Master of Social Work (MSW)

Student Handbook

2016-2017
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Welcome Message

Dear MSW Students:

It is our great pleasure to welcome you to the Master of Social Work (MSW) Program at the College of Staten Island, The City University of New York. The primary mission of social work 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” (NASW, 2008). Through your social work education, you will be taught the values, knowledge and skills of the profession. The field setting in which you complete your internship(s) will provide the opportunity for you to integrate and apply your classroom education to the real world.

It is your responsibility to make the most of the education provided here at the College of Staten Island. The faculty will do our best to provide the resources you need to be successful, but you must be committed to learning and engaging in the educational process. We hold each student to the highest standards of academic integrity. We also hold each other responsible for ensuring that every participant in this educational endeavor is treated fairly and with respect and dignity. There can be no bystanders in social work—we are all accountable to and for each other.

Please read this handbook carefully and in its entirety. Lack of familiarity with its content does not absolve you of responsibility for knowing its contents and adhering to requirements.

We want you to succeed. You are our next generation of social workers to move forward our quest for social and economic justice. Let us know if you need help or have ideas on how to ensure that your education prepares you to be the best social worker you can be.

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Faculty and Staff

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Department Vision

A world in which there is social and economic justice for all people.

Department Mission

The Department of Social Work at the College of Staten Island, The City University of New York is committed to excellence in teaching, service, and the creation and dissemination of knowledge. We draw upon social constructionism to inform and guide transformative social work practices. We strive to create an environment in which the human rights of all people are respected, diversity is embraced, and the values and ethics of the social work profession are upheld. We provide graduates with the knowledge, skills and values to dismantle oppression and injustice; foster human and community well-being; and, create a world that is socially and economically just and equitable.

Department of Social Work Goals:

1. To educate social workers who have mastered the knowledge, skills and values needed to employ critical thinking and transformative social work practices with individuals, families, groups, organizations, and communities.
2. To create and disseminate knowledge that informs transformative social work practices and/or social work education.
3. To provide service to the Department, College, University and communities that enhances the capacities of Staten Island and the region.
4. To cultivate an environment that attracts and fosters the success of diverse faculty, staff and students.
**MSW Mission**

Consistent with the mission of the College and the values of the profession of social work, the Master of Social Work program at the College of Staten Island, The City University of New York is committed to excellence in teaching, service, and the creation and dissemination of knowledge. The MSW program educates social workers at an advanced level from a critical disabilities perspective to employ transformative social work practices with people with disabilities. Acknowledging our global interconnectedness, we strive to understand and address the experiences of diverse people and societies; foster human and community well-being; and, create a world that is socially and economically just and equitable.

**MSW Goals**

1. Graduates will have the knowledge, skills and values for advanced, urban, transformative social work practice with people with disabilities on Staten Island, the region and beyond.
2. Graduates will be competent, culturally sensitive advanced professional practitioners who engage with people to meet basic survival needs for food, clothing, shelter, and livelihood.
3. Graduates will be able to apply advanced social work knowledge, skills and values to informed action with individuals, families, groups, organizations, communities, and the greater society.
4. Graduates will have the advanced knowledge, skills, and values to work toward a just and equitable society.
5. Graduates will be motivated and prepared for advanced social work practice with an understanding of the importance of continued self-reflection and professional development throughout their social work career.
College of Staten Island Mission, Vision, & Values

Mission

Grounded in the Liberal Arts tradition, the College of Staten Island is committed to the highest standards in teaching, research, and scholarship. Drawing on the rich heritage of The City University of New York that has provided access to excellence in higher education since 1847, the College of Staten Island offers that same opportunity in New York City’s Borough of Staten Island. The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world.

Vision

The College of Staten Island will enhance the quality of its student-centered programs, research, scholarship, and creative works. The College will provide models for initiatives on technology, community, and our environment, as well as effective integration of programs, projects, and methodologies. The College will develop a richer array of rigorous undergraduate and graduate degree offerings to better meet students’ educational and professional aspirations. The College of Staten Island will expand its role in The Graduate Center and other cross-campus activities of The City University of New York. We will become an even more vibrant center of intellectual and cultural exchange. The College will be strengthened by increasing its ability to serve a diverse campus community. Through these accomplishments, the College of Staten Island will achieve greater regional, national and international recognition.

Values and Fundamental Principles

Our campus community values:

Each Student
We nurture each student’s intellectual growth, curiosity, and excitement in order to prepare students to function in a complex and dynamic world.

