities.

- Application of knowledge from the study of human behavior and the social environment to practice

- Advocacy in the advancement of human rights and social and economic justice through the provision of social services in human service organizations which serve the diversity of communities within the New York City urban environment.

- Advocacy for the needs of the poor, oppressed, vulnerable and stigmatized groups in society through promotion of economic and social justice for clients and communities

- Utilization of research evidence to inform practice and practice experience to inform research as assessed through performance in the classroom, the field practicum, research courses and the professional seminar; and

- Practice competencies in social work methods concentrations including clinical practice with individuals and families, group work, organizational management and leadership, and community organization, planning and development as assessed through their performance in the field practicum;

- Advocacy for human rights and economic and social justice in agency and community practice

- Ability to respond to the contexts in which practice occurs, organization and community. Understanding of the contexts that shape practice, including local, state and federal policy, organizational policies, the political and social organization of communities.

- Development of the habits of life-long learning and on-going professional development.

- Effectiveness in assessment, intervention, and evaluation of individuals, families, groups, organization, and communities.

**Objectives of the Foundation Field Practicum**

At the end of the first year or foundation practicum students should be able to demonstrate core or foundation practice behaviors (see Appendices).

**Objectives of the Advanced Field Practicum**

Advanced practitioners continue developing core/foundation practice behaviors but also refine and advance the quality of social work practice. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners are effective in engagement, assessment, intervention,
and evaluation, suiting each action to the circumstances at hand and relying upon experience, advanced knowledge, and self-reflection.

MUTUAL AGREEMENT BETWEEN THE SCHOOL, AGENCY AND STUDENT

The Field Practicum Manual serves to document the agreement among all the participants: Hunter College School of Social Work, the Agency, and the student, regarding expectations and responsibilities. The School seeks to develop and maintain relationships with agencies that will assure a field practicum of high quality for MSW students and foster the acquisition of core and advanced practice competencies as detailed above. Close cooperation based on mutual trust and clarity about expectations is essential for effective collaboration between the School and its affiliated agencies. Readiness to share and review the teaching and learning relationship is a requisite for strengthening the practicum experiences of students. The following sections summarize the expectations of each participant:

EXPECTATIONS OF THE SCHOOL

The School will establish an affiliation with a practicum agency on the basis of mutual exploration of the agency's accord with the School's educational mission and the appropriateness of the agency setting, projected assignments, and a designated field instructor for field practicum of students.

- The School will send information about assigned students to the agency at the beginning of each academic year.
- The School will keep the agency informed of the academic calendar, curriculum developments, and special events for field educators.
- The School will designate a Faculty Advisor to guide the educational development of the student, provide consultation to the Field Instructor, and assign a grade for a student’s performance in the practicum.
- The School will provide a Seminar in Field Instruction required of all first-time field instructors at no cost to the agency or the field instructor.
- The School will provide annual meetings and workshops to orient and inform field instructors on various aspects of the curriculum including the teaching of core/foundation and advanced practice behaviors.
- The School will invite field instructors and educational coordinators to participate in meetings at the school to offer information about new developments in the field to the faculty and Field Education Office.

Selection of Practicum Agencies

The School has the responsibility for selecting agencies based on the agency’s ability to support the School’s educational objectives. Agencies are also selected because they extend the range of learning opportunities available to students. The School is concerned with providing an appropriate and rich
agency environment for its students. The School considers the following criteria when selecting placements (also see Expectations of Agencies).

- The agency, whether public or not-for-profit, has a commitment to serving a diverse clientele, with particular attention to members of poor, oppressed, vulnerable and stigmatized groups.

- The agency adheres to the values, ethics, and standards for cultural competence for the profession (see Appendices).

- The agency is providing services in a new or developing area of practice that is consistent with the School’s mission.

- The agency designates a person or persons qualified to serve in the capacity of Field Instructor and supports Field Instructors in fulfilling their educational role (see expectations of field instructors).

- The agency designates an Educational Coordinator, who may be the field instructor in some agencies, to maintain administrative liaison with the School.

- The agency can provide the physical space and resources conducive to student learning and professional practice.

- The agency is located within reasonable travel time from a student’s place of residence.

**Process for Affiliation with Agencies**
The process of affiliation with agencies for the placement of Two Year, Advanced Standing, Accelerated, and Dual Degree Program students begins, most commonly, with a written request by the agency. Agencies interested in serving as a practicum site write to the Director. The Field Education Office and faculty members may also reach out to agencies in developing areas of practice. If inquiring agencies meet the School’s basic criteria for affiliation, they are asked to complete an Agency Data Base Form and Field Instructors’ Experience Outline Form which provides the Field Office with a description of the agency’s programs, projected learning opportunities, and the qualifications of prospective field instructors. Agencies accepted as placement sites may also complete an Agency Request Form indicating the number and type of assignments available in a given year.

Students are not encouraged to seek their own placements since the School has a varied complement of affiliations with educationally approved agencies. However, student input about agencies which meet special educational needs may be considered.

**Process for Assignment of Students to Agencies**
The Field Education Coordinator, accountable to the Director of Field Education, places first year fieldwork students in the full time program in agencies on the basis of the student's choice of a major practice method, prior experience, learning needs, and financial and other special needs.

The School’s Placement Coordinator contacts the designated Educational Coordinator in the agency and discusses the projected assignment. Written confirmation of the assignment is sent to the agency.
and to the student during the summer prior to the first year. Pre-placement visits are encouraged at the
convenience of the agency and may be required if a stipend is offered.

Placement planning for second year students in the Full time Programs and for students preparing to
enter their placement year at Hunter in the Dual Degree Program, begins in the spring semester of the
student’s first year in the program. The Field Education Office sponsors informational meetings to
assist students in exploring field practicum opportunities. Students work closely with their faculty
advisors to provide information to the Field Education Office about first year learning opportunities
and performance in field and class as well as learning needs and interests. Students and advisors
collaborate in the completion of a Placement Planning Form.

Advanced Standing Program students who begin the program either in the summer or fall semester
meet with the Field Education Coordinator to plan for the placement year. A summary from the
undergraduate faculty advisor is required in order to go forward with placement planning.

Students in the Advanced Standing Program also submit a Placement Planning Form. Students are
matched to agency placements, by the Field Education Coordinator, with attention to their primary
practice method, their secondary practice method (if enrolling in an advanced course), their chosen
field of practice specialization and/or their interest in particular populations or problem areas, their
learning needs and financial or other special needs. The Field Education Coordinator reviews all the
information available and, in discussion with the designated Educational Coordinator of the agency,
makes a specific placement assignment. The process may include a pre-placement visit to the agency
when educationally indicated or if a stipend is offered in the proposed agency. Written confirmation of
the assignment prior to the start of the practicum is sent to the agency.

Process for Affiliation with Agencies Employing OYR Program Students
Students in the OYR program are expected to fulfill practicum requirements in their employing
agencies. If a student leaves employment prior to the start of the practicum, the student must seek the
School's approval to enter the practicum in a newly-employing agency or may request placement on a
self-financed basis by the process used for Two-Year program students.

When employees apply for admission to the OYR program, the employing agency is asked to sign
an agency executive agreement indicating readiness to provide a field practicum for OYR
student/employee during the second phase (Time Frame II) of the program.

In the fall semester of Time Frame I, OYR students provide the names of contact persons for
practicum planning in their employing agencies to the faculty advisor/field education coordinator. The
advisor/coordinator works with the agency in developing the field practicum for the following
(residency) year.

OYR Students in the Field
Assignments that will offer a student new learning within the context of employment are developed
between the field education coordinator at the school and the educational coordinator in the agency. A
written agreement detailing the assignment must be approved by the School and signed by all parties
(educational coordinator, field instructor, student, and the school’s coordinator). The OYR field
practicum must include significant opportunity for new learning in the student’s method
concentration. This may be achieved through placement in another setting within the agency, creating
new assignments within the original job setting, a combination of the two, or placement in another
agency. All of the work including relevant aspects of the student’s twenty-eight hours a week is considered part of the supervised practicum experience. The school expects that agencies will make every effort not to add hours to a student’s work week. The faculty advisor monitors the field assignment during the year and meets with the student and the field instructor at least once during the year to insure the quality of the experience. Students should consult the faculty advisor regarding concerns about the agency’s ability to comply with the written agreement.

SEMINAR IN FIELD INSTRUCTION
Potential field instructors are required to have the MSW degree from a Council on Social Work Education accredited social work program, three years of post-master’s work experience in the field, competence in the area of practice which they will supervise, the ability to allocate time to field instruction, and hold a current license and registration as either a licensed master social worker (LMSW) or a licensed clinical social worker (LCSW), or its state equivalent.

The SIFI, developed and approved by the Greater NY Area Directors of Field Education, is offered in the fall semester, prior to the start of the field practicum and again in the spring. Potential field instructors are required to have the MSW degree from a CSWE accredited social work program, three years of post-masters work experience, a NYS license, and the ability to allocate time to field instruction. There are twelve two-hour sessions, with written assignments and readings. Upon successful completion of the SIFI, field instructors receive a SIFI Certificate at a graduation ceremony held at the School. SIFI-certified instructors are qualified to provide field instruction at any of the schools in the greater New York City area.

Seminar Objectives:
To help experienced social work practitioners acquire competence as field instructors of graduate social work interns in relation to relevant educational principles and methodology, the School’s curriculum and expectations for field instruction, and the criteria for evaluation of field education performances

To provide a forum for learning and the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching.

Content Areas:

- Introduction to the Seminar in Field
  - Seminar expectations and requirements
- Beginning Processes in field instruction
  - Orientation to field instruction, the agency and client group/community
  - Setting the climate for field instruction
  - Roles and responsibilities of field instructors, students, faculty advisors
  - Beginning field instructor/student relationship
- Teaching Professional Ethics in field instruction
  - NASW Code of Ethics
  - Conflicts of interests, Confidentiality, Dual relationships/boundaries
- Teaching Cultural Competence in field instruction
  - Diversity as integral to learning/teaching
  - Discussion of the range of diversity factors
NASW Standards for Cultural Competence in Social Work Practice
The Range of students’ assignments - Micro to Macro
- Samples of assignments for the range of levels of practice
- Selecting assignments with individuals, pairs, families, groups, organizations, communities, and research and policy settings

Process Recordings, logs, and journals and their use in field instruction
- Teaching and learning from student recordings
- Different formats for recording

Adult Learning
- Different styles and approaches to adult learning
- Stages of adult learning

Educational Assessment
- Understanding and assessing competencies
- Formulation of educational assessments
- Mutuality and collaboration
- Parallel process and learning contracts

Teaching Challenges in the middle stage of field instruction

Teaching Methods Concentration competencies

Evaluation of Field Performance – Evaluation of core and advanced practice behaviors

Teaching Termination

Scholarships for Field Instructors
One-year scholarships to Hunter’s Ph.D. in Social Welfare Program are available to two field instructors each year who have been accepted by the Doctoral Program and who have instructed Hunter students for a minimum of three years. Interested field instructors are asked to contact the Doctoral Program office directly at (212) 452-7048.

FACULTY ADVISEMENT
The overall objectives of faculty advisement are to orient, evaluate, guide and assess student progress in all areas of the educational experience and to maintain close collaboration and consultation with the practicum agency. Advisors are knowledgeable about the program and assist students with course selection and registration. Faculty advisement also includes socialization for the profession, professional development, and career advisement. The advisor works collaboratively with the student, the field instructor, the educational coordinator, faculty members and the Office of Field Education to meet the educational objectives for the student, including achievement of core and advanced competencies and practice behaviors.

Advisors are expected to maintain ongoing contact with the field instructor in order to help her/him and the student to identify learning needs and educational resources and to foster the integration of field and classroom learning. Advisors are expected to arrange a meeting at the agency which should include the advisor, field instructor, student, and, if appropriate, the task supervisor. At times such meetings may occur at the School. Contact between advisor and field instructor, especially at mid-semester and the end of the semester is essential. An agency visit may be requested by the student or field instructor at any time.

Selection of Advisors
Faculty advisors may be full-time faculty members who are assigned to advisement as part of their
overall academic assignment. Most frequently, however, advisors are adjunct faculty who are chosen by the Director of Field Education for their specialized knowledge of agency-based practice in a particular practice method or field of practice. Adjunct faculty advisors who fulfill the field liaison component of the role must have the M.S.W. degree, agency-based post-M.S.W. experience, including experience in field instruction, and completion of the Seminar in Field Instruction. Advisors are assigned for the academic year.

Advisement Meetings
The faculty advisor is expected to meet with students on a monthly basis, in group sessions and individually at least once a semester. Advisors of OYR TFI students set a schedule of advisement meetings that is appropriate to the availability of students in the evening. Attendance at regularly scheduled group advisement sessions is mandatory.

Advisement includes content in the following areas:
Orientation
Prior to the start of the field practicum, incoming students meet in a group with the advisor. Students are oriented to the role of the advisor, and the student’s responsibilities to classroom instructors, field instructors, the advisor, and the field agency. The advisor is also charged with providing consultation regarding the enhancement of the ongoing educational experience to the practicum agency and field instructor.

Teaching (Integration)
The advisor has special responsibility for assisting students in understanding the connection of their major practice method to assignments in the practicum. The advisor is also charged with facilitating the use of resources to promote the process of professional development (through forming appropriate relationships with agency personnel, the field instructor and classroom instructors). The advisor works with both the student and the field instructor to aid in the student’s ability to integrate learning in the field with learning in the classroom in order to achieve competency standards.

Educational Consultation
The advisor focuses on ensuring that the agency is providing appropriate and timely learning opportunities, expanding the field experience to meet a student's special educational needs, dealing with impediments to a student's learning, and enriching the field experience, e.g., advocating for exposure to a more diverse clientele or a wider range of models for intervention. The advisor also assists the agency in understanding the School’s curriculum including the competency standards.

Evaluation
The advisor is responsible for the early and ongoing evaluation of the student’s field performance and achievement of the competency performance standards set forth by the School. Formal assessment at the middle and end of each semester involves the advisor's review of representative recordings (including journals, logs, and meeting analyses), and discussion with both student and field instructor. The field instructor and student jointly select samples of student recordings in which any client identification must be disguised. See also Evaluation of Agency Effectiveness and Evaluation of Advisors.
Administration
The faculty advisor plays a key role in placement planning for the second year practicum. Meeting with their first year students early in the spring semester, advisors assist them in identifying areas of interest and types of learning which they will pursue in the second year. The faculty advisor prepares an end of first year summary that will be sent to the second year practicum agency. In addition, the advisor is responsible for assisting students in course selection, evaluating transfer credits from other institutions, and writing final summaries (official school letters of reference) at the end of the second year and at the end of Time Frame II for the OYR student.

Intervention by the Advisor
When the field instructor indicates to the advisor that a student’s performance is problematic, the advisor has responsibility for coordinating a three-way conference with the student and the field instructor to discuss the situation and together revise the educational plan to appropriately address the student’s learning needs.

Practicum Grade
The advisor is responsible for the field practicum grade. The advisor reads the evaluation, consults with the field instructor and reviews assignments and recordings in order to determine the grade. If the student's performance at the end of the semester indicates a need for extension of the practicum, a grade of "Incomplete" is given. This grade may be changed to either "Credit" or "No Credit" upon completion of the extension period. "No Credit" situations necessitate referral to the Educational Review Committee at the School (see Educational Review Committee).

Requesting a Change in Advisor
In unusual cases, a student may request a change of advisor during the year. Students requesting a change of advisor should make the request in writing to the Director of Field Education. Requests for a change are considered when there is a serious problem or concern that can only be remedied by a change of advisor (see Student Handbook for details www.hunter.cuny.edu/socwork).

Evaluation of Advisors
At the end of each semester students complete a written evaluation of their advisors in order to assist the Office of Field Education in identifying the strengths and limitations of the advisement system, to facilitate improvements, and to give recognition to this component of faculty performance.

Evaluation of Agency Effectiveness
The faculty advisor plays a vital role in monitoring the effectiveness of the agency and the field instructor. Each advisor reviews all of their assigned agencies yearly in an Agency Evaluation form that is submitted to the Field Education and Advisement Office before the start of the second semester. If the advisor’s assessment of an agency changes in the second semester, the advisor should inform the Director. The advisor is expected to discuss any concerns about the effectiveness of the field instructor or any aspect of the agency’s practice that might lead the school to question its affiliation with the agency. At times, it may be necessary for the faculty advisor and the Director to meet with a field instructor or educational coordinator or agency director to address concerns and to suggest ways in which the agency or field instructor can become more effective.

Disaffiliation between the School and the Agency
If the advisor recommends discontinuance of affiliation with either a field instructor or a practicum agency, the advisor is responsible for discussing this appraisal with the field instructor and, where applicable, the agency’s Educational Coordinator. The first step is always to consider a plan for remedying problems; in extreme situations a decision to disaffiliate may be taken. Serious concerns that might lead to disaffiliation should always be discussed with the Director first.

Replacement of Students
Requests for replacement may be made by a student, field instructor, or faculty advisor. All parties should meet to discuss the request in a three-way meeting. If the request derives from an administrative issue in the practicum (e.g., the field instructor is leaving the agency) or failure of the original educational plan (e.g., the student has insufficient practice assignments) the Field Education Coordinator or the Director of Field Education will consult with the involved parties and make a decision regarding termination, replacement and extension of the practicum. When an extension is recommended, its length is determined by the faculty advisor in consultation with the new field instructor and is based upon educational criteria as well as the number of hours needed to fulfill the practicum requirement. If a student is not able to achieve core or advanced competencies and the field performance is rated as unacceptable or if the agency requests that the student leave, the issue is generally referred by the faculty advisor to the Educational Review Committee.

Occasionally, students do not receive credit in their practice class and cannot proceed in the practice sequence. Because of the School’s requirement of concurrence of practice method and practicum, these students must leave the field practicum (even if their performance in field is creditable).

Educational Review Committee
The Educational Review Committee provides formal review of questions about student performance in both class and field. The Committee is composed of faculty members, an administrative representative and students. The student whose performance is being reviewed may invite either a student or a faculty member to attend the meeting in the role of advocate.

In issues involving a student's practicum performance, student and advisor must meet with the Committee. The field instructor is expected to attend the Committee’s meeting also. The Committee reads statements prepared by the student, faculty advisor, and field instructor which must be submitted to the Committee Chairperson 72 hours prior to the scheduled meeting. The Committee does not review process recording or practicum evaluations.

At the convened meeting, there is opportunity for objective discussion of the identified issues. The Committee, which is knowledgeable about performance expectations, attempts to assess the nature of the difficulty and makes a binding recommendation for disposition. Possible recommendations include:

- the student continues in class and practicum with no changes; the student continues with conditions which may include a change in practicum assignment, field instructor and/or faculty advisor; a testing out period to be followed up with a progress report; an extension of time beyond the planned ending date for the practicum; a change in field placement; repetition of the year of field practicum; or termination from the program.
All decisions of the Educational Review Committee are final but subject to review in an appeals process. All procedures related to the Educational Review Committee are described in the Student Handbook on line at: www.hunter.cuny.edu/socwork.
EXPECTATIONS OF AGENCIES

The agency will select qualified staff to serve as field instructors. Field instructors must be competent and licensed to supervise within the particular scope of practice of the student’s assignment and have adequate time to carry out their educational functions.

As articulated in the licensing provisions of New York State’s Education Law, effective September 1, 2004, individuals within New York State must be licensed to practice either licensed master social work (LMSW) or licensed clinical social work (LCSW)*.

A field instructor who is supervising a student in the practice of licensed clinical social work (e.g., diagnosis and psychotherapy) must be licensed as an LCSW. Field instructors supervising students in the practice of licensed master social work (e.g., community organization, administration, certain types of social group work, and counseling) must be licensed as an LMSW.

Note: Exemptions are provided to individuals who were previously performing clinical social work services in agencies prior to licensure and who remain in the same title and responsibility with the same employer. Additionally, individuals in programs operated, regulated, funded, or approved by certain state and local government entities are exempt until January 1, 2010.

In order to provide for the educational needs of the student in the field practicum, the School expects that the agency and its administrators will accept and support arrangements for the field practicum made between the School’s coordinator and the agency’s designated educational coordinator. Other expectations include:

- The agency maintains policies and procedures that are consistent with those of the School including non-discrimination and sexual harassment policies (See Appendix for Statement of Nondiscrimination and Sexual Harassment Policy and Procedures).
- The agency maintains policies, procedures, and practices in accord with the NASW Code of Ethics and NASW Standards for Cultural Competence (see Appendix).
- The agency provides a program that has a clear purpose, sufficient stability, and a structure that enables it to carry out its mission and conveys this to the student.
- The agency is committed to evaluation of its practice and helps students to develop practice-informed research skills.
- The agency is committed to developing the competence of its staff and improving its services through means such as staff development, self-evaluation, and the establishment of professional personnel practices and policies.
- The agency agrees to treat all information about students as confidential, including evaluations.
- The agency provides a range of assignments on an on-going basis that are consistent with the objectives of the School, including practice opportunities that should enable students to acquire core and advanced practice behaviors.
The agency provides privacy and physical supports for a student to carry out their professional role and responsibilities including office and storage space, access to a telephone, and reimbursement for expenses incurred in the performance of assignments.

The agency will select qualified staff to serve as field instructors (See Criteria for Selection of Field Instructors) and provide them with adequate time to carry out educational functions (See also Expectations of Field Instructors).

In the event of student performance which does not achieve the standard for competence in the practicum, the School expects full participation of the agency in educational assessment and in the mechanisms established for review of problems in academic standing (See Educational Review Committee.)

The agency recognizes the importance of timely submission of a written practicum evaluation prepared by the field instructor for both the ongoing educational experience of the student and as a major reference for the faculty advisor assigned by the School in determining a grade for the practicum.

EXPECTATIONS OF FIELD INSTRUCTORS

The role of the field instructor is significant in the development of professionally competent graduates and careful consideration is given to their selection. Basic criteria include an M.S.W. degree, three years of post-master’s social work experience, a high level of professional competence, and licensure and current registration as either an LMSW or an LCSW or its equivalent (unless exempt by New York State Education Law, effective September 1, 2004 as noted above).

Additional criteria include the desire and ability to teach students, including the capacities for conceptualization and articulation of knowledge and assessment of competency, self-awareness and discipline to function as a professional role model, and adherence to the values, ethics, and standards for cultural competence of the profession. (See Appendices) Field instructors are asked to adhere to the following:

- If new to field instruction, readiness to fulfill the requirements of the Seminar in Field Instruction (See Section on SIFI).
- Familiarity with the educational philosophy of the School.
- Knowledge and skill in the student’s method concentration and additional practice methods, when applicable, and ability to teach and assess practice core and/or advanced competencies.
- Readiness to supervise a student’s practice throughout the period of the practicum.
- Preparation for a student’s entry into an agency, including selection and development of a beginning practice assignment for the student.
Orientation of the student to the agency’s policies, services, and the student’s responsibilities within it.

Engagement of the student in a learning process and establishment of clear expectations for the student’s participation in the process including the development of appropriate ongoing assignments designed to acquire core and advanced practice behaviors.

 Provision of regularly scheduled formal supervisory conferences of one and one-half hours’ duration weekly. Instructors are expected to be prepared for supervision by having read recordings, logs or journals prior to the meeting and to provide students with constructive comments on the materials. Concepts of adult learning should inform supervision. Topics for field instruction include both educational and administrative/task issues.

Development of an Educational Plan in the first six weeks of the semester, based on an educational assessment of the student. The Plan should include goals, teaching method, and range of learning opportunities for the student.

Participation in an ongoing evaluative process with the student which includes formal oral assessments at mid-semester and written evaluations at the end of each semester.

Collaboration with the assigned faculty advisor to enhance the student’s educational experience in the practicum.

Acknowledgement of the student’s status as an intern and identification of the student as such to agency personnel and clients.

Guidelines for Use of Task Supervision
Task supervision is defined as teaching in a specific area of the student’s learning. In general, task supervisors have expertise in an area pertinent to a student assignment. They may be qualified field instructors, other social workers, or members of other disciplines. In implementing a task supervisory plan, the following guidelines may be useful:

- The field instructor is expected to retain overall responsibility for administration of the student’s practicum and remain accountable for the quality of all teaching and for imparting basic information about the knowledge, skills and values of the social work profession.

- The field instructor should continue to meet with the student for one and one-half hour(s) per week, read the student’s recording, and maintain primary responsibility for evaluation of the student’s performance.

- Task or secondary supervisors generally meet regularly with students individually or in groups for one-half to one hour a week.
• It is important for the field instructor to maintain ongoing communication with the task supervisor to administer a student’s overall assignment and deal with issues that may arise in shared teaching.

• It is suggested that the student, field instructor and task supervisor meet to assure agreement on student assignments, goals, expectations, and assessment.

• The task supervisor may provide an oral evaluation at mid-semester about the student’s performance of the specific task. At the time of formal written evaluation at the end of each semester, the task supervisor may either confer with the field instructor and have his or her assessment included in the body of the field instructor’s evaluation, or prepare a separate statement to be appended to the field instructor’s evaluation.

• If the task supervisor is not a social worker, the field instructor should identify professional issues and differences between social work and other disciplines that require particular attention.

EXPECTATIONS OF STUDENTS

☒ Adherence to the values, ethics, and standards for cultural competence embodied in the *NASW Code of Ethics* and to the *NASW Standards for Cultural Competence* (See Appendices).

☒ Active and responsible participation in an ongoing learning process in the practicum, including the preparation of an agenda and timely presentation of required recordings, logs or journals. Availability for learning as evidenced by attention to time and attendance and standards for professional dress and behavior as required by the agency.

☒ Readiness to become a self-reflective learner and to be able to evaluate both use of self and the learning opportunities afforded by the agency.

☒ Accountable to the School and Agency for achieving learning goals, objectives, and core and advanced practice behaviors in the practicum.

☒ Adherence to the policies and procedures of the agency, expected to be consistent with the ethics, values, and standards of the profession.

☒ Accountable to the School and Agency for completion of hours required for the practicum (a minimum of either 600 or 900 hours yearly depending on program).

☒ Participation in the advisement process including attendance at regular meetings with the faculty advisor and presentation of recordings (logs, journals, etc.) to the advisor (and/or classroom teacher) as requested.
Maintenance of professional confidentiality in all of the student’s activities. Agency material being used for class assignments should be disguised. Audio and video tapes of practice can be used for teaching in the classroom only with written permission of clients and the agency (See section on Confidentiality).

It is the policy of the School and a professionally ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.

Confidentiality
Strict adherence to confidentiality is essential to ethical social work practice. The confidential nature of all information about clients or community members must be respected whether provided orally, in writing (such as a medical of agency record), or in an agency’s electronic information system. If placed in a hospital, medical or other similarly regulated setting, students must comply with all applicable Federal, State and local laws and regulations governing the confidentiality of patient information and medical records, including but not limited to HIPAA regulations. Access to recordings and the content in recordings needs to be considered in relation to protecting clients’ privacy. All information which could compromise the client’s confidentiality must be obliterated or disguised thoroughly in recording which will be viewed outside the agency by the faculty advisor or the classroom teacher. Under no circumstances should the name of a client appear on a recording that will leave the agency to be reviewed by the faculty advisor or be used in a classroom assignment (See also section on Confidentiality and Recordings).

Students with Disabilities
Students with disabilities are entitled to support services and reasonable accommodations in their academic work and in the field practicum if they register with the Office of Access Ability at Hunter College. Services vary and are highly individualized and may include: program adaptation, extensions on papers or other written work, registration assistance, note-takers or sign interpreters, specialized computer software, information on legal entitlements, counseling and support. Documentation of disability is required but is kept confidential. Reasonable accommodations consistent with the requirements of the field practicum can be implemented only for students who have registered.

PRACTICUM POLICIES

Days and Duration of Field Practicum
Student schedules in the field practicum are determined by the program in which they are enrolled. Students in the full time and Advanced Standing Programs spend a minimum of 600 hours in the field during each year in which a field practicum is required. Students in the One-Year Residence Program and the Dual Degree Program complete a 900 hour practicum in one academic year.
Students in the Full time and Advanced Standing Programs spend three days a week (21 hours) in practicum agencies during each year of the program: (1) First year students are in the field Monday, Wednesday and Friday; (2) Second year students are in the field Monday, Thursday, and either Tuesday or Wednesday.

**One-Year Residence and Dual Degree Program** students are in placement four days a week. The day in school for these students is determined by major practice method and area of practice: All OYR students are in class either Tuesday or Wednesday during the residence year.

**Practicum Hours, Policy about Absences, Religious Observance, and Vacations**

Regular attendance in the practicum agency is expected of all students. Chronic lateness (or leaving early) is unacceptable. Students must inform the agency of planned absences or lateness. Students are expected to make every effort to follow the dress code of the agency.

On their days in the practicum, students observe agency hours and the calendar followed by agency staff. Students follow the fieldwork calendar, depending on their program, for Thanksgiving, Winter or Spring recesses, and designated holidays. Students in the OYR Program and in the Bank Street Dual Degree Program generally follow their agency’s schedule. Students should not plan to take vacation time during the field practicum. (See Field Education Calendar in Appendix and on the website).

Students should be excused for the observance of major religious holidays that fall during the practicum. If absences due to religious observance cause the student to fall short of the practicum requirement, the student must make up the time in accord with the agency’s schedule.

**If absences for illness, religious observance or personal emergencies exceed three days during an academic year, the additional time should be made up in order to meet the practicum hour requirements.**

The School considers student participation on official committees such as the Curriculum Committee to be a part of the educational program and asks the Agency to release students who hold committee positions to attend such meetings, generally held once a month. Students are expected to discuss a plan for appropriate coverage of their responsibilities, with the field instructor, well in advance of the planned absence.

**Common Days**

Two or three days are set aside each semester for the student body and faculty to meet around issues of shared concern and interest. Students take the lead in preparing the program on Common Days. Meetings of the Faculty-Student Senate, student alliances, and the Board of Student Representatives are held on Common Days. Advisement is sometimes held on Common Days. Students in the two-year, accelerated, advanced standing, and dual degree programs should be excused from field practicum to attend Common Day with the recognition that plans need to be discussed in advance so that their absence does not interfere with professional agency and client responsibilities. If the Common Day falls on the OYR student’s day in school, the student is expected to attend Common Day activities.
**Labor Disputes in Agencies**
The School recognizes that employees may sometimes take job actions to force administrative compliance with demands. Since student safety may be jeopardized and the educational environment compromised, students in programs other than the OYR program are **NOT** permitted to continue the practicum under such circumstances. The School should be notified by agency personnel of pending work actions or interruptions in agency services. Students will be given substitute assignments by the Office of Field Education when the interruption in the practicum is prolonged. Students in the **One-Year Residence Program**, who are employed by their practicum agencies, should discuss their individual situations with the faculty advisor. Generally, employee status takes precedence over student status at such time.

**Guidelines for Home Visits**
The provision of effective service implies that students be prepared to undertake all activities necessary to understand a client’s life situation and to intervene appropriately toward a resolution. Home or community visits are important aspects of service provisions. The following guidelines are intended to insure that they continue to be utilized when indicated under reasonable safeguard:

- Students should consider visits between the hours of 9 AM and 4 PM.
- Visit with an escort or co-worker in high risk areas.
- Plan a route in advance. Use main streets for walking and stay away from entrances.
- In subway travel, enter the middle car of the train where the conductor is present.
- Consider meeting a client in a community meeting place (e.g., church, community center) if it is appropriate and also feasible for the client.
- If it is unsafe to enter a building alone, ask a community member or client to meet and accompany you.
- Carry official identification or a letter that establishes your status as an agency representative.
- Use care in carrying purses and avoid expensive jewelry.
- Use caution in entering empty elevators.
- In planning trips for client groups, arrangements should be made to have persons available to help in emergencies, (e.g., another worker).

**Transportation and Reimbursement**
Some agencies provide car service or escort service for home visits. Be sure to check the agency policy on transportation. Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the Director of Field Education. Students should not use their own vehicle to transport clients. Students may however, drive an agency owned vehicle if they have the appropriate license, agency approval, and appropriate insurance coverage.

**M.S. W. DEGREE PATHWAYS**
The Hunter College School of Social Work offers several pathways leading to the master of social work degree. The M.S.W. program is accredited by the Council on Social Work Education (See website: [www.cswe.org](http://www.cswe.org)). Note: No academic credit is given for life experience and previous work experience.
Full time Program
The Full time Program is available for students who can devote themselves to full-time academic and field study in social work. During the first year of the program, all students participate in a foundation curriculum which introduces them to the knowledge, values, processes, and skills essential for the practice of social work. During the second year of the Full time Program students are exposed to an advanced, specialized curriculum intended to prepare them for entry level master’s social work practice. Most full time students enter in the fall semester. A few students who can manage continuous matriculation of both field and class begin in January in an accelerated program which allows them to complete the program in 18 months. These students follow the same curriculum as other full time students.

Field Practicum Requirements in the Full time Program
The field curriculum for students in the two-year program consists of 1200 hours of agency-based practice, divided into two field placements of a minimum of 600 hours each, concurrent with coursework for a total of 12 credits. The first placement provides opportunities for students to apply learning acquired in the foundation classroom curriculum with recognition of a range of interventions to address problems in transactions among individuals and between people and their environments. Students are assured the opportunity to develop beginning skill in their chosen method as well as the opportunity to gain experience in one or more additional practice methods.

Specialization in the second or advanced year is achieved by placement in an agency offering primary practice opportunities in the major method. It is expected that the second year placement will provide a richer and more complex practice environment. Agencies with which the School is affiliated are generally able to provide a range of practice opportunities for all students. The school encourages agencies to provide opportunities for students to develop research assignments during the second and OYR field year.

One Year Residence Program
The One Year Residence Program (OYR) initiated in 1971 provides professional social work education for individuals with considerable experience in social agencies and who demonstrate commitment to their work and the profession. The program is open to applicants who meet all admission requirements and, additionally, have a minimum of two years of full-time, paid, post-baccalaureate employment in a social work position, in a social welfare agency.

The OYR Program has provided increased access to professional career ladders for many qualified baccalaureate level agency workers. Agencies have also used this program to retain valued staff and to help workers advance to leadership positions.

The program sustains the same requirements, educational challenges and demands as the Two-Year program. It is organized around three “time frames” made up of both part-time and full-time study. Time Frame I is completed in evening or day classes over two semesters and one summer. Most students complete this first frame in one year, earning at least 15 credits. In Time Frame II, the student attends classes one day a week and pursues a field practicum in the employing agency for days a week. The remaining credits are taken in the evening, in Time
Frame III. The program covers five semesters and two summers. OYR students are admitted in both Fall and Spring semesters.

Field Practicum Requirements for the OYR Program
The practicum for OYR students follows completion of 15 or more credits of course work and occurs during the second year of matriculation. The requirement for a single practicum is based on the student’s prior knowledge of social service organizations and delivery of social services on a pre-professional level. The current social agency employer agrees, prior to admission of the student, to provide an internship approved by the school.

Students in the OYR Program have a single practicum of 900 hours (four days a week) taken during their second or residence year in the master’s program, concurrent with one day of classes. Wherever educationally sound, OYR students fulfill practicum requirements in their employing agencies. The school requires a significant change in the focus of the student’s assignment. Supervision must be provided by a qualified field instructor who has not previously supervised the student. In addition, the field instructor cannot be the student’s current work supervisor.

OYR students are evaluated at the end of the first semester of their practicum by the same standards applied to students completing the foundation or first year practicum in the Two Year Program. At the end of the second semester of their practicum, OYR students are evaluated by the same standards applied to students completing the advanced or second year practicum in the Two Year Program.

Advanced Standing Program
The Advanced Standing Program is an intensive program for a limited number of outstanding students who have graduated from a CSWE (Council on Social Work Education) accredited baccalaureate social work program. Applicants must have received their undergraduate degree within the last five years, and must meet all other admission criteria for acceptance into the graduate social work program at Hunter including above average performance in their undergraduate social work major, and the attainment of core competencies as assessed by their Senior Year Field Instructor and Faculty Advisor. Applicants accepted into the program will be waived from some courses required in the first year of the MSW program. Hunter’s Advanced Standing Program begins in the summer, followed by one academic year of full-time study, including a three day a week field placement.

Field Practicum Requirements for the Advanced Standing Program
Advanced Standing students follow the curriculum for the second year of the Two Year Program. Students in the Advanced Standing Program complete a single 600 hour field practicum, selected and approved by the school. The practicum is concurrent with advanced practice method course work. Assignments are consistent with those provided to second year students in the Two Year Program.

Dual Degree Program: Hunter College School of Social Work and the Bank Street College of Education Infant and Parent Development Program
The **Dual Degree Program** is a three year program designed to prepare social workers to understand and work with the special needs and vulnerabilities of children from birth to age three and their families. The program prepares social workers for professional roles that combine both educational and clinical skills. The program design incorporates theoretical and practice aspects of each degree into a cohesive educational program.

**Field Practicum Requirements for the Dual Degree Program**

Both Hunter and Bank Street require a supervised field practicum. At Hunter, the practicum is 900 hours and is taken concurrently with the courses in the major method (Clinical Practice) sequence.

**CURRICULUM**

The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration. The program is a 60 credit masters comprised of 16 three credit courses and a requirement for field practicum designed to assure that students master the foundation practice and advanced practice behaviors. The curriculum is organized into content areas; each area includes one to three courses required for degree completion.

Each curriculum area provides essential elements to assure that students achieve competency. Students develop core/foundation knowledge and abilities in **Policy, Human Behavior and Ways of Knowing** in the first year of enrollment and develop core/foundation practice behaviors through essential Practice courses: **Social Work Practice Learning Lab** and beginning practice method. Research competencies are begun in the **Ways of Knowing** first year course, and strengthened in **two Research courses** in the second year.

Students are expected to master core practice behaviors by the end of their **first Field Practicum**. Most core competencies and practice behaviors are introduced in the first semester field experience, and extend through the second semester. In the second semester students are also introduced to advanced practice behaviors in their concentration, though mastery of advanced competency is not expected until the end of the second year practicum.

**Organization of the Curriculum**

- Human Behavior and the Social Environment
- Social Policy
- Social Work Ways of Knowing and Communicating
- Social Work Practice Learning Lab
- Research
- Methods Concentrations
- Professional Seminar
- Field Education
- Fields of Practice (to be instituted in 2009-2010)
Social Welfare Policy and Services
As a professional curriculum area, social welfare policy and services courses prepare students for leadership as practitioners, service providers, policy makers, and advocates in the nation’s increasingly complex social service system characterized by diverse populations, distinct delivery systems, emerging social problems, and unique policy domains. Building on their liberal arts background, students learn to think practically and analytically about social problems, social welfare policies, social services and programs. Additionally, they are exposed to policy analysis and policy research. Finally, they develop an understanding of the context of their work with individuals, groups, families, organizations, and communities, as well as the process of social change.

Human Behavior and the Social Environment
Human Behavior and the Social Environment (HBSE) is an on-going two-semester course that examines the person-in-situation matrix with a specific focus on human diversity. Broadly defined, diversity refers to variations in culture, social class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender. Critical social systems, contexts and institutions (individual, family, groups, communities, and organizations) define one axis of the forces that affect social functioning, while culturally-defined models of development across the human life span define the other axis. Underlying our understanding of this multi-dimensionality is the debate between biological determinism and social construction. The major task in this course is to explore and critically examine a broad range of classical and postmodern theories concerning the dynamic interaction among and between people and social environments. A third semester, HBSE III is a required course that provides a deeper exploration of human psychopathology - a complex term in itself - in an environmental context. In particular, the focus on differential assessments will be studied in relation to problem identification, diagnosis, social support, resources and service delivery.