Excellence in Research and Teaching
We set and meet high expectations in our academic programs through innovative and effective teaching, scholarship, and research. We strive to promote engagement among students and faculty.
Experiential Learning
We believe it is essential to provide transformational curricular and co-curricular opportunities, such as service learning, study abroad, leadership development, undergraduate research and scholarship, and internships.

Resourcefulness
We take pride in our work ethic, our ability to solve problems, and our stewardship of resources.

Community Engagement
We actively work to instill the value of civic participation and are proud of our leadership role for Staten Island and beyond. We foster partnerships to address public issues and encourage involvement in community affairs.

Our fundamental principles:

Diversity
Drawing from the richness of our diverse community, we incorporate multiple approaches to developing and encouraging the inclusion of various world views, cultures, and experiences into the fabric of our institution.

Respect
In our relationships with each other, we insist on mutual respect and thoughtful dialogue. We provide forums for the exchange of ideas informed by the techniques of critical analysis and the traditions of scholarly discourse.

Integrity
We uphold the highest standards of honesty and fairness in our interactions with each other.

Pluralism and Diversity

The College of Staten Island’s Fundamental Principles and Focus on Diversity
Our fundamental principles:

Diversity: Drawing from the richness of our diverse community, we incorporate multiple approaches to developing and encouraging the inclusion of various world views, cultures, and experiences into the fabric of our institution.

Respect: In our relationships with each other, we insist on mutual respect and thoughtful dialogue. We provide forums for the exchange of ideas informed by the techniques of critical analysis and the traditions of scholarly discourse.

Integrity: We uphold the highest standards of honesty and fairness in our interactions with each other.
History and Context

The College of Staten Island was established in 1976 when two branches of the City University of New York, Staten Island Community College, the first community college in the University, and Richmond College, an upper division college offering both baccalaureate and graduate degrees, were merged. Today, the College remains the only publicly funded four year institution of higher learning on Staten Island. It currently offers programs leading to associate degree, bachelor degree, master’s degrees in the liberal arts and sciences and in professional studies, and doctoral degrees in professional studies. The College of Staten Island cooperates with the Graduate Center of the City University in additional programs with students pursuing doctoral degrees.

Since 1993 the College of Staten Island has been situated on a 204 acre campus in the approximate middle of the Borough of Staten Island. This location was formerly home to the Willowbrook State School which, prior to its closing, was the largest institution for developmentally disabled people in the United States (at one point housing over six thousand residents). Conditions of abuse and neglect at Willowbrook State School were the subject of investigative reporting leading to the dissolution of the institution and to reforms and civil rights legislation for people with disabilities. With the closing of this facility, residents were moved to community housing and many are still living in the Borough. Adjacent to the College of Staten Island are a few buildings from the original institution providing care for those persons with special needs who could not be placed in other settings. The relationship between the College and the community of people with disabilities and their advocates on Staten Island continues to be strong. The College of Staten Island prides itself on its overall commitment to the people of Staten Island, to the various agencies and programs, public and private, that support a vital and growing population.
Staten Island has nearly half a million residents and is a part of one of the most opportunity-filled cities of the world, but it is often called the forgotten Borough, receiving less attention than the rest of New York City, in part, because of its location and geographic isolation; it is the only area of the City not connected to the underground train system. Commutes on local buses, including those routed to the Staten Island Ferry to Manhattan, may involve multiple connections. Four toll bridges join Staten Island to Brooklyn and to New Jersey, but passage by car is expensive and time-consuming. Consequently, most Staten Islanders tend to use needed services in the Borough and rely heavily on the local schools, hospitals, and social service settings in the community.

As with all communities with unequal access to resources, social problems abound, but what is most remarkable about Staten Island at this juncture is its unparalleled growth in population: in the period from 2000 to 2009 the population increased by 10.8% as compared with a 3% increase in New York State and projections are for additional growth in the Borough. Also, in terms of race/ethnicity, it is the most rapidly diversifying Borough. Staten Island has an enormous influx of new immigrants, many of whose primary language is not English and who consequently struggle to learn about their new environment and to access the resources that will assist them in adapting. The Borough is home to refugees fleeing civil war and political oppression as well as those who are simply seeking better lives and relief from extraordinary economic hardship. Nigerians and Pakistanis, Mexicans and Poles, Koreans and Russians, Haitians and Chinese, all have substantial communities in the Borough. Staten Island boasts one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country.

The Asian population of the Borough has risen by 7.5% in less than ten years, the Latino/a population by 16%. The newcomers not only bring with them cultures that have enriched the community but also pose many challenges for programs on Staten Island, straining an already overburdened, underfunded, and inadequately prepared social service network.