The overall objective of HBSE is to promote a discourse that enhances our ability, as social workers, to make conceptual linkages between multiple explanatory formulations of the person-environment configuration, while paying specific attention to both social diversity and human development.

Ways of Knowing and Communicating and Research
All students are required to take a course from the Ways of Knowing and Communicating menu in their first semester of enrollment. Ways of Knowing courses build students’ capacity to acquire, appraise, analyze and integrate multiple sources of knowledge, communicate both orally and in writing, gain self awareness concerning the influence of personal biases in the appraising of knowledge and to use research evidence to inform practice. This is achieved through the study of a substantive content area and shared Ways of Knowing readings and assignments. In its inaugural year the Ways of Knowing course menu includes courses on early human development, criminal justice, immigrant experience, child welfare, social work and the arts, trauma, severe and persistent mental illness, domestic violence.

All students are required to take two semesters of Research, in their second year for Two-Year Accelerated, Advanced Standing and Bank Street Dual Degree students, and during Time Frame II for One-Year Residency students. During the first semester the research faculty teaches basic
research methodology in the context of problems social workers encounter in their practice. Students learn major research concepts including problem formulation, literature review, research design, definitions and measurement of variables and construction of research instruments. We emphasize the use of empirical research to inform practice and the development of knowledge derived from practice through both quantitative and qualitative methods. Our research curriculum emphasizes the potential for bias throughout all stages of the research process: problem identification, design, sampling, measurement, data analysis and interpretation of findings. Ethical concerns regarding research that involve human subjects are a central part of the course. All students take computer-based training in human subject research and receive a certificate demonstrating knowledge of vulnerable populations, confidentiality and anonymity, informed consent, deception, coercion and ethical responsibilities of researchers. The final assignment for the first semester is a research proposal appropriate for submission to the Institutional Review Board at Hunter College. The narrative section of the proposal includes a statement of the purpose of the study, selection of subjects and selection criteria, procedures, harms and benefits to subjects, and methods to protect anonymity or maintain confidentiality of subjects. For more information about the IRB process, please consult the following website: http://www.hunter.cuny.edu/irb/applying to the irb.htm. In some sections of the research course, the students conduct group projects; when students do design and conduct original research, the faculty help them relate to issues they confront in their field placements.

In the second semester of research, students implement original or group research projects. They collect original data and use those data to learn basic skills in data analysis and presentation. The major focus is to promote competence in both quantitative and qualitative analytic concepts and strategies. All students learn SPSS, a computer program for quantitative data analysis, and basic statistical tests. They also learn to analyze qualitative data from transcribed interviews, process recording or other narrative sources. Students present their research findings in poster presentations, formal research papers or other formats appropriate to their studies. It is expected that students will have a portion of time allocated in the field practicum in the second year and Time Frame II to implement their research projects. When possible, research projects should dovetail with the agency’s need for empirical information.

Illustrations of Integration of Student Assignments and Agency Research Needs

A labor union wanted to conduct a needs assessment of the housing and health needs of their retirees. The student-researcher designed a survey mailed to a random sample of retirees, analyzed the results, and prepared a report for the social service department.

A student working with difficult to engage clients conducted a single subject design study that focused on communications skills. This resulted in the student gaining clarity about the most effective skills for intervention and for monitoring progress.

A new program serving clients diagnosed with both mental illness and substance wanted a descriptive profile of clients served during the first six months of the program. The student-researcher designed a data transfer sheet and utilized agency records to gather demographic, social, and clinical history, and prepared a report for the agency.
A research class was interested in what sources professional social workers used to inform their practice. They designed a survey, mailed it to all field instructors, analyzed the findings, and developed a presentation for faculty and the field instructors. Some students conducted in-depth interviews with professional social workers about attitudes and barriers to using empirical research in their practice.

**Social Work Practice Learning Lab and Methods Concentrations**

**The Practice Learning Lab**

The purpose of this first year long course is to provide the foundation for social work practice required by practitioners in agencies that serve clients and communities in a multicultural urban setting. Students are grounded in the knowledge and skills needed to work with individuals, families, groups, organization. The foundation knowledge, values and skills of social work practice taught in this course are amplified in separate methods concentration courses in Clinical Practice with Individuals and Families, Group Work, Community Organization, Planning and Development, and Organizational Management and Leadership which begin in the second semester of enrollment. A central theme of the year long Practice Lab is that differential use of social work practice methods is determined by assessment of both the needs of clients or communities and the capability of agencies to deliver needed services. The course provides an essential foundation of knowledge, values, skills, and ethical imperatives for multicultural, agency-based practice.

**Clinical Practice with Individuals and Families**

**Group Work**

**Community Organization, Planning, and Development**

**Organizational Management and Leadership**

Each method concentration has identified distinctive practice behaviors that deepen competence in working with a focal client system using the theory, knowledge and skill sets of their concentration. To master advanced competency and the associated practice behaviors, students enroll in a three-course methods concentration sequence, beginning in the second semester of matriculation. Students begin to acquire advanced competency and master practice behaviors in a method at the same time they are beginning to solidify core competencies. Second year placements are typically in settings that are more complex and require more sophistication at point of entry. It is students’ field placement evaluations that is one of the primary assessment tools used to measure the mastery of practice behaviors that demonstrate competency.

**Clinical Practice with Individuals and Families**

Within the context of social agency practice, this practice method educates students to intervene with individuals, couples, families and in relevant social systems. Enhancing social functioning and protecting the right to a growth promoting environment are two important goals of this practice method. This practice method teaches assessment concepts of stress, vulnerability, and coping as well as client motivation, capacity, and opportunity. These concepts are located in a larger context of needs and resources. The knowledge base that informs this method highlights relevant biological, psychological and social variables that include environmental resources and
social factors such as race, culture, class, spirituality, gender, and sexual orientation which influence human behavior and social adaptation. Clinical practice introduces students to a range of interventions based on dynamic assessment as well issues of engagement, use of self in the relationship, and termination applied in a culturally relevant manner.

The clinical practice curriculum aims to integrate field practicum learning through class discussion and assignments. All assignments require students to apply concepts to their practicum experience. The curriculum includes three required sequential courses and electives related to practice with special problems, populations, and different modalities such as family or couples therapy. The three required courses include content on short-term and family focused work.

**Group Work**

The goal of the group work practice sequence is for students to gain the value base, knowledge, and skills for providing a wide spectrum of services to populations with diverse needs utilizing the group modality. More specifically, it is to prepare them for in-depth work with individuals in small groups formed around commonality of need or problem ranging from socialization to social action. The curriculum emphasizes group formation within a psycho-socio-political context and uses group-development theory as primary paradigm for shaping practice. As method, social group work is distinguished from many other forms of group work by virtue of (1) its strength-based orientation, (2) its duality of focus (group system as well as individual members), and (3) the centrality of mutual aid, common ground, and group purpose. The practitioner is understood as facilitator and mediator whose principal task it is to develop norms and catalyze process toward the development of psycho-social skill and meaningful personal and interpersonal problem solving. Four semesters of fieldwork expose students to a wide range of settings, populations, work purposes, and emerging technologies while three semesters of method courses offer theoretical premises, opportunities to develop in-depth knowledge and skill, and a rich repertory of examples for integrating theory and practice. Expectations around learning opportunities in the field for OYR students are generally the same as those for two-year students.

The group-work sequence also offers three electives:

- **SSW 734.** This course provides the opportunity to learn advanced practice which focuses on the use of structured activity in working with groups of all types and with individuals of all types and ages.
- **SSW 735.** This elective offers basic practice principles and skills in group work with diverse populations, and in some instances a focus on the use of method in a particular field of practice (such as child welfare or in mental health). Concurrent group work practice is highly recommended but not required.
- **SSW 736.** This advanced practice elective, builds on SSW735 and offers an opportunity to deepen knowledge and strengthen skill in group work. The class is conducted in a seminar format, with content developed according to class interest. It is open only to students who have taken SSW 735; concurrent group practice required.
**Community Organization, Planning, and Development**

The community organization and planning (COPD) curriculum develops student competence for professional community practice. As a social work practice method, it stresses the knowledge, skill and values in mobilizing people and resources to solve social problems and improve the quality of life for people in geographic (neighborhood) or functional (interest/issue) communities. It focuses on role development and conscious use of self, the principles of empowerment and self-determination, and a range of strategies and tactics to achieve social change goals. It emphasizes the concept of client/constituency involvement and a systems approach in addressing social issues and developing relevant services. Community organization and planning, is practiced in three arenas: organization/group development, planning/program development, and community education/leadership development. Assignments within and across these areas are targeted to increasing student responsibility for needs assessment/problem analysis, goal setting, programmatic/political interventions, collective client empowerment, and evaluation of the process and product of activities. Community organization practice intervention can be at the grassroots, collaboration/coalition and advocacy/policy levels depending on setting/auspice and social problem. Concepts such as power and conflict, social and economic justice, participation and consensus, tactical self-awareness, process and task are core in both the classroom and field. This practice method involves working with individuals and groups to develop their capacities to tackle salient issues in their own lives and communities as well as to meet human needs more broadly.

The **COPD** curriculum includes three sequential courses: **COPD I** focusing on theory, roles and strategies; **COPD II** on planning, community participation, and coalition and collaboration interventions; and **COPD III** on skills, strategies and techniques. Elective courses in grants writing, electoral activism and the political process, and community organization, planning and development courses for non-majors, are also offered.

**Organizational Management and Leadership**

The primary objective of this practice method is to educate students so that they will be able to assume a variety of management responsibilities including program management and planning, staff development, budgeting, fiscal and human resource management, program accountability, and supervision. The educational objectives are concerned with the development of knowledge and skill in technical, analytical, interpersonal, and political areas, as well as in helping students develop an understanding of the values and ethics which underlie the practice of social welfare administration.

During the course of the field practicum, students have field assignments in such areas as: (1) program development and planning including strategic planning; (2) employee relations; (3) staff development and training; (4) information processing/management and program evaluation; (5) supervision; and (6) fiscal management and budgeting. Supervision in the field agencies is provided by middle or executive level management, when possible. The first course in the major sequence **SSW 781 Organization Management and Leadership I** focuses on organizational analysis and managerial action based on the use of information and data. Students master the use of major theoretical and conceptual approaches to analyzing organizations and optimizing organizational success and apply these to the analysis of their own program and/or agency
through a series of organizational mapping assignments. The second course, **SSW 782 Organization Management and Leadership II** focuses on managing relationships both internal and external to the organization including human resources, board development and relationships, conflict resolution and mediation, public relations, community relationships, social marketing. This course assists students to acquire conflict resolution skills that are employed with both internal and external actors. In this course students produce a marketing plan with budget and materials for their agency. The final course, **SSW 783 Organization Management and Leadership III** focuses on students’ acquiring mastery in management practice behaviors including planning, strategic planning, technology needs assessment, and budget and fund development and budget management.

Students may also enroll in an elective in **Supervision** and for non-majors, an elective in **Administration**.

**Field of Practice Specialization**

The School of Social Work will institute field of practice specializations in 2009-2010 as an additional means of deepening learning and preparing students for advanced social work practice. Students currently may elect a field of practice specialization organized around a problem, population or institutional setting following completion of the foundation year.

The School has defined and recognizes five broad areas of specialization: **Children, Youth and Families; Gerontology; Health and Mental Health; Work, Employment and Rehabilitation; and Immigrants and Global Social Work**.

A field of practice specialization consists of enrollment in two courses, a research or professional seminar, and a field practicum that must be related to a selected field of practice. Students who elect to specialize in a field of practice must discuss this option with their faculty advisor in the year prior to specialization. Students who complete the requirements for a specialization in a field of practice will have this acknowledged in their final evaluation summary.

**Children Youth & Families**

The **Children, Youth & Families** specialization is for students interested in the developmental and special needs of children, youth and families; crises and disruptions in family life; family conflicts and violence; child guidance; child placement services; and family life education. It is understood that children, youth, and families are the typical clients of most fields of practice, but this specialization is defined by its particular service structure, its social and legislative sanctions, the population it serves, its specific policy debates, and its practices.

Range of Clientele: Anyone who is a family member. The presenting problems in the **Children, Youth & Families** field of practice specialization have a child or children within-a-family focus. Field practicum settings have a primary orientation towards providing services to children and adolescents in biological families, foster or adoptive families, group home settings, homeless or displaced families, immigrant or refugee families, lesbian or gay families, and families with serious health and mental health problems including child sexual abuse or substance abuse in families.
Typical Settings: **Children Youth & Families** field of practice specialization includes services addressed such as: family service agencies, child welfare services, child guidance clinics, school-based programs, family therapy programs, health/mental health (medical/psychiatric) centers, group care and residential treatment centers, multiple or neighborhood service centers, day care programs and family court.

**Gerontology**

The **Gerontology** field of practice specialization addresses adulthood across the life span. Content areas include parenting, intimacy, family relationships, intergenerational systems, employment, healthy aging, and death and dying and variations and problems associated with these content areas. Learning about how our diverse clientele deal with life challenges, successes, and obstacles are central concepts. Various curriculum areas and the field practicum combine to help students develop deeper knowledge, appreciation, and clinical skills of assessment and intervention with this population.

Field placements provide strong clinical practice opportunities across the various methods concentrations. Placements vary from those which provide a range of services to a variety of client needs to placements that are more specialized in their focus on population/problem. Likewise, students may choose from a range of courses that offer both breadth of learning and depth around specific problems and interventions.

**Health and Mental Health**

The goals of the **Health and Mental Health** specialization are to prepare social workers who can responsibly meet the changing needs of people faced with medical and psychiatric problems, and who can effectively advocate for quality health and mental health policies and practice in New York City. Students in this specialization generally have the opportunity to participate on a multi-disciplinary health care team to work with the range of client needs (illness to wellness) and the continuum of care (prevention to long-term care) required to meet those needs; to learn about public and private health/mental health care services in existing or alternative health care systems; and to participate in consumer and professional advocacy networks and organizations established to protect patients’ rights.

Health is viewed as the physical, emotional and social well-being of people while disease and diagnostic categories are not discreet or isolated entities but part of the bio-psychosocial environments of people. Health/mental health care workers need to be expert at examining and addressing conditions that impact on quality of life and cause illness by seeking ways to prevent, ameliorate or rehabilitate people wherever possible.

Field practicum settings in this specialization have an orientation toward providing health/mental health care in large hospitals, ambulatory care or primary care facilities, or hospital out-patient clinics, community-based clinics or day treatment programs, substance abuse treatment facilities, specialized nursing facilities for the chronically ill, aged, or those in need of intensive rehabilitation. Some settings focus on health education or advocacy for patients’ rights. Clients in these settings are highly diverse in presenting problems, age, race and ethnicity, gender, sexual orientation, national origin, social class and religion.
**Work, Employment and Rehabilitation**

The *Work, Employment and Rehabilitation* field of practice specialization underscores the importance of work, income and employment in our society, and in the lives of the clients we serve. Increasingly in this country “you are what you do” and therefore work issues are always central to our clients. Indeed, the theme of work covers the entire life span and offers opportunities for social work intervention with adults, older adults, adolescents, and their families.

Field placement will provide strong clinical practice opportunities and are primarily for casework and group work majors, although community organization planning and administration majors frequently can be accommodated. They are principally set in labor and management based Member Assistance Programs (MAP) and in management sponsored Employee Assistance Programs (EAP) under the auspices of hospitals, universities, trade unions, city agencies and external corporate providers. In addition, there are placement opportunities in manpower and employment agencies, welfare-to-work programs and vocational rehabilitation settings. These placements offer a particularly good opportunity for students wishing to consider EAPs (and workplace settings) for employment upon graduation. However, a work-based specialization prepares students as well with the skills they need for career success in all social work settings.

**Immigrants and Global Social Work**

*Immigrants and Global Social Work* focuses on advanced practice with people who are recent immigrants in search of community and identity as well as populations in other parts of the world who have connections to US populations. Students and faculty practicing and doing research in this specialization are engaged in conceptualizing practice in response to research focused on understanding ongoing global phenomena such as migration, immigration, refugee and asylum seekers.

**GUIDELINES FOR PRACTICE ASSIGNMENTS AND RECORDINGS**

The faculty in each practice sequence have articulated guidelines for the development of student assignments in the field which will enable students to develop knowledge and skills and gain core and advanced competencies consistent with the curriculum taught in the classroom. Guidelines for student recording in each practice method are provided to assist the field instructor. Students receive these guidelines at orientation. Field instructors are encouraged to consult with the faculty advisor or major practice method chairperson regarding these guidelines.

**Educational Plan**

On or before the sixth week of the first semester, each student and his/her field instructor should complete an *Educational Plan* and submit the signed plan to the faculty advisor (see Appendices). The Plan should describe the type of assignments, projected number of assignments (cases, groups, projects). In addition, the Plan will identify the manner in which competencies will be acquired, that is, how assignments will contribute to the student’s acquisition of practice behaviors as described in the *Field Practicum Evaluation* (see Appendices). The Plan should also identify anticipated challenges to learning or completing assignments that will have an impact on successful performance in the field.
**Educational Purpose of Student Recording**

Recording is an essential social work practice tool that furthers accountability in learning while enhancing social service delivery. Recording is an educational tool available to students and field instructors to be used purposefully with specific learning objectives in mind. Recording allows the student to demonstrate both core and advanced competence in many aspects of practice under the supervision of the field instructor. Recording is a method of communication between the student and field instructor and between the student and herself. The process of writing itself stimulates an internal dialogue. It reflects the full range of a student’s activities in the agency from telephone calls, collateral contacts, agency meetings as well as client/worker interactions.

There are some important educational goals for recording in field instruction: (1) to provide information which furthers the student’s understanding of client needs and available resources; (2) to provide written documentation which serves as a stimulus for reflective practice; (3) to provide information about the student as a practitioner and learner which is the basis for the educational assessment of competencies and learning plan; (4) to provide information about the student’s collaboration with other practitioners; (5) to provide content for teaching about communication within the profession, with other disciplines; (6) to provide content for teaching about ethics including privileged communication, informed consent and confidentiality; (7) to provide an opportunity for a student to learn systematic accountability for practice; (8) to provide materials for classroom teaching; and (9) to provide data for research purposes within agency policies.

Recording requirements and recording format varies with practice methods concentration and the nature of the student assignments. Recording requirements in terms of format and quantity vary according to the student’s educational needs and stage of development as a social worker, the agency’s accountability needs and service goals, and the social work program’s goals and objectives.

**Confidentiality in Recordings**

Strict adherence to confidentiality is essential in all recordings. Access to recordings and the content in recordings needs to be considered in relation to protecting clients’ privacy. All information which could compromise the client’s confidentiality must be obliterated or disguised thoroughly in recordings which will be viewed outside the agency by the faculty advisor or the classroom teacher. *Under no circumstances should the name of a client appear on a recording that will leave the agency to be reviewed by the faculty advisor or be used in a classroom assignment.* Furthermore, it is advisable to utilize a generic means of identifying the agency in which the client was seen (e.g., a large metropolitan hospital, a community based organization, a family service agency) when the material is brought outside the agency. Students should adhere to agency protocols and HIPAA regulations when working on agency documents. While the recording is a learning tool and is not part of the agency record or client record, it should be destroyed at the end of the academic year. Special arrangements may be made between the School and Agency for the use of recordings in teaching in the classroom.
**Agenda for Supervision**
Students should prepare an agenda that includes questions or topics for discussion in field instruction conferences about engagement, assessment, interventions, evaluation of practice as well as information about resources and general practice concerns or learning needs. The agenda is primarily student generated but field instructors can contribute additional topics for discussion.