The College of Staten Island reflects the ethnic and racial diversity of the Borough, drawing the majority of its students from the local community, some from New Jersey, many from Brooklyn, and increasingly from the other Boroughs of New York City. The Social Work Department has an ethnically diverse student population. Over the past three years, students have emigrated from Albania, Russia, China, Ecuador, Liberia, Nigeria, India, Peru, The Dominican Republic, Haiti, Mexico, Kirghizstan, Ghana, Panama, Jamaica and Trinidad. Numbers of social work students were born in Puerto Rico. For students who are not of traditional college age or who are not native to this country, the economic stressors are enormous. Most students find it necessary to work in jobs outside the home and have significant family responsibilities in addition to their academic responsibilities.
Policies to Assure Equal and Fair Treatment

The College of Staten Island is committed to the education of students in matters of pluralism and diversity and the inclusion and support of students from varied backgrounds in full productive participation both inside and outside the classroom. The social work student population is multi-racial/ethnic, and many were born in other parts of the world. The students include women and men of varying ages and religious beliefs. The College attracts students from a range of economic backgrounds. The Department welcomes students with disabilities and lesbian, gay, bisexual and transgender students.

Policy on Non-Discrimination

Every aspect of the MSW Program’s organization and implementation is conducted in accordance with College policy. The College of Staten Island admits and provides services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including sexual harassment), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws, as stated in appendix vii of the College of Staten Island Undergraduate Catalog. Non-discrimination policies are embodied in Department curricula and further detailed in the College’s Affirmative Action Plan. Any matters related to discrimination may be addressed in the Office of Diversity and Compliance, Building 1A- Room 103 or by telephone (718) 982-2250.

The College operates an Office of Diversity and Compliance; the Director of the Office reports to the President of the College and serves as the College’s Chief Diversity Officer. The Office of Diversity and Compliance is responsible for ensuring the College's compliance with University and College policy, and Federal, State, and municipal laws pertaining to equal employment, affirmative action, and diversity. An Affirmative Action plan is in place and all hiring must be conducted in a way that supports the commitment of the College to increased
diversity. The College’s Office of Student Accessibility facilitates reasonable accommodations for students with documented disabilities, striving to ensure equal access to academic and co-curricular programming in compliance with the Americans with Disabilities Act. Through robust student support programming, comprehensive services, and a commitment to student learning, staff members work toward creating an environment that fosters empowered students who will realize their potential in a higher education setting.

**Policy on Sexual Harassment**

It is the policy of The College of Staten Island to promote a cooperative work and academic environment in which there exists mutual respect for all College students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the College’s non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the College.

**Social Work Organizations, Standards, & Ethics**

**Social Work Organizations**

The National Association of Social Workers (NASW) is a membership organization committed to advancing professional social work practice and the profession, and to promoting human rights, social and economic justice, and unimpeded access to services for everyone.

The Council on Social Work Education (CSWE) aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

**Accreditation Standards**

The MSW program is accredited under the College’s general accreditation by the regional accrediting body for Colleges and Universities: the Middle States Commission on Accreditation. This is not the same as professional accreditation, which can only be granted by Council on Social Work Education (CSWE). The standards for the curriculum of any professionally accredited BSSW or MSW program are set by CSWE. The Department is pursuing accreditation by CSWE for the MSW program. This is a multi-year process that began in the spring, 2014.

Following a site visit in the fall, 2014, the MSW program at CSI was granted candidacy for
accreditation by CSWE in February, 2015. This was renewed in February, 2016. If the next site visit results are positive, we hope to receive full initial accreditation of the MSW program in February, 2017. If the CSI MSW program successfully completes the accreditation process this year, students who are admitted during the accreditation process will be “grandparented.” This means that students who enter the program will be considered to have graduated from a CSWE accredited program, even though the program was in candidacy, but not yet fully CSWE accredited, during their time of study.

The MSW program at CSI has been approved as a clinical social work program by the New York State Department of Education. Not only does this mean that students who graduate from our program are eligible to sit for the Licensed Master of Social Work exam, it also means that those who eventually pursue licensure as clinical social workers have met the clinical content required by the state (12 hours of clinical coursework) to be eligible for that exam (additional clinical supervision is also required to be eligible for the Licensed Clinical Social Work (LCSW) exam).