**GUIDELINES FOR CLINICAL PRACTICE WITH INDIVIDUALS AND FAMILIES: ASSIGNMENTS AND RECORDINGS**

**Assignments**
Assignments for first year students may include, but should not be limited to developing competence in engagement, assessment, intervention, and evaluation. The student will have assignments that teach them about interventions with individuals, couples, and families using a variety of modalities such as intensive case management, crisis intervention, and other time-limited approaches. All assignments should have a social work therapeutic purpose (which could include advocating for client clients access to service, developing a service plan, and accessing concrete services for the client). Assignments should give students an opportunity to formulate a bio-psychosocial assessment and to use of the professional self purposefully toward a defined goal. Although we recognize that some agency intervention may involve case finding and outreach services, students need to have in person contact with clients and be assigned to some cases where they are exposed to the beginning, middle, and end issues of the worker-client relationship. Students may also be involved in performing intakes as part of their student workload. When fully engaged in the work, students should be spending a minimum of fifty percent of their time in direct client and collateral contact.

Building on the first year, assignments for second year students may increase in volume, but will also increase in complexity and in expanded use of professional self. Students will be presented with more challenging practice situations in the second year as well and will be able to deepen practice competence. In addition, second year assignments offer the student an opportunity to use a greater variety of frameworks such as psycho-dynamic, cognitive-behavioral, family systems, narrative, and play therapy approaches. Assignments should move students to work from an assessment base, to identify the complexity of variables influencing a situation and to use themselves purposefully in process toward mutually defined goals.

Assignments for students in the residency year of the OYR program should include both a beginning and an advanced focus. In the residency year, assignments should offer opportunities for students to apply their understanding of the many variables in clinical assessment and to increase self-awareness about their clinical interventions.

**Recordings**
Field instructors encourage meaningful recordings by students by taking the time to review their recordings and being prepared to discuss the student's questions and concerns which become the basis for the student's agenda for field instruction conferences. Field instruction conferences are enhanced in educational impact by advanced preparation. Ideally, conferences are based on previously submitted recordings and an agenda prepared by the student and shared with the field
instructor in advance. Conscious and unconscious screening of the content in recordings is inevitable. Communication needs to be as open as possible and screening content should be held to a minimum, but the specific selections highlighted and glaring omissions are indicative of how the student thinks about their own work, the expectations of the field instructor, and assumptions about good professional practice. Thus, recordings - omissions and selections - are a valid reflection of the student's practice and learning needs.

A certain amount of risk taking is inherent in recording one's work. Students are asked to "go on record" about aspects of their work, activities which may seem vague or confusing at times, and about which students may lack confidence. Field instructors can reduce the feeling of risk by communicating expectations clearly and specifically at various points in the learning process. Students should know why recordings are requested, and what the field instructor is looking for. Students need to understand that effective recording includes information about their behavior, thoughts, and feelings. Recordings can also assist the student in integrating theory with practice by having the student identify concepts that guide particular interventions.

**Variety of recording assignments**
Variations in recording assignments should assist students in moving through the learning process and reflect progress in reaching learning objectives. Initially students may be asked to record all activities until the middle of the first semester in the agency. For the second half of the semester, students might record only first meetings and difficult assignments. For on-going practice experiences, students might be asked to use summary recordings or critical incident recordings. The field instructor may exercise discretion in assigning the type of format and number of recordings according to the need for accountability or to meet particular learning needs of the students. Field instructors should consult the faculty advisor if there is a question about the use of a particular format or the quantity of recordings assigned. In general, two to three recordings per week will be assigned. If students are not being asked to do recordings they should raise a concern about this to the field instructor first and then to the faculty advisor. In the second year, students may play a greater role in determining the type of recording that meets their learning needs.

**Students are expected to continue the use of recordings in each semester they are in the field.**

**Guidelines for the format of recordings**
Recordings can appear in various formats from process recordings, summary recordings, critical incident recordings, records-of-service, bio-psychosocial assessments, audio and video tapes. Recording for casework is most useful if a wide margin is left on each page for relevant comments, questions, and reactions by student and field instructor, a kind of running dialogue about the interchange between intern and client. This is the place for students to raise their questions and concerns. The following are suggested forms the recording may take along with the advantages and disadvantages of each format. The list is by no means exhaustive. Aspects of different formats may be combined. The variations possible are limited only by one's imagination and educational needs. Templates for recording can be found in the Appendices and in the Guideline to Assignments and Recordings on the website: www.hunter.cuny.edu/socwork.
The following is a general guide for recordings with the basic elements that should be included no matter what format is used:

1. **Identifying Information** – Client age, gender, racial or ethnic identification, presenting problem(s) and session number. [Use pseudonym or client initials only]. This information represents the beginning of a psycho-social assessment.

2. **Purpose** - A general statement of why the client or group is being seen. Is there agreement on purpose by the client and the worker? Identify stage of the work, e.g., engagement, assessment or intervention.

3. **Objectives** - What are the specific goals for this session? This constitutes your plan or agenda and should be modified based on what your client brings to the session. How is the client contributing to a mutually defined contract?

4. **Dialogue/Content of Session** - Initially the more detailed the better so that you can look at the latent content of the client’s statements and how you are responding to the client’s narrative (i.e., cultural context, overt message, latent content/conflict, feelings, etc.). Also, include the non-verbal observations of the client or group member (i.e., appearance, seating, body language, speech, affect), in context with the dialogue. In verbatim recordings, the student is asked to recall and record as much as possible about the actual client/worker encounter, in sequence, if possible. Everything is to be included from beginning to end. "I said/she said." As you progress during the year and as your other activities increase-- larger caseload, case presentations, etc.-- you may need to write process on the beginning and the end of the session and any parts on which you need specific feedback. A final stage would be to summarize the session in a paragraph or so, noting the major themes, affects, and issues. Moving from a verbatim recording to a summary recording should be discussed with the field instructor.

5. **Observations** - Your impressions, thoughts and feelings about the session, and the nature of the interactions as you understand it from the client’s perspective (perhaps transference issues), your perspective (counter-transference issues), and interactional/relational issues, or description of group dynamic and interaction between members and leader and among members.

6. **Assessment/Analysis** - Identify stage of the work, e.g., pre-engagement, engagement, assessment, contracting, implementation of an intervention. What did you learn from the session that adds to your understanding of the client and the client’s bio-psycho-social situation? How has the client’s narrative changed your understanding of the presenting problem and how to develop an intervention? What were the major themes? What did you learn about a client’s ego functioning both in terms of areas of strength and areas of need? What did you learn about the clients’ social environment or social network in terms of stressors and supports, the impact of factors such as oppression, poverty, racism in the clients’ life? What concepts or theories did you apply? And what were the results--what worked and what didn’t given the socio-cultural context of the client's presenting problem(s) and underlying issues? Identify for groups, the stage of the work, e.g., beginnings, middles, ends.

7. **Questions** - What questions do you have about this interview that you would like to discuss with your field instructor? The discussion of these questions should help you identify the objectives for the next meeting.

8. **Evaluation and Next Steps/Plan for the Next Session** – What are your goals for the next meeting with the client? How will you advocate for and obtain services for the client(s)? How will you evaluate the efficacy of your planned interventions? Note: The plan can be amended after discussion and input from the field instructor.
**Summary Recordings** - Summarizes major themes and content of sessions, but provides details of selected interactions between the student and client system. It generally follows outline of structured recordings.

**Agenda** - Include questions or topics for discussion in field instruction conferences about recordings, assessment, intervention, resources and general practice concerns or learning needs. Primarily student generated but field instructors can contribute additional topics for discussion.

**GUIDELINES FOR GROUP WORK: ASSIGNMENTS AND RECORDINGS**

**Assignments**
To the end of helping students integrate theory and practice, it is essential that opportunities for group work be concurrent with classroom instruction; and it is expected that all group-work majors –two year students or OYR – will have at least three meaningful practice opportunities during the academic year. While it is not uncommon for students to “take over” ongoing groups, it is imperative that they be allowed and assisted to conceptualize, plan, and facilitate at least one group on their own. Groups may reflect a wide range of purposes and use a wide range of content, including activity.

Meaningful group-work opportunities include: beginning and ending with a group where the skills of recruitment, assessment, and evaluation begin with pre-planning; co-leadership of a group or taking over a group that already exists as long as they have the opportunity to carry out interventions and not simply “assist” another worker; and working with the same group on a long-term basis or at least for one semester. It is appropriate for time to be spent in the first semester of field work on developing a group that will be facilitated throughout the second semester; students must be able to complete process recording for the same small group beginning no later than January (and preferably earlier) in order to have content for the spring-term assignments.

In order to provide them with as comprehensive a learning experience as possible, students should be given time to work individually with group members as necessary and/or appropriate and some degree of participation in the organization’s routine administration is strongly encouraged, such as attending meetings and engaging in tasks that encourage either intra- or inter-agency collaboration, outreach, etc.

**Co-leadership**
Co-leadership can be a valuable learning tool, but to be effective it requires considerable time in both planning and evaluating group sessions and equal opportunity to intervene in and shape group process. Unfortunately, the common reality for students is that they are invited to observe a group facilitated by senior staff (often an existing group with well-established relationships and norms) and thus participate with unequal status and limited authority to either plan content or intervene either in the group process or on behalf of individual members. This kind of quasi co-leadership is of limited educational value and cannot represent the primary assignments for group-work majors.
Questions or Concerns
Any questions or difficulties in developing appropriate group-work assignments should be brought as quickly as possible to the student’s faculty advisor, who serves as a liaison between the classroom and the field and is in the best position to troubleshoot and/or seek further guidance from the student’s classroom instructor and/or the field office.

Recording
Group-work majors are required to engage in process recording and encouraged to share their recording periodically with their faculty advisors after receiving supervision from the field instructor. Ongoing process recording for at least one small client-based group is the basis for the primary classroom assignment in the spring term and is most effective for that purpose if it is written in script rather than in narrative form. Process recording of a group is essentially the same as recording for a case, i.e., a verbatim/chronological recounting of everything that was said and done in a group meeting. While it is very time consuming and labor intensive in its demand to recall many voices interacting in a short time span, it is invaluable in requiring students to constantly revisit their practice. If at all possible, therefore, students should be given opportunities to either record or make extensive notes immediately or shortly after the meeting being processed.

In a process recording the student sets down as best as s/he can remember exactly what occurred in a session from beginning to end, describing systematically and as comprehensively as possible all verbal and non-verbal behavior. Both the quality of participation and interaction among group members and lack of participation should be reflected. One hundred percent recall is obviously impossible and is not the aim of this learning tool. Rather, its aim is to provide a vehicle for revisiting, reviewing, and critiquing practice and for processing the substance, results, and implications of the meeting through personal reflection and supervisory input. A secondary gain of the assignment is heightened powers of observation as interactions at various levels become more keenly “seen.” The hindsight that occurs through retrospection leads to increased ability to exercise proactive professional skill.

Format for Group Work Recordings
Many different formats are possible, but some basic identifying information (e.g., the date of the meeting, members present/absent, new members, group name/type/purpose, and number/length of the session) should be always included. Where relevant pre-meeting contacts with individuals or sub-groups as well as collateral contacts with significant individuals from other systems (e.g., family, agency, community, etc.) can also be included but may be recorded in summary rather than verbatim format.

Regardless of actual format, the student’s reactions and critiques/reflections should be kept separate from the actual description of what took place in the group; this is often done by having the actual dialogue on the left side of the page and the student’s notations on the right side, a two-column format that also allows space for the field instructor’s comments and observations. It is also useful to request a summary paragraph at the very end with any new/further
insights/interpretations, general impressions/reactions to the meeting and ideas about a possible plan for the next meeting.

GUIDELINES FOR COMMUNITY ORGANIZATION, PLANNING AND DEVELOPMENT:

ASSIGNMENTS AND RECORDINGS
Field assignments should be developed by the field instructor, with input from the faculty advisor and student, and reviewed periodically as the year progresses. Where possible, assignments should be consonant with COPD course objectives.

COPD Assignments

I. Goals
Assignments will vary according to the type of setting or auspice; however, assignments should:

- reflect the range of tasks and functions characteristic of the organizing and planning component in professional social work practice, or of innovative practice in the area;
- be built on student learning needs, background and career interests;
- develop skills in interaction, analysis, constituency-building, program development, planning and advocacy;
- be consonant with consumer needs, agency service priorities, and staff expertise and support;
- provide opportunities for different levels of responsibility and difficulty, and principles of sequence and progression in learning;
- integrate to the extent possible, the objectives and assignments of the relevant CO & P course syllabi;
- provide opportunities to demonstrate the knowledge, skill and values identified on the CO & P section of the evaluation;
- where possible, utilize neighborhood-based settings, and direct work with clients and constituencies for first year and/or inexperienced students;
- where possible, utilize community collaborations, constituency empowerment, and political advocacy for second year and/or experienced students;
- incorporate the values and ethics of social work, especially as relevant to CO & P dilemmas and controversies; and
• embrace the centrality of multi-culturality, pluralism and diversity, and the complexity of addressing the “ISMs.”

II. Objectives
The objectives of COPD field assignments are to develop knowledge and skills in the following components of practice:

A. Organizational/Group Development for democratic collective action on social and community problems affecting health, well-being and life-chances; and advocacy for change or creation of laws, policies and programs to better meet human needs.

B. Planning/Program Development for involvement of professionals and service consumers/community constituencies in the coordination of existing services, as well as the development of new collaborative or agency programs and services to meet human needs.

C. Community Education/Leadership Development for the acquisition of human and legal rights, self-actualization, and self-determination, as well as social cohesion and community/client empowerment.

Specific assignments should be designed to include knowledge, skills and values identified on the evaluation rating scale. Assignments should be located in one or more of the following components:
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<tr>
<th>Organization/Group Development</th>
<th>Planning/Program Development</th>
<th>Community Education/Leadership Development</th>
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<td></td>
<td>technical assistance</td>
<td>information and referral services</td>
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<td></td>
<td>resource development</td>
<td>education/training (staff, consumers, volunteers)</td>
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<td>community needs assessment</td>
<td>workshopCONFERENCE development</td>
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<td>research, fact finding</td>
<td>communications development</td>
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<td>policy/legislative analysis</td>
<td>development</td>
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<td>committee staffing/task force work</td>
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<td>constituency development</td>
<td>(newsletters, media, speakers bureau)</td>
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<td>coalition-building</td>
<td>community outreach</td>
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<td>legislative advocacy (lobbying, testimony)</td>
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<td>Self-help/mutual support</td>
<td>interagency liaison/coordination proposal writing</td>
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<td>Groups</td>
<td>grantsmanship/fundraising</td>
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<td>organization-building</td>
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**III. Types of Settings**

The above community organization and planning assignments may be acquired in a wide variety of agencies and organizations, public and voluntary:

- Direct Service Social Agencies - providing treatment and rehabilitation
- Host (to social work) Agencies and Institutions - providing health, education and labor-related services
- Neighborhood-based Community Development Agencies and Organizations-focusing on prevention, education, socialization, access to rights and resources
- Planning Agencies and Organizations (local, state, regional) - providing service coordination, change, development; legislative initiatives
- Social Action/Advocacy/Political Organizations – seeking social/economic change, resource distribution, rights, consumer representation.
IV. Number and Length of Assignments:
• Students should have two to three substantial, specific, and varied assignments over the course of each year.

• At least one substantial assignment should be projected to last the academic year, or one semester at a minimum, for continuity and growth in learning.

• Assignments that end during the year (for example, conference planning completed with the event, or a tenants group that failed to get off the ground), should be replaced with another.

V. Level of Responsibility:
A. Depending upon student experience, expertise and interest, as well as considerations of organizational legitimacy, credibility and confidentiality, assignments may reflect a range of responsibility levels, with increasing responsibility over time.

1. Observation – example: attendance at agency board meetings;

2. Agency representation – example: representing the agency at a community board, task force or coalition meeting (s)

3. Assistant/team participation – example: assuming specific tasks with others in a group or project;

4. Co-leading – example: assuming substantial responsibility for major areas of work with One other staff person;

5. Primary responsibility – example: being in charge of initiating a major project or area of work.

B. All levels of student responsibility should be under staff supervision and direction.

C. Students should not be expected to initiate or to carry assignments in which there has been no prior staff attention or in which agency investment or support is minimal or which do not further student learning.

D. Students need to be helped to understand the role of administrative tasks in the service of a CO assignment; e.g., mailing lists, flyers, outreach. Distinctions need to be made between when the student is “pitching in” to help the agency and when the task is contributing to student learning. For example, an assignment to develop a “Resource Guide” needs to be conceptualized as more than a clerical/administrative task. Similarly, “Outreach” is a complex function. “Developing a Flyer” requires communication skills, cultural competency skills, the need to understand the target population; it includes issues related to motivation of clients/constituency, knowing the message that needs to be conveyed; the role of media; making connections with key influential people; identifying where, when, how and by whom the message needs to be conveyed; connecting aesthetic (creative) and organizing components (See Recording Requirements)
VI. Sequence and Progression of Learning:

A. Orientation to the field setting and movement into assignments usually takes longer in community organization than in other social work methods concentrations; also, it may take longer for first year than for second year students. CO assignments usually take longer to accomplish. They are often more complex in that they involve other staff, community members, and outside constituencies; moreover, the process of achieving the goal is (usually) as important as the product/task/outcome.

B. Number of assignments, level of responsibility, and difficulty should increase over the course of each year, and between first and second year. Students should have at least one assignment in which they have primary responsibility over the course of a year, beginning earlier in the year for second year and/or experienced students.

C. Assignments and settings should be selected so that beginning/inexperienced students are provided solid grounding in community-based issues and needs and modes of intervention. Direct contact with clients/consumers, analysis of community needs, and work with small groups or committees should be central to the first year student experience.

D. Strategic development, political sophistication, facility in multiple professional roles, work with interdisciplinary collaborations and inter-organizational coalitions should be included in the second year. Second year students are also expected to show greater initiative, self-direction and creativity. OYR students should advance from first to second year expectations by second semester.

E. Advanced standing students need carefully crafted assignments that allow components of first and second year COPD objectives.

COPD Recording
Field recording is an essential learning tool and is required to complete the field practicum for credit. There are four written field recording assignments used to assist in student learning and to monitor and help evaluate students progress in the field. All recordings are expected to be shared with the field instructor on a regular basis, and periodically with the faculty advisor. Field instructors may ask students to do additional written work as related to specific assignments. Guidelines for the recordings are provided below. Sample CO & P recordings are available from the Chair of the CO & P sequence and in the School’s library.

Assignment I: Logs
Students are expected to keep a log or journal in which they record key events, progress, problems, and reflections each week. These logs should be used as part of supervision with the field instructor. These, together with an agenda generated by the student, should be the framework for weekly supervision. Field instructors should provide written or oral feedback regularly. Periodically, faculty advisors should review selected recordings in order to assess their advisees’ progress in the field.
These logs should serve as a running account of the student’s primary community organization assignment as it evolves over the course of the year. Logs should start with a brief statement on assignment goals and objectives, student’s role, level of responsibility, and initial tasks. This statement should provide the foundation for Assignment II (see below). Then, on a consistent basis, describe what occurs: who was met with, tasks engaged in, etc. Weekly or biweekly, student should take stock: assess what has been accomplished in relation to assignment objectives, logical next steps, impediments or problems, progress or successes. The accumulation of the logs should serve as the foundation for Assignment IV each semester (see below).

**Assignment II: Beginning-of-Year Overview of Agency, Assignments and Learning Objectives - DUE: END OF OCTOBER**

Students should prepare a statement that should be reviewed or discussed with the field instructor, and then be given to the student’s advisor by the end of October. The statement should include:

1. Agency description (setting, purpose, clientele, funding, etc.).

2. Description of primary field assignments, including:
   
   a. Goals and objectives (short and long-range) for each; 
   b. Time frame - the amount of time per-week devoted to each assignment, projected length of the assignment (e.g., 2 months, 1 semester); 
   c. Initial tasks/steps regarding each assignment; 
   d. Scope of student’s responsibilities (primary worker, co-worker, observer, etc.).

3. Knowledge and skills student wants to attain from engaging in and completing the major assignments.

4. Questions, concerns, needs student may have in embarking on the assignment. This will allow the field instructor and/or advisor to intervene where appropriate.

At this point in the semester, the field instructor may want to review the field practicum evaluation form/rating scale with the student in order to understand the knowledge, skills and values that the student is expected to acquire during the year. (Note: Not every assignment can fulfill all learning competencies.)

**Assignment III: Two Meeting/Event/Activity Analyses – DUE: ONE BEFORE THANKSGIVING RECESS AND ONE BEFORE SPRING BREAK**

Using the **Guide for Meeting Analysis** below, the student should describe and analyze one meeting, event or activity of importance to the student’s primary organizing/planning assignment each semester. Use the content and questions to help guide and structure the written analysis. The outline can be used to report about additional meetings in logs or verbally in field supervision.

**Guide for Meeting Analysis**

A. **Identifying Data**
Name of organization; sponsor or agency; date of meeting; number of members; number in attendance; name of worker.

B. **Pre-Meeting** (include)
   1. Student's preparatory work (research or administrative tasks) for the meeting.
   2. Agency or community events that took place prior to the meeting which have bearing upon the meeting.
   3. Student's activity with individuals, sub-committees - relating to problems, decision-making, positions and strategies, etc. (see D)

C. **Purposes**
   Purposes of the meeting and primary content areas expected to be covered.

D. **Content of the Meeting**
   This section should be descriptive, rather than interpretive or evaluative. It should report on behaviors or actions which took place, and do so as specifically as possible. In each instance, the activities of the worker should be described. The meeting should be reported in chronological order.

   The following areas should be covered:
   1. Points, issues or problems that were raised.
   2. Decision-making - What decisions were made (or not made)? How?
   3. Positions and Strategies

   Once a position or issue was decided upon, what means or strategies were discussed or developed for proceeding on the issue? Was a goal and/or rationale indicated? Who participated in discussion? Indicate differences of opinion and/or conflicts that took place (regarding individual members, officers, outsiders, worker, etc.) What happened?

E. **Analysis of Meeting- Opinions or impressions regarding:**
   What motivated decision-making? Who seemed to have major influence? Possible consequences to group of its decision-making? What significant values were expressed? How were personal relationships and group alignments affected by the discussion? Indicate those activities revealing the group or organization's relation to its sponsoring agency, other organizations in the community, important people, significant groupings. What, if any, were the dangers or risks to the group in its pursuit of strategies. Conflict or potential conflict stemming from strategies? Community forces at work? What is your opinion about these?

   What problems, question, issues, value conflicts did the meeting raise for you? What role(s) (if any) did you play in the meeting? Were your objectives met? Why or why not? What worked well? What would you do differently?

F. **Follow Up and Predictions**
   What prediction would you make about the future course of the group or subsequent meetings? Any significant events after formal ending of meeting? Do you have any plans for follow-up on the meeting? What? Why?

**Assignment IV. Summary of Primary Organizing/Planning Assignment -**

44
**DUE: JANUARY 15 AND BEGINNING OF MAY**

Students are asked to analyze their major assignment in writing at the end of each semester. Both field instructor and advisor should receive a copy for review and comment. This written reflection should provide an opportunity to summarize the process and steps, and help students take stock, assess accomplishments, identify logical next steps, impediments/problems/issues. Students should use their logs to help construct this overview and analysis. First, at the end of the first semester, summarize the goal of the assignment along with accomplishments to date. Additionally, at the end of the assignment or at the end of the year, students should indicate its impact on the target and the agency, whether anyone else is continuing the assignment, and recommendations for how assignment should continue if relevant. Additionally, students should analyze:

**Role development:** how have you used yourself as a professional social worker to help achieve project objectives? What role(s) are you performing (e.g. enabler, technical assistant, coordinator, advocate, planner)? Are these roles clear, comfortable? to yourself? others? Discuss areas for improvement, tensions, and satisfactions, strains, ethical and political issues, as relevant;

**Strategy and Tactics:** what tactics and strategies are you employing? How are they working, and changing, developing overtime? (for example, to what extent are they becoming clearer and more congruent with group/community/ organizational effort? enhancing effectiveness?) What would you change, maintain, and why? and;

**Empowerment/Self-determination:** in what way(s) is your work fostering community/organizational growth (toward increased autonomy, independence, interdependence), the development of leadership and decision-making capabilities among clients or community residents? Discuss conflicts, constraints, and potential as these related to your assignment.

**ORGANIZATIONAL MANAGEMENT AND LEADERSHIP:**
**ASSIGNMENTS AND RECORDING**

**OML Assignments**
The agency and the assignments generated from its service objectives form the foundation for student practice. The Field Instruction Plan, in which goals, objectives, expectations, time lines are described, should be initiated by the student in draft form, then discussed, revised where necessary, and agreed to by the Field Instructor. At the conclusion of this process, a final copy should then be sent to the Faculty Advisor.

What follows are sample, suggested, task assignments for Administration students Field instructors are encouraged to augment them as necessary. Students should receive a variety of assignments in different areas. Some assignments may be short-term (e.g., one time only, or of a few days or weeks duration), others will be medium-term (two to three months in duration) and others may be long-term (one or two semesters).

This guide represents some of the particular kinds of assignments that the agency can provide for students specializing in Organizational Management and Leadership.
Types of Assignments

1. Supervision
   a. Supervision of volunteers
   b. Supervision of paraprofessionals
   c. Supervision of clerical, maintenance or other staff
   d. Other
   Comments: __________________________________________________________

2. Fiscal Management, Fund Development and Budgeting
   a. Assist in revising existing budget procedures
   b. Assist in financial management of current operations
   c. Assist in developing cost-benefit analysis procedures
   d. Assist in identifying funding streams and in fundraising campaign design and implementation
   Comments: ______________________________________________________

3. Staff Development and Training
   a. Assist in designing a staff development program for the agency
   b. Plan one or more training courses or institutes for staff
   c. Develop programmed instruction materials for staff orientation and training in one or more areas
   d. Modify or develop agency manuals
   Comments: ______________________________________________________

4. Information Processing and Quality Assurance
   a. Review existing agency information and decision-making systems
   b. Develop a design for more systematic information processing
   c. Assist in modification of procedures and instruments in one area of agency operations
   d. Aid in developing or revising an ongoing monitoring and evaluation of operations
   Comments: ______________________________________________________
5. Use of Information Technology
   a. Review existing use of computer technology, applications and I-Net usage
   b. Assess needs and possible uses of I-Net and computer applications
   c. Assist in developing agency webpage and other information technology resources
   d. Assist in developing a long term plan for computer and information technology capacity building
   Comments: ______________________________________________________

6. Employee Relations
   a. Review collective bargaining and other aspects of management employee relations to suggest problematic areas for this agency ________________
   b. Assist with and participate in some negotiation procedures with one or more staff groups ________________________________
   c. Develop proposals for bargaining, negotiation, etc. ______________________
   Comments: _____________________________________________________

7. Program Development and Planning
   a. Assessing community need ________________________________
   b. Evaluating agency’s ability to meet need _________________________
   c. Evaluating agency’s current program performance __________________________
   d. Designing program to meet need ________________________________
   e. Developing funding and support for programs designed __________________
   f. Developing marketing plan for program or agency initiatives __________
   Comments: _____________________________________________________

8. Interagency Community Collaboration
   a. Explore and assess opportunities and forums for interagency collaboration in key program areas __________________________
   b. Represent agency on interagency committee or community initiatives _________
   c. Staff current collaborative effort ______________________________________
   Comments: ______________________________________________________

9. Writing and Report Development
   a. Preparing reports ________________________________
   b. Preparing grant proposals __________________________

   Other types of assignments not included above which I can propose.
Recording for OML Majors
During the academic year students are expected to complete the following field recording assignments. These assignments must be reviewed by the student’s faculty advisor. Recording assignments help build reflective, strategic practitioners and increase the element of planfulness in the student’s work. Recordings are also an essential component of the field practicum and the evaluation of the student’s field performance. Timely, high quality completion of the assignments is one component of the grade for the field practicum.

A. Field Instruction Plan
By the second week in October, the student should prepare a field instruction plan for the first semester in consultation with the field instructor. The content should include:

1. A brief description of each of the major field assignments including the expected goals and outcomes for each assignment. A work plan and an estimated timetable in gantt or flow chart form of the major steps and activities to be undertaken. The key decision points in the assignment must be included.

2. An identification of the student’s own learning needs and objectives: what skills, knowledge, etc. he/she wants to acquire as a result of planning and/or implementing the assignments outlined in #1 above.

3. Identification of any special assistance and resources that the student needs in order to accomplish these assignments and/or any anticipated obstacles or limitations in carrying them out.

This document along with selected recordings should be made part of ongoing supervisory conferences with the field instructor at appropriate times during each semester.

B. Progress Assessments
In November, December, March, and April the student should develop a 1-2 page written assessment of the progress made on major assignments. Using the work plan developed for the Field Instruction Plan, the student should note the major accomplishments during the month and the match between what was planned and what actually occurred. The student should identify barriers to task completion and strategies developed to overcome these barriers. The student should describe work with the field instructor on this assignment during the month. The progress assessment should be submitted to the Faculty Advisor by the student.

C. Review of Accomplishments and Revision of Plan

First Week in February and First Week in May
1. A summary of accomplishments during the semester, both of task assignments and the student’s own learning objectives. If any major assignments were incomplete or were dropped, please explain.
February only
2. Describe the current status of your major assignments for the second semester, both those being continued and any new ones added. Review the expected goals and outcomes for each assignment. Include a work plan and estimated timetable in gantt or flow chart form of the major steps and activities to be undertaken and the key decision points for each assignment. For continuing assignments note and explain any changes in the work plan or timeline.

February only
3. An elaboration of student’s learning goals for this semester, that is, what knowledge, skills, and/or values the student wishes to acquire as a result of implementing the assignments described in #2 above (be specific).

February only
4. Identification of any special assistance or resources needed to accomplish concrete and learning objectives from the School or from the agency or other sources. Also specify any anticipated obstacles to their completion (or to accomplish stated goals).

May only
5. Reiteration of student’s learning goals for the year. What knowledge, skills did the student acquire as a result of the work? What areas of knowledge and skills does the student need to develop further in the future.

May only
6. Identify and discuss the field experience. What were the major learning experiences for the year?

D. One Meeting Analysis
Preferably of a group, committee, ad-hoc group, inter-organizational committee, board, etc. which the Student attended, staff or chaired as part of the field work assignments. The purpose for this assignment is to sharpen observation, group process and group task achievement skills. Submission date to be mutually agreed on with the Faculty Advisor.

Meeting Analysis Outline
Identifying Data
Name of group, committee, task force, board, etc., sponsor or agency, date of meeting, who called the meeting and method of notification, number of members (if on-going committee) or number of attendees expected, actual number of people attending, types of persons present and absent; stated purpose of meeting (attach agenda if any).

Pre-Meeting Activities
1. Student’s preparatory work (research or other tasks) for the meeting.

2. Agency or other events which took place prior to the meeting which have bearing upon the meeting.
Goals and Perceptions Prior to the Meeting
1. Goals of meeting including both (a) and (b) process goals.
2. Expectations regarding outcome.
3. Student’s goals of self including (a) task, (b) process goals and (c) anticipated student roles during meeting.

Events
Pre-Meeting Period
1. Describe anything pertinent that occurred prior to the beginning of the meeting (entry of first person).
2. Describe anything pertinent that occurred from the entry of the first person until the formal opening of the meeting (include student’s activity).

Meeting
1. Describe the substance of the discussion: who said what to whom, identifying the points, issues or problems that were raised.
2. Describe the role of the chairperson and his/her use of self in the meeting.
3. Describe the actions or decisions taken at the meeting (if any) and future plans noted explicitly at the meeting for the group.

Post-Meeting Period
Describe anything pertinent that occurred immediately following the formal close of the meeting (include student activity).

Analysis for Future Planning/Action
1. Interpretation of substantive results. Why did the actions or conclusions arrive or come about?
2. Describe the interaction patterns that took place at the meeting. Include items such as interaction roles, personal motivations of individuals, cliques, leadership patterns and group atmosphere.
3. Evaluate growth of leadership in the group as well as the group's capacity for solving the problems facing it.
4. Were the student's own goals for the meeting achieved? Did student play the role planned prior to the outset of the meeting? Why? or Why not?
5. What are the next steps which are indicated in planning with the group?

6. How were the student's feelings and attitudes involved in this situation? How did the student feel about specific individuals and the tasks at hand; elation, apprehension, fear, anxiety, frustration, etc.?

How did the student's feelings affect actions and the course of the meeting? Give some examples.

E. Critical Incident
During the spring semester the student should develop two brief reports, identifying a choice point in the major assignment or in another aspect of the field placement in which the student had a tough decision to make. Lay out the options, and discuss the implications of the various options. Describe the action taken, and the results of those actions.

One report should be submitted by the end of February, the second should be submitted at a time negotiated with the Faculty Advisor.

GUIDELINES FOR EVALUATION OF STUDENT PERFORMANCE

The evaluation of student performance for the M.S.W. degree is the culmination of a process which begins with placement of the student in the practicum agency and continues through the ongoing planning, orienting and teaching that takes place in the agency, in the supervisory relationship, in the classroom, and with the faculty advisor. The written evaluation should not be a surprise to the student.

Evaluation Workshop
At the mid-semester, all field instructors are invited to attend an Evaluation Workshop. The workshop is an opportunity for field instructors, whether new to the school or Experienced, to gain assistance in completing the competency based evaluation instrument.

Oral Evaluation
In mid-November and again in mid-March, evaluation materials are distributed to the field. Utilizing the evaluation instrument, field instructors should review in supervisory conference the competencies in each area of the evaluation. By reviewing the competencies, students will have a clear understanding of expectations prior to the written evaluation. The School expects that field instructors will hold oral evaluation conferences with students at the mid-point of both first and second semesters. The oral evaluation often coincides with the field visit of the advisor and can otherwise be an occasion for discussion between advisor and instructor.

Written Evaluation
The evaluation format is available on the School’s web site: www.hunter.cuny.edu/socwork and in the Field Practicum Manual (See Appendices).
The first semester written evaluation is due in early January; the second semester written evaluation is due at the end of the second semester (early May). The written evaluation should be the occasion for additional contact between faculty advisor and field instructor.

**Practicum Grade**
The faculty advisor has the sole responsibility for the practicum grade. The grade is based on the advisor’s review of the written evaluation, the field instructor’s recommendation, as well as the advisor’s review of student assignments and recordings.

**Field Practicum Evaluation**
The school employs a model of field practicum evaluation in which the field instructor rates the student on a 1-5 scale on competency-associated practice behaviors each semester of field practicum. The evaluation also includes descriptions of the student’s field work assignments, illustrative examples to support the competency rating, and a summary rating of student’s practice competency overall and in the student’s advanced concentration area. Because we expect students to progress in their mastery from core (foundational) practice behaviors to advanced methods practice behaviors, we use two different field practicum evaluation forms.

**Field Practicum Evaluation Form I** is used to assess core competency associated practice behaviors at the end of the first year for Two Year and Accelerated Program students and at the end of the first semester of the One Year Residency Program and Dual Degree Program students. It also includes assessment of beginning advanced methods practice behaviors because the advanced concentration begins for most students in their second semester of enrollment.

**Field Practicum Evaluation Form II** is used to assess core and advanced methods practice behaviors in the second year of field instruction for Two Year and Accelerated students, second semester for One Year Residency Program and Dual Degree Program students. This second evaluation highlights the advanced practice behaviors identified by each of the Method Concentrations. The student’s performance of core/foundational practice behaviors is also reassessed.

**INSTRUCTIONS FOR COMPLETING THE EVALUATION**

**The Evaluation Format**
The field evaluation (see Appendix) is based on student performance with respect to competency and associated practice behaviors grouped in three general areas: Development of Professional Values and Ethics, The Student as Learner, and Knowledge and Skills for Agency Based Practice, including competencies in each of the four practice methods concentrations as applicable to the student’s assignment.

**Description of Agency and Assignments**
The agency and the assignments that are generated by its service objectives are the foundation for student practice and evaluation. The field instructor should provide, in brief narrative form on page one of the evaluation form, information describing the planned learning opportunities of the practicum. The learning opportunities should follow from the Educational Plan submitted in October.
Rating Scale
The Rating Scale includes five evaluative options ranging from (1) Unacceptable Performance; (2) Needs Improvement to Achieve Standard; (3) Achieves Standard; (4) Standard Exceeded; and (5) Outstanding Performance. The instructor should use the rating No Significant Opportunity, if the student has not been observed or supervised in a particular area of practice. The field instructor is expected to rate students in every item on the evaluation unless there has been no significant opportunity for practice related to that item.

<table>
<thead>
<tr>
<th>0 No significant opportunity</th>
<th>2 Needs improvement</th>
<th>4 Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unacceptable</td>
<td>3 Achieves Standard</td>
<td>5 Outstanding Performance</td>
</tr>
</tbody>
</table>

Each item on the rating scale is stated in the form of a performance competency which, if achieved, will meet the standard in that area. The school expects students to achieve the standard by achieving the competency objectives on the rating scale. Thus a rating of (3) is the norm and is necessary as an overall rating if the student is to receive credit for the semester.

- Unacceptable Performance:
The student who fails in every way to achieve the competency should be rated (1).

- Needs Improvement (to achieve the standard)
The student who is attempting to achieve the competency, but is not yet achieving it at a satisfactory level should be rated Needs Improvement to Achieve Standard (2).

- Achieves Standard:
The student who achieves the standard is rated (3). This is the expectable rating for demonstration for an average level of skill.

- Exceeds the Standard
The student who exceeds the standard should be rated (4) and is recognized for better than expectable performance or skill.

- Outstanding Performance:
The student who is demonstrating outstanding performance is rated (5) and is recognized for exceptional achievement of the standard.

- The student’s performance should be rated for all relevant items in each of the areas of competence: Development of Professional Values and Ethics, Student as Learner, and Knowledge and Skills for Agency Based Practice.

Summary rating
After rating each individual item, the instructor should give a summary rating at the end of each category of the evaluation. The summary rating is based on an assessment of the student’s average performance on all of the items – there is some discretion in giving a summary rating. Not all items must be rated as (3) in order to receive a summary rating of (3), for example.
Descriptions
At the end of each of the major categories of the evaluation, in addition to providing a summary rating, the field instructor must provide a brief written description detailing how the student has demonstrated competence in one or more items in this area. Instructors should give an example from a direct observation, a process recording, or a discussion in supervision. Only one description is required for each summary area. The description section may be used to highlight a student’s outstanding performance or to provide evidence of a less than expectable performance rating. It may be used to explain unevenness in a student’s performance across the items in that category.

Overall Rating
At the end of the evaluation, the field instructor must provide an Overall Student Rating using the same scale (1-5) used previously in individual ratings and summary ratings.

Student’s Major Strengths in Learning and Directions and Goals for Student’s Future Learning. This section allows the field instructor to describe unique characteristics of the student’s learning and goals for the next semester or beyond. In consultation with the field instructor, the student is expected to contribute to the assessment of his/her learning and to develop objectives for future professional development.

Student’s Self-Evaluation of the Field Learning Experience
The student has the opportunity to rate their own participation and performance in one or more of the areas of competence and to write a brief narrative. Completion of this page gives the student an opportunity to provide feedback to the field instructor, the agency, and the advisor about the overall field practicum experience.