Social Work Ethics

The social work profession is grounded in adherence to a set of values that are fundamental to its philosophical base. The College of Staten Island MSW program subscribes to these values which are detailed in the NASW Code of Ethics (see Appendix A). Students in the MSW program are required to adhere to the NASW Code of Ethics. In every course in the MSW curriculum, there will be references to this document which serves as the foundation for all social work practice, research, and policy-making. In keeping with the NASW Code of Ethics, students are expected to actively engage with their classmates in fruitful discussion that is respectful of different points of view and that welcomes diversity of opinion and background. As they prepare for entry into the social work profession, students need to embrace the values of their profession and conduct themselves accordingly both in the classroom and in the field internship. Failure to do so is grounds for reduction in a course grade, including failure, and can result in dismissal from the Program.

Professional Dispositions

Social work students are held to professional dispositions that reflect behavioral expectations for field agencies, practice settings and school settings, including but not limited to the classroom. These include professional demeanor and responsibility, commitment to diversity, communication, collaboration, self-reflection, and ethical behavior. See Professional Dispositions Inventory, Appendix G.
**Admissions, Advisement, Retention, Termination**

**Admissions**

**General Admission requirements:** Admissions requirements for the Master of Social Work degree include a Bachelor’s degree from a regionally accredited institution. Overall GPA must be at least 3.0. Applicants must have completed a statistics course by the time they are admitted in the fall. A personal statement and resume are required. Applicants must supply three letters of recommendation from instructors or employers. An interview may be required.

**Advanced Standing Admissions (BSW/BSSW):** Students who graduated with a Bachelor’s degree in Social Work from a CSWE accredited program within the past 5 years are normally waived of all foundation year courses in which they earned a B or better in their undergraduate program. Advanced standing students must complete 720 field internship hours while at the College of Staten Island, and are credited with 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their advanced year internship placement.

**Transfer students:** Students who wish to transfer from another CSWE accredited Master of Social Work program will have their transfer credits evaluated by the Admissions Committee. MSW students may transfer up to 12 credits and up to 480 hours of field internship (the equivalent of foundation year internship). Advanced Standing students may transfer up to 9 credits (6 elective credits and 3 advanced individual or advanced group practice credits). All advanced year field internships, advanced year seminars and concentration courses must be taken in residence at CSI.

**Foreign degrees:** Those with baccalaureate degrees from non-English speaking universities must also take the TOEFL examination and achieve a minimum score of 600 on the paper-based version (out of a total of 677 possible points) or 100 on the computer-based version (out of 120 possible points).

Students with Bachelor degrees in Social Work from foreign universities will have to obtain an evaluation of their degrees through the Council on Social Work Education. CSWE will
determine whether or not the degree is equivalent to a CSWE accredited Bachelor of Social Work degree. If CSWE determines that the degree is equivalent, the student will be considered for admission to the Advanced Standing program. If CSWE determines that the degree is not equivalent to a CSWE accredited degree, the student will be considered for the regular MSW program.

**Admissions Process:** The Admissions Committee will determine acceptance into the program. One member of the Admissions Committee will serve as the affirmative action designee responsible for seeing that students traditionally underrepresented in graduate programs will have opportunities to apply and to be accepted into the program. Complete application packets will be forwarded to the department from the Graduate Admission Office. A full time licensed MSW, serving in the role of Manager of Professional Student Services will coordinate the distribution and review of applications. Each applicant will be reviewed by a minimum of two full time social work faculty. One positive response by a faculty member will be sufficient to include an applicant in the pool for further consideration. Two negative reviews will be required to eliminate the candidate from the pool. Once the pool is established, the admissions committee will meet to select the incoming class. A wait list will be established, with admission from the wait list determined by close monitoring of accepted offers and deposits made. The admission deadline is March 1. Final decisions, including rank on the wait list, will be based on a majority of votes by committee members.

Applicants will be notified of admission by letter. For late admissions from the waitlist, if the time is getting close to the May or June orientation, applicants will be notified both by email and by postal mail. The admission offer will include any contingencies that need to be satisfied prior to admission, for example, completion of a statistics course or completion of a baccalaureate degree in progress. It will also include instructions for how and when the deposit has to be made to secure a place in the incoming class, and a notice that attendance at orientation is required.

**Life Experience:** The MSW Program does not grant social work credit for life experience or work experience.

**Advisement:** To support academic and professional advisement, each student admitted to the MSW Program is assigned a full-time social work faculty member or professional staff person to serve as the academic and professional advisor for the student for their remaining stay in the program. Each student is also informed of the requirement to make an appointment to see their advisor every semester, prior to registration, to assure that the student is making the appropriate choices in pursuit of the MSW degree. Of course, social
work academic advisors are available throughout every semester for any concerns or questions a student may have regarding academic studies or matters related to professional development.

**Retention:** Academic requirements for MSW students are somewhat different from those of students in other programs. Faculty are expected to act as gatekeepers to the profession, ensuring graduates meet not only the academic expectations of the profession, but also the professional expectations. CSWE refers to this as professional performance. Students in both the classroom and field are expected to behave in a manner that is respectful of other students, staff, and faculty, and to conduct themselves in accordance with the NASW Code of Ethics. Failure to do so is a strong indicator of a lack of readiness for entry into the social work profession and consequently may result in termination from the Program.

If a student is not performing to academic or professional expectations, or is unable to master basic knowledge or skills, or has violated the ethical standards of the profession, the academic advisor will report the difficulties to the MSW Program Director. Difficulties specifically relating to field placement will also be reported by the Field Liaison to the Director of MSW Field Education. Regardless of where difficulties arise, it is the responsibility of the faculty, faculty advisor and/or Field Liaison to request a meeting of the Social Work Program’s Academic Review Committee. The Academic Review Committee may impose specific conditions to support the student in succeeding academically and professionally, place the student on probation, or terminate the student from the program.

**Supports for Retention and Completion:** In addition to advisors assigned to each student, the Department of Social Work has an in-house writing tutor available two to three days per week during hours that are arranged to be available to both day and evening students.

A full time Manager of Professional Student Services advises students on academic and professional issues, assists students in preparing for the licensing exam, coordinates child abuse reporting certification, and coordinates a range of student service functions including the honor society, new student orientation, and commencement.
Cumulative Grade Point Average: To be awarded a master's degree, a graduate student must finish the program with a cumulative Grade Point Average of 3.0 (B) or better.

Grade Appeals: The College of Staten Island policy on grade appeals is as follows:
Students wishing to appeal a grade other than WU or FIN must do so within 60 school days, excepting summer session, following the end of the semester. Appeals must be submitted in writing to the chairperson of the department in which the course was offered. Upon receipt of the appeal, the chairperson shall direct the student to discuss the issue with the instructor who assigned the grade. If the issue remains unresolved, the student may request a review by the Department Committee on Grade Appeals.

This Committee on Grade Appeals shall review all information presented by the student and shall meet with the instructor. The committee shall render a decision within 30 days after the student requested the grade review by the committee because the student and instructor had not resolved the matter. If the committee upholds the appeal by a vote of 3-0, the chairperson shall change the grade to reflect the decision of the committee. If the committee does not uphold the student, there is no further appeal within the College.

In all deliberations on grade appeals, the burden shall be on the student to prove that a violation of the College's regulations occurred or that the instructor's own stated criteria for grading, which shall have been enunciated at the beginning of the semester, have not been followed. Students needing advice on the procedure may consult an academic and personal counselor.

Students wishing to have a WU or a FIN grade changed to a grade of W must file a written petition supported by documentation to the Committee on Course and Standing.

Appeal of Field grade: Appeal of a Field grade follows the same process as appeal of any other grade.

Probation: Students may be placed on probation for academic or professional reasons. Graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. Students
Continuation: Graduate students whose GPA falls below 2.7 will not be eligible for graduation, and will not normally be permitted to continue in the MSW program. These students will only be allowed to continue in the MSW program upon successful review by the Academic Review Committee. Students who receive less than a B in any practice or seminar course, or who do not pass Field, can only continue in the MSW program upon successful review by the Academic Review Committee. Students who receive below a B in a practice or seminar course, or below a C in any other MSW course, cannot continue in any course for which the course is a prerequisite. For a course in which the minimum grade is not achieved, students can retake the course once if their GPA meets the criteria for continuation. An Advanced Standing student who fails a course might be required to remediate, depending on assessment by the Program Director and/or the Academic Review Committee.

Dismissal: A student referred to the Academic Review Committee for failing to meet academic and/or professional expectations may be terminated from the MSW program. If the Academic Review Committee determines that, in its academic and professional judgment, the student is not meeting the standards of the program and the profession at the level expected of a graduate social work student, and that the difficulty is unlikely to be resolved quickly and satisfactorily with a problem resolution plan, the MSW Program Director will notify the student by registered mail, within 14 days of the Committee meeting, that the student will be dismissed from the MSW Program.