Signatures
The field instructor and the student are required to sign the last page of the evaluation. The student’s signature indicates that he/she has read and discussed the evaluation with the field instructor; signature by the student does not imply agreement with the contents of the evaluation.

EXAMPLES FOR COMPLETION OF THE RATING SCALE

1. Ratings within Areas of Competency
Within each area of competency, i.e., Student as Learner, Development of Professional Values and Ethics, and Knowledge and Skills for Agency Based Practice, there are a number of items to be rated. The field instructor can utilize the range of evaluative options from 0 to 5 on these items

<table>
<thead>
<tr>
<th>Capacity to recognize learning patterns, needs and goals in collaboration with the field instructor</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>☑️</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills</td>
<td>0</td>
<td>1</td>
<td>☑️</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Initiative in the evaluation of own practice effectiveness</td>
<td>0</td>
<td>☑️</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
2. Use of Unacceptable and Needs Improvement Ratings

The field instructor may rate the student’s performance as Unacceptable on an individual item within an area of competency, and give a summary rating of Achieved Standard for that area.

The field instructor may rate the student’s performance as Needs Improvement on one or more items within an area of competency, and give a summary rating of Achieved Standard for that area.

EXAMPLE (note circled ratings)

| Capacity to recognize learning patterns, needs and goals in collaboration with the field instructor | 0 | 1 | 2 | 3 | 4 | 5 |
| Initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills | 0 | 1 | 2 | 3 | 4 | 5 |
| Initiative in the evaluation of own practice effectiveness | 0 | 2 | 3 | 4 | 5 |

3. Summary Ratings for Each Area of Competency

SUMMARY FOR STUDENT AS LEARNER: (Please circle a rating for the student’s overall performance in this category.)

EXAMPLE (note circled ratings)

<table>
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<tr>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>

The Faculty Advisor must be contacted when: (1) the field instructor gives an Unacceptable summary rating of student performance in one or more areas of competency; or, (2) when the field instructor gives a Needs Improvement summary rating in one or more areas of competency.

4. Indications for contacting the Faculty Advisor

An Overall Student Rating of Outstanding Performance reflects an evaluation of superior student Performance and should be brought to the attention of the Faculty Advisor particularly if the Field Instructor wishes to recommend a grade of Honors.

An Overall Student Rating of Exceeds Standard reflects an evaluation of better than expectable performance.

An Overall Student Rating of Achieves Standard reflects an evaluation of expectable student performance and is necessary to achieve a grade of Credit.

An Overall Student Rating of Needs Improvement reflects an evaluation of student performance that is less than expectable. An assessment that the student needs improvement in all aspects of performance, in any semester, may reflect the need for a revised educational plan for the student, an extension of placement, or other accommodation. The Faculty Advisor must be immediately involved in discussion with the Field Instructor and the student if such an evaluation is contemplated.

An Overall Student Rating of Unacceptable is an indication of failure in the practicum, a grade of No Credit, and referral to the Educational Review Committee. The Faculty Advisor must be immediately involved in discussion with the Field Instructor and the student if such an evaluation is contemplated.
APPENDICES
# FIELD PRACTICUM EVALUATION

for

- Full time Program Students in Year #1
- OYR Program Time Frame II Students in First Semester
- Dual Degree/Bank Street Program Students in First Semester

**Student’s Name:** ________________________________

**Field Instructor:** ________________________________

**Field Practicum Agency:** ________________________________

**Faculty Advisor:** ________________________________

**CHECK ALL THAT APPLY TO STUDENT:**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Program</td>
<td>CPIF</td>
</tr>
<tr>
<td>Accelerated (Spring and Summer)</td>
<td>GW</td>
</tr>
<tr>
<td>OYR Time Frame II</td>
<td>COPD</td>
</tr>
<tr>
<td>OYR Time Frame II – Accelerated</td>
<td>OML</td>
</tr>
<tr>
<td>Bank Street Dual Degree</td>
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</tbody>
</table>
FIELD PRACTICUM EVALUATION GUIDELINES

1. Please provide a narrative describing the student’s learning opportunities in the agency (below).

2. Provide a rating for each item in the evaluation by circling the number that corresponds to your assessment of the student’s demonstrated competence in core and advanced practice behaviors.

3. Rate student performance in A, B, and C including the section for the student’s major method and additional methods, if applicable.

4. Provide an Overall Rating for the student’s performance, as indicated, at the end of each category. The overall rating for section C is found after the sections on each of the major methods.

5. Comments Sections: Please provide a brief description that demonstrates the student’s competence in each area. Include examples from a recording, a discussion in a supervisory session, or a direct observation of the student.

5. Provide an Overall Student Rating of performance and a narrative describing Student’s Major Strengths/Limitations and Directions and Goals for Future Learning.

6. Students are required to complete the final section of the evaluation entitled, Student Evaluation of the Field Learning Experience.

7. Students and field instructors are required to sign the evaluation to indicate that they have both read it.

8. Two copies of the evaluation should be sent to the Office of Field Education. The Field Office will send one copy to the advisor. The advisor will provide a grade for the field practicum based, in large part, on the written evaluation.

9. Any evaluation of student performance that does not achieve the standard (3) or above in the overall rating must be discussed with the faculty advisor immediately.

Note: In order for students to receive a grade of credit, they must earn a rating (3) or above in the “Overall Student Rating” at the end of the evaluation.

STUDENT LEARNING OPPORTUNITIES: Describe agency services, and summarize student assignments and additional educational experiences. Please note that the term “client” may refer to an individual, family, group, constituency, or entity with which the student is working. Use an additional page if necessary.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

FIRST FIELD EVALUATION.HCSSW
A. DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS
By the end of this semester the student demonstrates:

| an understanding of the NASW Code of Ethics and identification with the ethics of the profession | 0 | 1 | 2 | 3 | 4 | 5 |
| a shift from lay to professional values | 0 | 1 | 2 | 3 | 4 | 5 |
| respect for the worth and dignity of individuals who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development | 0 | 1 | 2 | 3 | 4 | 5 |
| commitment to address the service needs of oppressed and vulnerable populations towards the goal of promoting social and economic justice | 0 | 1 | 2 | 3 | 4 | 5 |
| identification of own values and biases and their potential impact on social work practice with diverse populations | 0 | 1 | 2 | 3 | 4 | 5 |
| understanding of the importance of ethical and responsible behavior in carrying out professional activities | 0 | 1 | 2 | 3 | 4 | 5 |
| respect for and ability to maintain confidentiality | 0 | 1 | 2 | 3 | 4 | 5 |
| acceptance of self-determination including client participation in decision-making | 0 | 1 | 2 | 3 | 4 | 5 |
| ability to recognize major ethical dilemmas in practice and make attempts to address them | 0 | 1 | 2 | 3 | 4 | 5 |

SUMMARY FOR DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS (Please circle a rating for the student’s overall performance in this category.)

| 1 | 2 | 3 | 4 | 5 |

COMMENTS: Please provide a brief description that demonstrates the student’s competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:
B. **THE STUDENT AS LEARNER**  
By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th>ability to engage in collaborative learning through the field instruction process</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>acceptance of support, instruction and constructive criticism from the field instructor to enhance practice skills</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>efforts to identify own learning patterns, needs and goals</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to analyze and reflect on practice</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>growth in self-awareness including recognition of strengths/limitations in meeting client/community needs</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to apply learning from field instruction to practice</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to make links between theory and practice</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to organize workload and to manage assignments in a reliable and productive manner</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to communicate clearly orally and in writing</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>appropriate and timely preparation of agency documentation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to use recordings or other learning tools to develop practice skills and knowledge</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to effectively use available learning opportunities and resources in the agency (e.g. in-service training, conferences, seminars and other staff)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**SUMMARY FOR STUDENT AS LEARNER:** (Please circle a rating for the student’s overall performance in this category.)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**COMMENTS:** Please provide a brief description that demonstrates the student’s competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:  
*Use an additional page if necessary*
<table>
<thead>
<tr>
<th>C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this semester the student demonstrates:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding of the agency’s mission, funding, policies, and procedures</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>understanding of the characteristics of the agency’s service population and its implications for service delivery</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>knowledge of relevant city, state, and federal social policies and programs that affect services to clients</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>identification of services and benefits available to clients</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>ability to advocate in clients’ behalf for needed services or benefits</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>recognition of agency’s strengths and limitations in meeting client and community needs</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>ability to differentiate among personal, professional, and organizational positions when representing the agency to clients, colleagues, and other members of the community</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>understanding of the impact of social and institutional oppression on client populations, social policies and programs, and professional social work relationships</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>Awareness of differences and similarities associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>ability to engage in culturally sensitive practice with diverse client populations</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>understanding of the biological, psychological, social, spiritual and environmental factors that influence human development and behavior</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>ability to gather facts and analyze problems</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>ability to develop a plan of intervention based on assessment</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>ability to differentiate personal needs from those of the client, group, organization or community</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>use of sound judgment in behavior with client, staff, and collateral contacts</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>ability to work under pressure, in crisis situations or emergencies</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>
### C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE (continued)

By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th></th>
<th>0 No significant opportunity</th>
<th>1 Unacceptable</th>
<th>2 Needs improvement</th>
<th>3 Achieves Standard</th>
<th>4 Exceeds Standard</th>
<th>5 Outstanding Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>active participation in collective work such as staff or team meetings, student seminars, committees, task forces, board, or community organizations</td>
<td></td>
<td></td>
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<tr>
<td>ability to monitor interventions through periodic evaluation of progress in reaching goals</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>ability to plan and implement termination with client and constituencies</td>
<td></td>
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</tr>
<tr>
<td>recognition of the importance of research and professional literature to inform social work practice</td>
<td></td>
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</tr>
<tr>
<td>ability to utilize information technology (e.g. computerized records, management information systems, word processing)</td>
<td></td>
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</tr>
</tbody>
</table>

Please provide a brief description that demonstrates the student's competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

*Rate performance only in the methods in which the student has practice opportunities:*

### 1. CLINICAL PRACTICE WITH INDIVIDUAL AND FAMILIES

By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th></th>
<th>0 No significant opportunity</th>
<th>1 Unacceptable</th>
<th>2 Needs improvement</th>
<th>3 Achieves Standard</th>
<th>4 Exceeds Standard</th>
<th>5 Outstanding Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability to connect a presenting problem with its biopsychosocial components</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>recognition of major client strengths and deficits</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>empathy and sensitivity in engaging a variety of client systems in professional helping relationships</td>
<td></td>
<td></td>
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<tr>
<td>ability to select and elicit pertinent information from clients that contributes to an understanding of the presenting problem and its context</td>
<td></td>
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</tr>
<tr>
<td>ability to establish mutual contracts with clients about the goals and terms of the work to be done and the responsibilities of all participants</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ability to develop and revise a plan of intervention based on an evolving assessment of a client’s need or problems</td>
<td></td>
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<tr>
<td>differential use of self in the stages of the helping process (beginnings, middles, and ends)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ability to intervene with the various client systems using agency services (individuals, pairs, and/or families)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ability to recognize a range of interventions in relation to goals for practice</td>
<td></td>
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</tr>
</tbody>
</table>
2. **GROUP WORK**

By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge of models of group work practice</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>understanding of the purpose of groups within the agency setting</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>understanding of stages of group development</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to identify group membership requirements and state the purpose and goals of a particular group to clients</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to lead or co-lead different kinds of groups</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>knowledge of group dynamics and their effect on individual behavior, sub-group formation, and problem-solving</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to relate client goals to specific group or programmatic activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to effectively plan and facilitate group meetings</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>awareness of group maintenance needs as well as task accomplishment</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please provide a brief description that demonstrates the student’s competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

3. **COMMUNITY ORGANIZATION, PLANNING AND DEVELOPMENT**

By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge of models of community organization and planning</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>understanding of major organizing roles and strategies</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to identify sources of political influence and power</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to conduct a community needs assessment</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>appreciation of the nature of power and decision-making within communities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to engage in negotiation, bargaining, and exchange</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to define problems and to consider a range of strategies to address them</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to plan and conduct meetings, conferences, campaigns and demonstrations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ability to work in coalitions and collaborations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Please provide a brief description that demonstrates the student’s competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

4. ORGANIZATIONAL MANAGEMENT AND LEADERSHIP
By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge of a range of social work roles and functions within the organization</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>capacity to develop and utilize effective channels of communication</td>
<td></td>
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<tr>
<td>ability to implement systems for carrying out ideas</td>
<td></td>
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<tr>
<td>ability to evaluate options and consider consequences in designing projects and programs</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>ability to develop work plans and timetables for administrative activities</td>
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<tr>
<td>ability to anticipate and draw upon resources for task completion</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ability to work collaboratively with groups and committees</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>development of managerial behaviors to mobilize others and to deal with resistance to task completion</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>ability to monitor and evaluate outcomes</td>
<td></td>
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</tr>
<tr>
<td>ability to recognize and attempt to use a variety of leadership styles</td>
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</tbody>
</table>

SUMMARY FOR KNOWLEDGE AND SKILLS FOR AGENCY-BASED WORK IN THE MAJOR METHOD
(Please circle an overall rating for the student’s performance in each category.)

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Please provide a brief description that demonstrates the student’s competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

0 No significant opportunity  2 Needs improvement  4 Exceeds Standard
1 Unacceptable              3 Achieves Standard      5 Outstanding Performance
**OVERALL STUDENT RATING:**

<p>| | | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**STUDENT’S MAJOR STRENGTHS/LIMITATIONS:**

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

**DIRECTIONS & GOALS FOR STUDENT’S FUTURE LEARNING:**

________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No significant opportunity</td>
<td>Unacceptable</td>
<td>Needs improvement</td>
<td>Satisfactory</td>
<td>Very good</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>
# STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE

How would you rate your participation in the learning process?

| 1 | 2 | 3 | 4 | 5 |

How would you rate your growth in the development of professional values and ethics?

| 1 | 2 | 3 | 4 | 5 |

How would you rate your growth in the development of knowledge and skills for agency-based practice?

| 1 | 2 | 3 | 4 | 5 |

How would you rate your overall learning experience?

| 1 | 2 | 3 | 4 | 5 |

**COMMENTS**: Use an additional page if necessary

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

Instructor’s signature: ___________________________ Date: __________________

Student’s signature: ___________________________ Date: __________________

Please return two copies of the evaluation to:

Office of Field Education  
Hunter College School of Social Work  
129 East 79th Street  
New York, NY 10075
**FIELD PRACTICUM EVALUATION**

for

- Full time Program Students in Year #2
- Accelerated Program Students in Year #2
- Advanced Standing Program Students
- OYR Program Time Frame II Students in Second Semester
- Dual Degree/Bank Street Program Students in Second Semester

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td></td>
</tr>
<tr>
<td>Field Practicum Agency:</td>
<td></td>
</tr>
<tr>
<td>Faculty Advisor:</td>
<td></td>
</tr>
</tbody>
</table>

CHECK ALL THAT APPLY TO STUDENT:

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER</td>
<td>TWO YEAR PROGRAM</td>
</tr>
<tr>
<td></td>
<td>ACCELERATED PROGRAM</td>
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<tr>
<td></td>
<td>OYR TIME FRAME II</td>
</tr>
<tr>
<td></td>
<td>OYR TIME FRAME II – Accelerated</td>
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<tr>
<td></td>
<td>BANK STREET DUAL DEGREE</td>
</tr>
<tr>
<td></td>
<td>ADVANCED STANDING</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td>CPIF  CLINICAL PRACTICE WITH INDIVIDUALS &amp; FAMILIES</td>
</tr>
<tr>
<td></td>
<td>GW   GROUPWORK</td>
</tr>
<tr>
<td></td>
<td>COPD  COMMUNITY ORGANIZATION, PLANNING &amp; DEVELOPMENT</td>
</tr>
<tr>
<td></td>
<td>OML   ORGANIZATIONAL MANAGEMENT &amp; LEADERSHIP</td>
</tr>
</tbody>
</table>
1. Please provide a narrative describing the student’s learning opportunities in the agency (below).
2. Provide a rating for each item in the evaluation by circling the number that corresponds to your assessment of the student’s demonstrated performance.
3. Rate student performance in A, B, and C including the section for the student’s major method and second method, if applicable.
4. Provide an Overall Rating for the student’s performance, as indicated, at the end of each category. The overall rating for section C is found after the sections on each of the major methods.
5. Provide a narrative in the Comments Section at the end of each category in order to individualize the student’s experience. Use an additional page if necessary.
6. Provide an Overall Student Rating of performance and a narrative describing Student’s Major Strengths/Limitations and Directions and Goals for Future Learning.
7. Students are required to complete the final section of the evaluation entitled, Student Evaluation of the Field Learning Experience.
8. Students and field instructors are required to sign the evaluation to indicate that they have both read it.
9. **Two copies of the evaluation should be sent to the Office of Field Education.** The Field Office will send one copy to the advisor. The advisor will provide a grade for the field practicum based, in large part, on the written evaluation.
10. Any evaluation of student performance that does not achieve the standard (3) or above must be discussed with the faculty advisor immediately.

**Note:** **In order for students to receive a grade of credit, they must earn a rating of (3) or above in the “Overall Student Rating” at the end of the evaluation.**

**STUDENT LEARNING OPPORTUNITIES:** Describe agency services, and summarize student assignments and additional educational experiences. Please note that the term “client” may refer to an individual, family, group, constituency, or entity with which the student is working. Use an additional page if necessary.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
SECOND FIELD EVALUATION.HCSSW
A. DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS

By the end of this semester the student demonstrates:

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<tbody>
<tr>
<td>commitment to and application of the values and ethics of the</td>
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<td>profession in practice</td>
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<td>integration of personal values with professional values</td>
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<td>ability to individualize clients who vary in cultural, religious,</td>
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<td>or ethnic affiliation; race; sexual orientation; gender identity;</td>
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<td>socioeconomic status; age; physical characteristics; and</td>
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<td>social/emotional development</td>
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<td>ability to address the service needs of oppressed and vulnerable</td>
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<td>initiative in monitoring own values and biases and their</td>
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<td>potential impact on social work practice with diverse</td>
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<td>populations</td>
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<td>ability to fulfill service roles with clients, other</td>
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<td>professionals, and community members in an ethical and</td>
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<td>responsible manner</td>
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<td>ability to apply ethical values and principles to complex</td>
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<td>practice situations involving, for example, the duty to warn,</td>
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<td>child welfare reporting, and informed consent</td>
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<td>ability to promote self-determination within the capacity and</td>
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<td>context of the client system</td>
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<td>ability to reflect upon and resolve ethical dilemmas in</td>
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<td>practice</td>
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</tbody>
</table>

SUMMARY FOR DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS (Please circle a rating for the student’s overall performance in this category.)