The social work program will terminate a student’s participation in the program on the basis of professional non-suitability if the program’s faculty determines that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or College of Staten Island Master of Social Work Student Handbook. These violations may include but are not limited to:

1) Failure to meet or maintain academic grade point requirement as established by the University and the Department of Social Work.
2) Academic dishonesty as described in University policy (http://www.csi.cuny.edu/privacy/cuny_academic_integrity.pdf). This includes academic cheating, lying, or plagiarism, including failure to accurately report internship hours. See Appendix F
3) Behavior judged by Department faculty to be in violation of the NASW Code of Ethics.
4) Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5) Rude, demeaning or disruptive behavior towards colleagues, faculty, staff, or clients at the College or in field placements.
6) Frequent absences, tardiness, or leaving early from class or field practicum.

**Readmission after withdrawal or dismissal:** A student who withdraws in good standing is eligible for readmission within two years but must notify the Program six weeks prior to the semester in which they intend to return. A student who withdraws or is dismissed due to failure to meet minimum GPA expectations may reapply for admission during the regular admissions process. The student will have to participate in an interview with the Admissions Committee and it must be determined that the student is capable of academic success. A student who is dismissed due to a serious violation of the NASW Code of Ethics or other professional misconduct will not be considered for readmission.

**Resolving issues in the Field:** As with all academic programs, students in the MSW program can be dismissed for failing to perform academically in accordance with the standards established by the College and the program.

Specific concerns of the field instructor regarding the student’s performance in general, behavior that is inconsistent with the NASW Code of Ethics, or that reflects negatively on the student’s suitability for professional social work, are approached with great seriousness and may result in a change of field placement or termination from the program.

Students may be dismissed from field education for the following criteria:
- The student is unwilling or unable to develop self-awareness and professionalism and a commitment to the principals of the social work profession.
- The student is unable to relate to clients, peers, faculty, and colleagues in an accepting and nonjudgmental manner.
- The student exhibits behaviors that interfere with the ability to provide ethical and effective practice. This includes but is not limited to use or possession of alcohol or illicit substances during internship hours or attending internship under the influence of alcohol or illicit substances or otherwise failing to exhibit the capacity to function at the expected graduate student level.
- The student fails to attend placement and/or is terminated from placement.
- The student fails to attend the Field Seminar and complete assignments
- The student exhibits excessive absences or tardiness.

Whenever the faculty field liaison and/or Director of Field Education become aware of serious difficulties a student is having in the field, either in matters related to professional conduct or use of knowledge and skills, specific procedures are followed.

If for any reason the student terminates from the placement, or if the agency asks the student to terminate, or the student commits serious ethical violations, a referral must be made to the Academic Review Committee (ARC).

*Academic Review Committee*
The Academic Review Committee members include the Director of the MSW program, a minimum of two faculty members and a student representative. The student representative is elected, one from each year, that is, Foundation Year and Concentration Year, and may also include both day student and evening student representation. The representative is neither an advocate for nor against the student, but represents a student perspective and listens with an open mind to the proceedings, participating in deliberations without bias. Faculty members are appointed on a case-by-case basis by the Director of the MSW program, based on knowledge of and involvement in the circumstances under consideration. If the issue of concern involves the field placement, the faculty liaison will attend the meeting and, where possible, the field supervisor will also attend. The student about whom the committee is meeting is present throughout the meeting, but is not present during deliberations and decision-making. The student does not bring any advocate or representative to the Academic Review Committee meeting.

The goal of the ARC is to develop problem resolution plans for students experiencing serious academic or professional problems. Problem resolution plans may include requiring the student to repeat courses or the field practicum, to extend the field placement, or to change status from full-time to part-time. In some instances, students may be dismissed from the program.

The ARC reviews statements prepared by the student, faculty advisor, field instructor and/or classroom faculty and is knowledgeable about performance expectations. At the meeting, there is a discussion of the identified problems and an attempt is made to assess the basis for the difficulties. The ARC then deliberates and a decision is conveyed to the student and the advisor. There is a process for appeal (see below for Appeal Process).

Process for Academic Review

1. Statements describing the situation under review must be submitted to the MSW Program Director no less than 72 hours before the ARC meets. The student must also write a statement and submit it to the MSW Program Director no less than 72 hours before the ARC meets. The student and members of the ARC must then be given the opportunity to receive and read the statements from each at least 24 hours prior to the ARC meeting.
2. The student statement is not intended to be a rebuttal, but rather a statement of the student’s understanding of the situation.
3. The student will have the opportunity to read all of the available statements before the formal meeting of the ARC is convened.
4. The student’s situation must be reviewed with free and open discussion. Deliberations will be conducted privately, without the student present.
5. The Director of the MSW program will meet with the student to share the ARC’s decision immediately following the meeting, if the student chooses to wait. The student will be sent a letter of notification of the ARC’s decision within 14 business days from the date of the meeting. A copy of the notification will be placed in the student’s record.
Possible Recommendations

1. Continuing in courses and field with no changes

2. Continuing in the program with conditions:

   A. Where there are problems in the field, conditions may include, but will not be limited to:

      i. Change in assignment, field instructor, and/or faculty advisor;
      ii. A trial period to be followed with a progress report, by a specified date, to the ARC;
      iii. An extension of time beyond the planned ending date of the field practicum;
      iv. Change in field practicum;
      v. Repeating the year of field practicum when a student has a field practicum grade of Incomplete or No-Credit, or it appears that the student is not able to achieve a grade of Pass;
      vi. Termination from Field. A student who is terminated from Field by the ARC is terminated from the Social Work program, unless the reason for termination is due to problems in the field placement that are unrelated to student function or capacity.

   B. Where there are academic problems, conditions may include but are not limited to:

      i. Setting dates for the completion of incomplete work;
      ii. Intermit from the program.

3. Termination from the program:

   A. A student can be terminated from the program due to serious problems or a pattern of problems in the field.
   B. A student can be terminated from the program due to academic issues.
   C. A student convicted of a felony during the time of enrollment at the program may be permanently dismissed.

ARC decisions are subject to appeal. The ARC does not change grades (see Grade Appeal Process p. 18).

ARC Appeals

Students have the right to appeal the ARC’s decision. Written requests to appeal an ARC decision must be submitted to the Department Chair within ten working days after written notification of the ARC’s decision. If that appeal is denied, the student may appeal to the Graduate Studies Committee during its next regularly scheduled meeting, or the subsequent meeting. The grounds for appeal are: new information has become available that was not available during the first appeal and/or the program violated its stated procedures or those of the College.
Appeals Process

1. The student must send a letter stating a desire to appeal the decision of the ARC to the Department Chair that gives the date of decision and the grounds for the appeal as above. This letter must be received within ten working days after the ARC’s written notification of its decision.

2. This request is read by the Chairperson. If the Chairperson decides to go forward with the appeals process, the student must submit all potentially helpful material consistent with the grounds for appeal.

3. First, a decision is made, based on written material submitted, as to whether to consider the appeal further, or reject consideration of the appeal.
   
   A. If the decision is to reject consideration of the appeal, the Chairperson notifies the student in writing.
   
   B. If the decision is to hear the appeal, the Chairperson decides whether to meet with the student, the faculty advisor or the field instructor as part of the review of the decision of the Academic Review Committee.

4. If the appeal has been considered, the Chairperson notifies the student of the outcome in writing within ten working days after submission of the request for an appeal.

5. If the appeal has not been considered at the Department level, or if the appeal was not sustained at the Department level, the student may appeal to the Academic Standing Subcommittee of the Graduate Studies Committee. The Graduate Studies Committee reviews student records and considers student appeals related to admission, readmission, and graduation. Students can petition the Committee through a counsellor in the Division of Student Affairs. The process is as follows:
   
   A. The student requests assistance from an Academic Counselor in the Counseling Center to prepare the appeal.
   
   B. The appeal is submitted to the Graduate Studies Committee, with notification by the student to the Department that an appeal will be filed, since the Graduate Studies Committee will only hear an appeal if both the student and the department have submitted documentation.
   
   C. The notice of plan to appeal must be sent by registered mail and be received by the College within ten working days of the receipt of the notice from the ARC or the Department chair.
   
   D. Neither the student nor a student representative is present at the Academic Standing Subcommittee of the Graduate Studies Committee. The Graduate Studies Committee Chair notifies the Department and the student of the result. The student is notified by registered mail, sent within three business days of the Graduate Studies Committee decision.
MSW Curriculum

The underlying academic rationale for the Master of Social Work program is that the advanced social work practitioner must have a broad background of knowledge and experience to enable effective work with individuals, families, groups, organizations, and communities as a base for focused practice at the advanced level. The curriculum builds on knowledge from four areas: a well-integrated and cohesive undergraduate liberal arts foundation; a professional core of social work content; advanced content focused on the concentration area; and, electives that provide an opportunity for the exploration of advanced, targeted practice. The overall design and integration of the curriculum is reflected in Table 1 Study Plan.