<table>
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<th>1</th>
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</thead>
</table>

COMMENTS: Use an additional page if necessary.
### B. THE STUDENT AS LEARNER

By the end of this semester the student demonstrates:

| capacity to recognize learning patterns, needs, and goals in collaboration with the field instructor | 0 | 1 | 2 | 3 | 4 | 5 |
| initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills | 0 | 1 | 2 | 3 | 4 | 5 |
| initiative in the evaluation of own practice effectiveness | 0 | 1 | 2 | 3 | 4 | 5 |
| selective application of theoretical concepts to practice | 0 | 1 | 2 | 3 | 4 | 5 |
| ability to think critically about practice approaches and decisions | 0 | 1 | 2 | 3 | 4 | 5 |
| efficient management of workload | 0 | 1 | 2 | 3 | 4 | 5 |
| clarity, coherence and persuasiveness in verbal and written communication | 0 | 1 | 2 | 3 | 4 | 5 |
| accountability in meeting expectations for documentation of practice | 0 | 1 | 2 | 3 | 4 | 5 |
| initiative in choice and use of recordings, assignments, and other learning tools to expand practice skills and knowledge | 0 | 1 | 2 | 3 | 4 | 5 |
| initiative in effectively using available learning opportunities and resources in the agency (e.g. in-service training, conferences, seminars and other staff) | 0 | 1 | 2 | 3 | 4 | 5 |
| commitment to and responsibility for ongoing professional development | 0 | 1 | 2 | 3 | 4 | 5 |

**SUMMARY FOR STUDENT AS LEARNER:** (Please circle a rating for the student’s overall performance in this category.)

| | 1 | 2 | 3 | 4 | 5 |
| | | | | | |

**COMMENTS:** *Use an additional page if necessary.*
### C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE

By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th>Skill Description</th>
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<tbody>
<tr>
<td>Ability to utilize knowledge of the agency’s mission, funding, policies and procedures in the service of clients</td>
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<tr>
<td>Skill in working with a range of client populations and in a variety of community contexts</td>
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<tr>
<td>Ability to critically evaluate relevant city, state, and federal social policies and programs that govern service delivery</td>
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<tr>
<td>Initiative in advocating for clients/constituencies for needed services or benefits</td>
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<td>Ability to critically evaluate own and agency’s strengths and limitations in meeting client and community needs</td>
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<tr>
<td>Capacity to effectively represent the agency in a professional manner to clients, colleagues, and other members of the community</td>
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<td>Ability to consciously apply concepts and theories to practice</td>
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<td>Ability to gather facts, analyze problems, and plan interventions based on a comprehensive assessment</td>
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<td>The ability to assess the biological, psychological, social, spiritual and environmental factors that influence human development and behavior</td>
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<tr>
<td>Incorporation into practice of the ways in which social and institutional oppression impacts on client populations, social policies and programs, and professional social work relationships</td>
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<tr>
<td>The ability to individualize practice with respect to differences and similarities associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities</td>
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<tr>
<td>Sound judgment in behavior with clients/constituencies, staff, and collaterals contacts</td>
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<td>Self-awareness and professional use of self</td>
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<tr>
<td>Ability to work under pressure, in crisis situations or emergencies</td>
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<tr>
<td>Ability to carry out a range of social work roles and use differential approaches to meeting client needs</td>
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</table>
C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE (continued)
By the end of this semester the student demonstrates:

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>ability to engage in collaborative work with agency staff, other</td>
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<tr>
<td>professionals, and the broader community</td>
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<td>ability to evaluate and modify effectiveness of interventions in</td>
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<td>practice</td>
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<tr>
<td>ability to engage client systems in the process of termination,</td>
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<td>including methods for maintaining gains and access to needed</td>
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<td>resources</td>
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<td>ability to plan, conduct and utilize research to inform</td>
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<td>social work practice</td>
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<td>ability to utilize information technology (e.g. computerized records,</td>
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<td>management information systems, word processing)</td>
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Rate performance only in areas in which the student has practice opportunities.

1. CLINICAL PRACTICE WITH INDIVIDUALS AND FAMILIES
By the end of this semester the student demonstrates:

<table>
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<th>Skill</th>
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<tr>
<td>differential use of self in engaging a variety of client systems in</td>
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<td>professional helping relationships</td>
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<td>ability to formulate dynamic assessments based on an understanding</td>
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<td>of the presenting problem and its biopsychosocial components</td>
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<td>ability to apply a range of theories and models of therapeutic</td>
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<td>interventions (e.g. psychodynamic, family systems, and</td>
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<td>cognitive-behavioral perspectives)</td>
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<td>ability to apply family-centered approaches in assessment and</td>
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<td>intervention</td>
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<td>ability to apply the principles of differential assessment of</td>
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<td>individuals, families, pairs, and groups</td>
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<td>ability to establish and implement contracts with clients specifying</td>
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<td>goals and terms of the work to be done and the responsibilities of</td>
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<td>all participants</td>
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<td>ability to reflect on use of self throughout the casework process</td>
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<td>(beginnings, middles, and ends)</td>
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<td>ability to recognize affective content, underlying messages and</td>
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<td>themes embedded in the client’s presentation</td>
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<td>ability to utilize a range of interventive skills in relation to</td>
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<td>time frames and goals for practice</td>
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2. **GROUP WORK**  
By the end of this semester the student demonstrates:

<table>
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<tr>
<th>Skill Description</th>
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<tbody>
<tr>
<td>Ability to utilize a range of models of group work practice</td>
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<tr>
<td>Initiative in determining and establishing groups to meet diverse client needs</td>
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<tr>
<td>Skill in recruitment and group formation</td>
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<td>Ability to contract around the stated purpose and mutual goals of a particular group</td>
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<tr>
<td>Skill in facilitating movement through the stages of group development</td>
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<td>Sensitivity to the needs and roles of individuals in groups and the impact of group dynamics on individual behavior</td>
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<tr>
<td>Ability to facilitate group problem-solving and decision-making</td>
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<td>Ability to negotiate the co-leadership role in groups</td>
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<tr>
<td>Ability to maintain group cohesion while dealing with disruptive behaviors or challenges to group process</td>
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3. **COMMUNITY ORGANIZATION, PLANNING & DEVELOPMENT**  
By the end of this semester the student demonstrates:

<table>
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<tr>
<th>Skill Description</th>
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<tbody>
<tr>
<td>Ability to utilize a range of models of community organization and planning</td>
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<tr>
<td>Ability to utilize major organizing roles, strategies, and tactics</td>
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<tr>
<td>Ability to influence the political process, e.g., engaging in lobbying, advocacy, and educational campaigns</td>
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<td>Ability to assess agency and community needs and develop programs to address needs</td>
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<tr>
<td>Tactical flexibility and creativity in developing strategies for action</td>
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<tr>
<td>Ability to identify and constructively use conflict</td>
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<tr>
<td>Skill in delegating, coordinating and fostering leadership</td>
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<tr>
<td>Initiative in planning meetings, programs, conferences, and demonstrations and implementing stages of the planning process</td>
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<tr>
<td>Ability to participate in and/or lead formal/informal coalitions and collaborations</td>
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</table>
4. **ORGANIZATIONAL MANAGEMENT AND LEADERSHIP**  
By the end of this semester the student demonstrates:

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<tbody>
<tr>
<td>appropriate use of self in relation to the agency's organizational structure and individual staff functions</td>
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<td>effective communication and handling of conflicts</td>
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<tr>
<td>ability to initiate and maintain systems for implementing ideas</td>
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<td>skill in assessing available information, including budgets, for planning</td>
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<td>initiative in analyzing and designing program components</td>
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<td>skill in utilizing management information technology</td>
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<td>capacity to coordinate activities, develop leadership, and delegate tasks in working with staff, committees, or coalitions</td>
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<td>ability to overcome staff or organizational resistance to task completion</td>
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<td>ability to monitor and evaluate outcomes and determine alternative strategies</td>
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<tr>
<td>capacity to strategically utilize self and a variety of leadership styles to mobilize others</td>
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**SUMMARY FOR KNOWLEDGE AND SKILLS FOR AGENCY-BASED WORK IN THE MAJOR METHOD**  
(Please circle an overall rating for the student’s performance in each category.)

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</thead>
</table>

**COMMENTS:** *Use an additional page if necessary*
<table>
<thead>
<tr>
<th>0</th>
<th>No significant opportunity</th>
<th>2</th>
<th>Needs improvement</th>
<th>4</th>
<th>Very good</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>3</td>
<td>Satisfactory</td>
<td>5</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**OVERALL STUDENT RATING:**

| 1 | 2 | 3 | 4 | 5 |

**STUDENT’S MAJOR STRENGTHS/LIMITATIONS:**

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**DIRECTIONS & GOALS FOR STUDENT’S FUTURE LEARNING:**

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SECOND FIELD EVALUATION.HCSSW
<table>
<thead>
<tr>
<th>0</th>
<th>No significant opportunity</th>
<th>2</th>
<th>Needs improvement</th>
<th>4</th>
<th>Very good</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>3</td>
<td>Satisfactory</td>
<td>5</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

**STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE**

How would you rate your participation in the learning process?

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<thead>
<tr>
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<th>4</th>
<th>5</th>
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</table>

How would you rate your growth in the development of professional values and ethics?

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<th>5</th>
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</thead>
</table>

How would you rate your growth in the development of knowledge and skills for agency-based practice?

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<th>4</th>
<th>5</th>
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</table>

How would you rate your overall learning experience?

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<th>4</th>
<th>5</th>
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</thead>
</table>

**COMMENTS:** *Use an additional page if necessary.*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Instructor’s signature: ___________________________ Date: __________

Student’s signature: ___________________________ Date: __________

Please return two copies of the evaluation to:

Office of Field Education
Hunter College School of Social Work
129 East 79th Street
New York, NY 10075
EDUCATIONAL PLAN
2009-2010
The Educational Plan, developed by the field instructor and the student, will be submitted to the faculty advisor. It is a description of the work plan for the year. The student, field instructor, and faculty advisor can then review and revise the plan as necessary. This form can be completed by going to the website: www.hunter.cuny.edu/socwork clicking on Field Practicum and then Forms.

Student Name

Field Year (1st) (2nd) ASP ACCL OYR Bank Street

Major Method CPIF GW COPD OML

Agency

Field Instructor

Faculty Advisor

Assignments: Describe in a brief paragraph the types of assignments* (cases - individual, family, children, adults); (groups - type, number of groups, typical number of group members). Describe types of clients and interventions, expected duration of assignments (short-term, semester long, year long). Indicate how this will change (increase, expand) by the end of the semester.

COPD and OML students will find required assignments in the Guidelines to Assignments and Recordings and in the Field Practicum Manual.

Competencies and Learning Goals: Indicate how assignments will give the student an opportunity to learn and demonstrate the social work competencies and core/foundational and advanced practice behaviors (engagement, assessment, intervention, and evaluation). A list of competencies can be found in the Appendices to the Field Practicum Manual.

Professional development activities: Please indicate nature of activities and student’s role (e.g., staff meetings, in-service training, etc.)

Supervision: An hour and a half weekly of supervision is expected unless the student is receiving both individual and group supervision. Describe any variations in supervisory conferences as well as the use of task supervision, if applicable, and note the name and discipline of the task supervisor.

Recordings: Describe the type of recordings that will be used, following the guidelines in the Field Practicum Manual; how will recordings be used in supervision?

Work Schedule: What are the student’s hours and days in placement? What are the field instructor’s hours at the agency? What arrangements are made if the student has missed placement hours?

Please sign and return directly to the Faculty Advisor on or before October 19th 2009. The Educational Plan will form the basis for further discussions about the student’s learning opportunities, achievement of practice competencies, and progress in the field placement.

Student:

Field Instructor:

Date
## Social Work Competencies and Associated Core/Foundational Practice Behaviors

### 2.1.1 Identify as a professional social worker and conduct oneself accordingly

A. advocate for client access to the services of social work;  
B. practice personal reflection and self-correction to assure continual professional development  
C. attend to professional roles and boundaries  
D. demonstrate professional demeanor in behavior, appearance, and communication  
E. engage in lifelong learning  
F. use supervision and consultation

### 2.1.2 Apply social work ethical principles to guide professional practice

A. recognize and manage personal values in a way that allows professional values to guide practice  
B. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principle  
C. tolerate ambiguity in resolving ethical conflicts  
D. apply strategies of ethical reasoning to arrive at principled decisions.

### 2.1.3 Apply critical thinking to inform and communicate professional judgments

A. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
B. analyze models of assessment, prevention, intervention, and evaluation  
C. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### 2.1.4 Engage diversity and difference in practice

A. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  
B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;  
C. recognize and communicate their understanding of the importance of difference in shaping life experiences;  
D. view themselves as learners and engage those with whom they work as informants.

### 2.1.5 Advance human rights and social and economic justice.

A. understand the forms and mechanisms of oppression and discrimination  
B. advocate for human rights and social and economic justice  
C. Engage in practices that advance social and economic justice

### 2.1.6 Engage in research-informed practice and practice-informed research

A. use practice experience to inform scientific inquiry  
B. use research evidence to inform practice

### 2.1.7 Apply knowledge of human behavior and the social environment.

A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;  
B. critique and apply knowledge to understand person and environment
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

A. analyze, formulate, and advocate for policies that advance social well-being
B. collaborate with colleagues and clients for effective policy action

2.1.9 Respond to contexts that shape practice.

A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10 (a) Engagement

A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
B. use empathy and other interpersonal skills;
C. develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b)—Assessment

A. collect, organize, and interpret client data
B. assess client strengths and limitations
C. develop mutually agreed-on intervention goals and objectives
D. select appropriate intervention strategies

2.1.10(c)—Intervention

A. initiate actions to achieve organizational goals;
B. implement prevention interventions that enhance client capacities
C. help clients resolve problems
D. negotiate, mediate, and advocate for clients
E. facilitate transitions and endings

2.1.10(d)—Evaluation

A. Social workers critically analyze, monitor, and evaluate interventions
## Advanced Practice Behaviors in Clinical Practice with Individuals and Families

### Preparation and Engagement

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Engage diverse client populations (e.g. gender, race/ethnicity, sexual orientation, age, involuntary clients) in practice with individuals and families</td>
</tr>
<tr>
<td>2</td>
<td>Make emotional connection with clients via verbal articulation of clients' thoughts and feelings underlying their “resistant” behavior in the helping process.</td>
</tr>
<tr>
<td>3</td>
<td>Elicit clients' input in their perception of problems and solutions to the problems.</td>
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</table>

### Assessment

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<tbody>
<tr>
<td>4</td>
<td>Prepare differential assessment of individual clients and families that reflect an analysis of the interplay between clients’ intrapsychic dynamics and familial and systemic influences</td>
</tr>
<tr>
<td>5</td>
<td>Prepare differential assessment of individual clients and families that is complemented by an analysis of clients' strengths and vulnerabilities as they are shaped by internalized coping mechanism and environmental circumstances.</td>
</tr>
<tr>
<td>6</td>
<td>Engage clients in defining the focus of problem areas and the choice of treatment modalities.</td>
</tr>
<tr>
<td>7</td>
<td>Develop a differential intervention plan that integrates approaches from various theoretical modalities to address clients' specific emotional and concrete needs that are relevant to their sociocultural beliefs and background</td>
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### Intervention

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<table>
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<tbody>
<tr>
<td>8</td>
<td>Apply a differential intervention plan that integrates approaches from various theoretical modalities to address clients' specific emotional and concrete needs that are relevant to their sociocultural beliefs and background</td>
</tr>
<tr>
<td>9</td>
<td>Develop and revise a plan of intervention based on an evolving assessment of a client’s need or problems</td>
</tr>
<tr>
<td>10</td>
<td>Recognize affective content, underlying messages and themes embedded in the client’s presentation</td>
</tr>
<tr>
<td>11</td>
<td>Educate and provide directives to clients who exhibit poor judgment and engage in at-risk behavior</td>
</tr>
<tr>
<td>12</td>
<td>Intervene with the various client systems using agency services (individuals, pairs, and/or families)</td>
</tr>
<tr>
<td>13</td>
<td>Apply family-centered approaches in assessment and intervention</td>
</tr>
<tr>
<td>14</td>
<td>Intervene to modify or restructure clients’ environment and mobilize resources for clients.</td>
</tr>
<tr>
<td>15</td>
<td>Utilize a range of interventive skills in relation to time frames and goals for practice</td>
</tr>
<tr>
<td>16</td>
<td>Intervene in times of crisis by developing and implementing a care plan of soliciting concrete services, mitigating stressors as well as marshalling support from the client’s formal and informal network in a timely manner.</td>
</tr>
<tr>
<td>17</td>
<td>Validate clients’ negative feelings toward the ending of the helping process. Intervene in a variety of supportive approaches when clients exhibit acting out behavior as part of their reactions.</td>
</tr>
<tr>
<td>18</td>
<td>Engage clients in developing and initiating a plan for continuity of care and/or support services for clients.</td>
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### Evaluation

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<table>
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<tbody>
<tr>
<td>19</td>
<td>Reflect, review, and assess the treatment process and outcomes</td>
</tr>
</tbody>
</table>
Advanced Practice Behaviors in Group Work

Preparation and Engagement

1. Formulate culturally syntonic group services to meet common client needs in a range of organizational settings (preparation)
2. Secure organizational sanction and resources for group services (preparation)
3. Invite clients to join group and contract for individual goals (preparation/ engagement)
4. Initiate and facilitate group contract regarding group purpose, common need, norms, and mutual expectations (engagement)

Assessment

5. Identify, evaluate and select membership, group format, and group structure appropriate to group members’ psycho-social needs, goals, and capacities; and appropriate to organizational goals and resources (assessment)
6. Utilize a range of models of group work practice appropriate to client need and capacities and organizational resources (assessment and intervention)

Intervention

7. Establish mutual aid in groups with diverse populations with a broad range of psycho-social capacities (intervention)
8. Consciously use professional authority to initiate, catalyze, and sustain democratic and humanistic process in a wide range of groups (intervention)
9. Effectively facilitate group movement through stages of development (intervention)
10. Help members to identify, evaluate, and select content and activity appropriate to group needs and capacities (intervention)
11. Facilitate group problem solving and decision making (intervention)
12. Facilitate indigenous group leadership (intervention)
13. Help group members to identify and manage group conflict (assessment and intervention)
14. Identify and help members ameliorate obstacles that impede achievement of group goals (assessment and intervention)

Evaluation

15. Help members evaluate individual and group achievements and identify unmet and continuing needs (Evaluation)
### Advanced Practice Behaviors In Community Organization, Planning and Development

#### Preparation and Engagement

1. Apply models of community organization, planning, and development appropriate to community context (preparation)
2. Select organizing roles appropriate to the community context (preparation)
3. Engage, delegate, coordinate and empower leadership in a culturally competent manner (Engagement)
4. Ability to understand problems from multiple perspectives, formulate them into common issues, gather data, and build consensus on issues and goals (Engagement)

#### Assessment

5. Conduct a community needs assessment, including assets and challenges, using multiple source of data and tools for assessing communities (Assessment)
6. Analyze power and decision-making within communities and prepare strategies and tactics which address the analysis (Assessment)

#### Intervention

7. Establish and assist informal groups, and formal committees, coalitions (Intervention)
8. Identify and use a range of strategies and tactics appropriate to the organizing context including conflict and consensus methods (Intervention)
9. Identify and constructively use conflict (Intervention)
10. Engage in negotiation, bargaining, and exchange (Intervention)
11. Influence the political process by engaging in lobbying, advocacy, and educational campaigns (Intervention)
12. Plan, conduct, and evaluate meetings, programs, conferences, campaigns and demonstrations, including all stages of the planning process (Intervention/Evaluation)
13. Work effectively in coalitions and collaborations and other inter-organizational entities (Intervention)

#### Evaluation

14. Evaluate the results of the organizing effort and planning projects, and use the evaluation to plan subsequent action and outcomes (Evaluation)
15. Assess agency and community needs and develop and evaluate programs and services to address needs (Assessment, Intervention, Evaluation)
Advanced Practice Behaviors in Organization Management and Leadership

Preparation and Engagement

1. Identify and employ resources and staff that will build organizational capacity (Engagement, Assessment and Intervention)

2. Develop and utilize effective channels of communication, including new technology, within the organization and between organizations (engagement)

Assessment

3. Evaluate options and consider consequences in designing program components, procedures or policies to assure optimal service to diverse service populations and agency staff (assessment and intervention)

4. Apply a range of theories to understand and resolve problems of organizational behavior, development and operations (assessment)

5. Use multiple sources of information and data to assess needs of community, clients, and organization (assessment)

Intervention

6. Perform effectively and self-reflectively in a range of social work managerial tasks and roles within the organization (intervention)

7. Strategically uses self and a variety of leadership styles appropriate to the organization, community and cultural context (intervention)

8. Employ strategies to cope with the impact of institutional oppression on internal organization functioning, staff and clients (intervention)

9. Identify and constructively manage conflict with both internal and external stakeholders (intervention)

10. Use strategic planning tools such as Gantt, Pert Charts, for planning (intervention)

11. Plan, establish, delegate, coordinate, collaborate, and lead staff work groups, committees, meetings and coalitions in a culturally competent manner (intervention)

12. Develop a marketing plan and budget for a program or agency. (intervention)

13. Engage, motivate and mobilize others to task completion in a culturally competent manner

14. Identify, introduce, and use changing information technology (e.g. computerized records and management information systems)

Evaluation

15. Monitor and evaluate organizational outcomes and determines alternative strategies (evaluation)
Guidelines for the Format of Recordings (CPIF and GW)

Recordings can appear in various formats: verbatim process recordings, structured recordings, summary recordings, critical incident recordings, records of service, bio-psychosocial assessments. Verbatim process recordings are often referred to as “split-page,” “two columns,” or “three columns.” Recordings for clinical practice with individuals and families are most useful in a format where a wide margin is left on each page for relevant comments, questions, and reactions by student and field instructor, a kind of running dialogue about the dialogue. The field instructor may express a preference for one format over another. Aspects of different formats may also be combined. The variations are limited only by one's imagination and educational needs. The important point to remember is that the recording is a tool for learning and reflection. [See Appendices to this manual, the Guidelines for Practice Assignments & Recordings 2009-2010 and the website: www.hunter.cuny.edu/socwork for descriptions of various types of recordings].

The following is a general guide for recordings with the basic elements that should be included no matter what format is used:

1. **Identifying Information** – Client age, gender, racial or ethnic identification, presenting problem(s) and session number. [Use pseudonym or client initials only]. This information represents the beginning of a psycho-social assessment.

2. **Purpose** - A general statement of why the client or group is being seen. Is there agreement on purpose by the client and the worker? Identify stage of the work, e.g., engagement, assessment or intervention.

3. **Objectives** - What are the specific goals for this session? This constitutes your plan or agenda and should be modified based on what your client brings to the session. How is the client contributing to a mutually defined contract?

4. **Dialogue/Content of Session** - Initially the more detailed the better so that you can look at the latent content of the client’s statements and how you are responding to the client’s narrative (i.e., cultural context, overt message, latent content/conflict, feelings, etc.). Also, include the non-verbal observations of the client or group member (i.e., appearance, seating, body language, speech, affect), in context with the dialogue. As you progress during the year and as your other activities increase-- larger caseload, case presentations, etc.--you may need to write process on the beginning and the end of the session and any parts on which you need specific feedback. A final stage would be to summarize the session in a paragraph or so, noting the major themes, affects, and issues. Moving from a verbatim recording to a summary recording should be discussed with the field instructor.

5. **Observations** - Your impressions, thoughts and feelings about the session, and the nature of the interactions as you understand it from the client’s perspective (perhaps transference issues), your perspective (counter-transference issues), and interactional/relational issues, or description of group dynamic and interaction between members and leader and among members.

6. **Assessment/Analysis** - Identify stage of the work, e.g., pre-engagement, engagement, assessment, contracting, implementation of an intervention. What did you learn from the session that adds to your understanding of the client and the client’s bio-psycho-social situation? How has the client’s narrative changed your understanding of the presenting problem and how to develop an intervention? What were the major themes? What did you learn about a client’s ego functioning both in terms of areas of strength and areas of need? What did you learn about the clients’ social environment or social network in terms of stressors and supports, the impact of factors such as oppression, poverty, racism in the clients’ life? What concepts or theories did you apply? And what were the results--what worked and what didn’t given the socio-cultural context of the client's presenting problem(s) and underlying issues? Identify for groups, the stage of the work, e.g., beginnings, middles, ends.

7. **Questions** - What questions do you have about this interview that you would like to discuss with your field instructor? The discussion of these questions should help you identify the objectives for the next meeting.

8. **Evaluation and Next Steps/Plan for the Next Session** - What are your goals for the next meeting with the client? How will you advocate for and obtain services for the client(s)? How will you evaluate the efficacy of your planned interventions? Note: The plan can be amended after discussion and input from the field instructor.
Clinical Practice with Individuals and Families (CPIF) Summary Recording Template

MSW student name:     Date/time of session:                             Number of session:

Client Identifying Info:

Reason(s) for referral and/or presenting problem(s):

Purpose of this session (why client is being seen):

Objectives/goals of this session:

Summary of Dialogue and Content (i.e. major themes, selected excerpts, etc.):

Observations--Impressions/Thoughts/Feelings:

Assessment/Analysis of the Session:

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes (manifest vs. latent content)?
4. What were the challenges presented?
5. What was accomplished?
6. What concepts or theories did you apply? And what were the results--what worked and what didn’t given the socio-cultural context of the client's presenting problem(s) and underlying issues?

Questions for Field Instructor:

Evaluation of Intervention/Next Steps/Plans for the next session:
Clinical Practice with Individuals and Families (CPIF)  
Verbatim Recording Template (4-column)

MSW student name:     Date/Time of session:   Number of session:

Client Identifying Info:

Reason(s) for referral and/or presenting problem(s):

Purpose of this session (why client is being seen):

Objectives/goals of this session:

<table>
<thead>
<tr>
<th>Verbatim Dialogue/Content</th>
<th>Impressions/Feelings &amp; Thoughts</th>
<th>Assessment/Analysis:</th>
<th>FI Comments:</th>
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</thead>
<tbody>
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</table>

Columns expand below; include multiple pages for full session write-up [best if horizontal layout]

Summary Assessment/Analysis of the Session:

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What concepts or theories did you apply? And what were the results--what worked and what didn’t given the socio-cultural context of the client's presenting problem(s) and underlying issues?

Questions for Field Instructor:

Evaluation of Intervention/Next Steps/Plans for the Next Session:
Group Work Summary Recording Outline

MSW student name: Date/Time/Length of Group Session:

Group Identifying Info:

Group Name/Type: Number of Group Session:

Group Members Present/New:

Group Members Absent:

Summary of Pre-meeting Contacts (if relevant):

Objectives/goals of Group Session:

Summary of Dialogue and Content (i.e., verbal & non-verbal, major themes, selected excerpts, etc.):

Observations--Impressions/Thoughts/Feelings:

Assessment/Analysis of the Group Session:
1. Identify stage of the group (i.e., beginning, middle, end).
2. What did you learn from the session that adds to your understanding of the clients/group members?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What are the areas for follow-up before the next group meeting?
7. What concepts or theories did you apply?

Questions for Field Instructor:

Evaluation of Interventions/Next Steps/Plans for the next session:
MSW student name: Date/Time/Length of Group Session:

Group Identifying Info

Group Name/Type: Number of Group Session:

Group Members Present:

Group Members Absent:

Summary of Pre-meeting Contacts (if relevant):

Objectives/goals of Group Session:

<table>
<thead>
<tr>
<th>Verbatim Dialogue/Content:</th>
<th>Observations--Impressions/Thoughts/Feelings:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Columns expand below; include multiple pages for full session write-up [best if horizontal layout]</em></td>
<td></td>
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</table>

Assessment/Analysis of the Group Session:

1. Identify stage of the group (i.e., beginning, middle, end).
2. What did you learn from the session that adds to your understanding of the clients/group members?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What are the areas for follow-up before the next group meeting?
7. What concepts or theories did you apply?

Questions for Field Instructor:

Next Steps/Plans for the Next Group Session:
REQUIRED COURSES AND CREDITS AS OF 9/1/09

Below you will find a list of the School’s required and elective courses for all students, Two Year, OYR, Accelerated and Advanced Standing students.

THE SCHOOL RESERVES THE RIGHT TO INTRODUCE REQUIREMENTS FOR THE DEGREE DIFFERENT FROM THOSE LISTED IF, IN THE JUDGEMENT OF ADMINISTRATION AND FACULTY, THEY ARE WARRANTED

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>SSW 701</td>
<td>Social Welfare Policy &amp; Services I</td>
<td>3</td>
</tr>
<tr>
<td>SSW 702</td>
<td>Social Welfare Policy &amp; Services II</td>
<td>3</td>
</tr>
<tr>
<td>SSW 711, 712 &amp; 713</td>
<td>Human Behavior and the Social Environment I, II,&amp; III</td>
<td>9</td>
</tr>
<tr>
<td>SSW 775</td>
<td>Ways of Knowing</td>
<td>3</td>
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<tr>
<td>SSW 751</td>
<td>Social Research I</td>
<td>3</td>
</tr>
<tr>
<td>SSW 752</td>
<td>Social Research II</td>
<td>3</td>
</tr>
<tr>
<td>SSW 717 &amp; 718</td>
<td>Social Work Practice Learning Lab</td>
<td>6</td>
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<td></td>
<td>Major Methods I, II, III</td>
<td>9</td>
</tr>
<tr>
<td>SSW 790</td>
<td>Professional Seminar</td>
<td>3</td>
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<tr>
<td></td>
<td>Two Free Electives (three credits each)</td>
<td>6</td>
</tr>
<tr>
<td>SSW 761, 762, 763, 764 or SSW 767 &amp; 768</td>
<td>Field Practicum I, II, III &amp; IV or Field Practicum I and II for OYR Program Students</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS</td>
<td>60</td>
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</tbody>
</table>
NASW Code of Ethics

OVERVIEW

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

! Strengthen and unify the profession
! Promote the development of social work practice
! Advance sound social policies.

Promoting high standards of practice and protecting the consumer of services are major association principles.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

! Service
! Social justice
! Dignity and worth of the person
! Importance of human relationships
! Integrity
! Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.
Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a of ethics cannot resolve all ethical issues or disputes or capture richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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1 For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.
Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principle and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationship between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern

(1) social workers' ethical responsibilities to clients,
(2) social workers' ethical responsibilities to colleagues,
(3) social workers' ethical responsibilities in practice settings,
(4) social workers' ethical responsibilities as professionals,
(5) social workers' ethical responsibilities to the social work profession, and
(6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.
1. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

1.01 Commitment to Clients

Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not disclose confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries.

Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

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(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training
(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing
Social workers should establish and maintain billing practice that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.
3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organization's practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conference.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(1) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

NASW
National Association of Social Workers
750 First Street, NE
Washington, DC 20002-4241
Sexual harassment is illegal and will not be condoned in any form at Hunter College. It is a form of sexual discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the official policy of The City University of New York issued in 1982. That policy has now been revised, effective October 1, 1995, and a condensed version follows. Copies of the full text are available for review in all departments and unit offices of the College.

**Policy Statement**

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, and veteran or marital status. Sexual harassment is illegal under Federal, State and City laws, and will not be tolerated within the University.

The University will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved are strongly encouraged to report incidents of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the College to investigate the allegations.

**A. Prohibited Conduct**

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

**B. Definition of Sexual Harassment**

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex.

**C. Examples of Sexual Harassment**

Sexual harassment may take different forms. One type is known as QUID PRO QUO harassment. It includes, but is not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotion, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion or access to any other employment or academic opportunity, because sexual advances have been rejected.

Another type of sexual harassment is known as HOSTILE ENVIRONMENT harassment. This type of illegal conduct includes, but is not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
• graphic or sexually suggestive comments about an individual's attire or body;
• inquires or discussions about sexual activities;
• pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
• sexually suggestive letters or other written materials or photographic materials displayed in the workplace;
• sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing or fondling;
• Coerced sexual intercourse or sexual assault.

D. Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include a student or employee feeling coerced into an unwanted relationship because they fear that refusal to enter into such relationship will adversely affect his or her education or employment.

Faculty members, supervisors, and other members of the University community who have a professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

E. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

F. False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

G. Procedures

The President of the College shall have ultimate responsibility for overseeing compliance with this policy. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to the Sexual Harassment Panel Coordinator or Deputy Coordinator. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

H. Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

PROCEDURES FOR IMPLEMENTATION OF THE CITY UNIVERSITY’S POLICY AGAINST SEXUAL HARASSMENT

Following are procedures for the implementation of the Policy Against Sexual Harassment:

1. Responsibility of the President

The President is responsible for overseeing compliance with the implementation of the policy. The President shall:
   a. Appoint a Sexual Harassment Panel ("Panel") to be available to students and employees who wish to make complaints of sexual harassment.
   b. Appoint a Sexual Harassment Education Committee to be responsible for educating the College community about sexual harassment, through printed materials, workshops, and the like.
   c. Have the Policy Against Sexual Harassment along with the names, titles, telephone numbers, and office locations of College Panel and Education Committee members disseminated annually to all students and employees.

2. Structure and Responsibility of the Sexual Harassment Panel

a. All members of the Sexual Harassment Panel, who are appointed and serve at the pleasure of the President, shall be available to receive complaints of sexual harassment from any member of the College community, to explain the University complaint procedures, and to refer individuals to appropriate resources. All Panel members have an obligation to maintain confidentiality to the fullest extent possible.
b. The Panel Coordinator is responsible for reviewing all complaints of sexual harassment; and for endeavoring to resolve those complaints informally, if possible. When informal resolution is not possible, the Panel Coordinator (or the Deputy Coordinator or other Panel Member as designated by the Panel Coordinator) shall fully investigate the complaint; and the Panel Coordinator shall report to the President (and the Dean of Students if the accused is a student) the results of the investigation. The Panel Coordinator shall endeavor to complete the investigations within 60 days.

3. Confidentiality
The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected and should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality, and no such promise can be made by any member of the Panel or other University employee who may be involved in the complaint process.

4. Making a Complaint of Sexual Harassment
Any member of the University community may report allegations of sexual harassment to any member of the Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these Procedures. Delay in making complaints may make it more difficult for the College to investigate the allegations. Hence, any person who believes that he/she has been aggrieved under this policy is strongly urged to immediately report such occurrence to a member of the sexual harassment panel.

5. Responsibility of Supervisors
a. Each dean, director, department chair, executive officer, administrator, or other person with supervisory responsibility (“supervisor”) is responsible for the implementation of the policy within their area and must report to the Panel Coordinator any complaint of sexual harassment made to him or her and any other incidents of sexual harassment of which he or she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the Panel Coordinator, the supervisor should keep it confidential and not disclose it further, except as necessary during the complaint process.

b. Each supervisor shall arrange for the posting, in his or her area, of the University Policy Against Sexual Harassment; along with the names, titles, telephone numbers, and office locations of panel members; and any other materials provided to him or her by the Sexual Harassment Education Committee for posting.

6. Responsibility of the University Community – At-Large
Members of the University community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to a member of the panel right away.

7. Resolution of Sexual Harassment Complaints
Sexual harassment complaints can be resolved by either formal or informal procedures. Details concerning which methods will be used in individual cases, and the actions taken following investigation of such complaints, are set forth in the University procedures for implementation of the policy. Copies of the complete text of the procedures are available for review by the Hunter community, and the public, in the Library, the President's Office, the Affirmative Action Office, the Sexual Harassment Panel Office and all other departments and units of the College.

8. Immediate Preventive Action
The President can, in extreme cases, take whatever action he or she deems appropriate to protect the College community.

9. Applicability of Procedures
These procedures are applicable to all the colleges of the University, and are intended to provide guidance to the President and Panel members for implementation of the policy; these procedures do not create any rights or privileges on the part of any others. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, to address the special needs of their students.

The Policy and Procedures on Sexual Harassment Prevention and other materials on the subject of Sexual Harassment are available in the Panel Office and messages can be left there for panel members. The same information is also available in department offices throughout the College.

Sexual Harassment Panel Office
Hunter College
Room E1239  Phone [212]650-3660
Effective October 1, 1995
http://training.newmedialearning.com/psh/cuny.index.htm
The City University of New York
535 East 80th Street
New York, NY 10021
STATEMENT OF NONDISCRIMINATION

Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of age, sex, sexual orientation, transgender, religion, race, color, alienage, citizenship status, national or ethnic origin, physical or mental disability, genetic predisposition or carrier status, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

The Dean for Diversity and Compliance and Special Assistant to the President for Campus Relations, John T. Rose, is responsible for compliance with the College’s statement of nondiscrimination. Dean Rose’s office is located in the Office of the President, 1700 Hunter East. He can be reached at [212] 772-4242.

Complaints concerning College employees including faculty and staff should be made, preferably in writing, directly to Dean Rose. Complaints about other students should be made to Associate Dean of Students, Michael Escott at Hunter College. He can be reached at [212] 772-4876.

Dean Rose is also the coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs.

Tamara Green, Professor and Chair of Classical and Oriental Studies, is the College Coordinator for the Americans with Disabilities Act and Section 504, which prohibits discrimination on the basis of disability. Her office is located in 1425A Hunter West, her telephone number is [212] 772-5061. E-mail: tamara.green@hunter.cuny.edu.
Fall Semester 2009

Monday, September 7    Labor Day. School is closed
Tues, Sept 8, Wed Sept 9  First Sessions of SIFI (Seminar in Field Instruction)
Thurs, Sept 10, Fri Sept 11  New field instructors must attend

Monday, September 14  First day of Field Practicum – all programs
Friday, September 18  No classes scheduled*
Monday, September 21  Annual Field Instructors Breakfast Meeting
All field instructors are invited; new field instructors are expected to attend. Presentation on Social Work Competencies and Practice Behaviors
Monday September 28  No classes scheduled*
Wednesday October 7  Common Day – all students in field are required to attend^^
OYR TFII students attend if regularly scheduled class day++
Monday, October 12  Columbus Day – School is closed. ++
Friday, October 16  Educational Plan is due – submit to faculty advisor
Tuesday, November 3  Common Day – all students in field are required to attend^^
OYR TFII students attend if regularly scheduled class day++
Wednesday, November 18  Evaluation Workshop All field instructors invited
Mid-November  Mid-Semester Oral Evaluation; see evaluation forms on website: www.hunter.cuny.edu/socwork
Thurs Nov 26- Fri Nov 27  Thanksgiving Recess – School is closed++
Monday, December 21 - Friday, January 1, 2010  Winter Recess. No field practicum for two year program, and advanced standing students
Thursday, December 24-Friday, January 1, 2009  Winter Recess. No field practicum for OYR TFII and Bank Street Dual Degree program students
Monday, January 4, 2010  All students return to placement for final week of first semester
Friday, January 8, 2009  Fall semester written evaluations due
Spring Semester 2010

Monday, January 11  Second semester of field work formally begins

Monday, January 18  Martin Luther King, Jr. Day. School closed.
                    No field practicum – all students.

Wednesday, January 20  SIFI Certificate Ceremony

Thursday, January 28  First day of spring semester classes

Monday, February 1  Field Placement Fair; first year students excused from
                    field for the afternoon, 2:00 to 5:00 p.m.

Wednesday, February 10  Common Day – required of all students in the field
                         OYR TFII students attend if regularly scheduled class day

Friday, February 12  Lincoln’s Birthday observed – School is closed

Monday, February 15  President’s Day – School is closed

Mid- March  Mid-semester Oral Evaluation; see website for evaluation
            forms: www.hunter.cuny.edu/socwork.

Thursday, March 18  Common Day – required of all students in the field
                    OYR TFII students attend if regularly scheduled class day

Monday March 29
Monday, April 5  Spring Recess. No practicum for two year program
            and Advanced Standing students only; OYR TFII and Bank
            Street Dual Degree students follow agency schedule.++
            Return to class or field on Tuesday, April 6th.

Tuesday, April 27  Common Day – required for all students in the field

Friday, April 30  Spring semester written evaluation is due

Friday, May 7  Last day of field practicum for all students

Note:  A fieldwork calendar for incoming Accelerated Program students will be available on the
       website after January 1, 2010.

*Field practicum according to agency schedule. If for a religious observance, observers are excused from
field practicum. However, students may be asked to make up time during one of the recess periods in
order to complete required hours.
** All students follow agency schedule.
++ OYR TFII and Bank Street Dual Degree students follow agency schedule.
^^ OYR students should attend Common Day when it occurs on their class day.