The graduate program in social work leads to a Master of Social Work degree (MSW). The Master of Social Work program requires the successful completion (at 3.0 GPA or above on a 4.00 scale) of 60 credit hours of graduate courses. The foundation curriculum consists of 27 credits of foundation courses, two field internships and two seminars, for a total of 33 credits. The concentration curriculum includes another 27 hours which includes 15 credits of advanced concentration courses, two field internships and two seminars and an advanced elective. Across the curriculum, students complete 15 credits of concentration courses, 10 credit hours of field practicum, and five credits of field seminar. The field and field seminar courses provide the means to integrate classroom knowledge, values and skills with practice in the field internship.

Advanced Standing

As noted above, students who graduated with a Bachelor’s degree in Social Work from a CSWE accredited program within the past 5 years are normally waived of all foundation year courses in which they earned a B or better in their undergraduate program. Advanced standing students must complete 720 field internship hours while at the College of Staten Island, and are credited with 480 hours from their BSW/BSSW program. Students who completed less than 480 hours in their BSW/BSSW program will have to make up the necessary field hours in their advanced year internship placement.
Advanced standing students normally complete 30 credit hours of advanced courses, including 12 credits of advanced practice (Social Work Practice with Children with Disabilities, Social Work Practice with Adults with Disabilities, Social Work Practice with Elders with Disabilities, and either Advanced Social Work Practice with Individuals and Families or Advanced Social Work Practice with Groups), Introduction to Disability Studies for Social Work, two field internships, two field seminars and two electives. Advanced standing students normally complete 720 hours of field internship (24 hours per week).

The Professional Foundation Curriculum

The social work curriculum is designed to integrate and overlap with the professional content on values and ethics, diversity, populations-at-risk, and social and economic justice as applied to systems and interpersonal interactions. The professional foundation curriculum prepares students for the beginning level of professional generalist social work practice by providing the students with the social work knowledge, values, ethics, and skills needed as a foundation for advanced professional study in social work. The College of Staten Island MSW program provides the student with an opportunity for mastery of the core competencies recognized by CSWE. At the foundation level, students complete professional foundation core (33 credits) which includes 480 hours of field internship and two integrative seminars.

Each foundation course emphasizes the generalist multi-level approach while focusing on specific intervention strategies that enhance the potential for client empowerment and social change.
The Concentration Curriculum

The advanced concentration in social work practice with people with disabilities was developed in consultation with a range of local stakeholders: self-advocates; disabilities researchers; people served by disabilities agencies; staff from disabilities agencies; parents of people with disabilities; and, former Willowbrook State School residents. The curriculum is guided by the Council on Social Work Education (CSWE) and the State of New York Education Department.

The advanced curriculum is grounded in a social constructionist perspective aimed at addressing issues of oppression and discrimination, promoting social and economic justice, creating an inclusive and barrier-free society, and developing a positive identity for people with disabilities. While acknowledging that physical, sensory, intellectual, psychological and chronic health impairments may cause individual functional limitations, this theoretical perspective recognizes that these do not necessarily have to lead to disabilities unless society fails to ensure inclusion and acceptance of people with individual differences. It is understood that the concept of disabilities will vary according to cultural expectations and values, history and sociopolitical context. Therefore, while the curriculum includes content on traditional (i.e., medical model) assessment, diagnosis and intervention, it is balanced by critique of this model, and focused on knowledge and skills grounded in a social constructionist perspective.

The concentration curriculum consists of 12 credits of advanced practice courses which meet New York State guidelines for clinical content. Based on feedback from the disabilities communities, we use a lifespan approach that includes in each course knowledge, values and skills for working with a range of people with disabilities. In addition, students take an introductory course in disability studies for social workers that discusses the history of the disability rights movement, disability cultures, the social construction of disabilities, legal and civil issues, educational inclusion, intersectionality with other oppressions, institutions, and global contexts. Advanced standing students take two electives to expand their practice knowledge, values and skills. They complete two semesters of field internships for a total of 720 hours, in an agency that serves people with disabilities. Two seminars are taken concurrently with field to allow for the integration of classroom knowledge, values and skills with practice in the field.
**Capstone project:** Per New York State regulations for all master’s degrees, the MSW at the College of Staten Island will require a special project for graduation. This capstone project—an in-depth case analysis—will be submitted in the student’s final integrative seminar. Using a client system from their field placement, each student will write a case analysis with the following components, capturing and synthesizing all major content areas in the MSW program: analysis of the client system; synthesis of the agency, community, and client contexts; assessment of the presenting problem(s); bio-psycho-social-spiritual assessment; analysis of the mutually agreed upon goals and plan of action in terms of potentially competing goals and plans; evaluation of intervention options at the micro, mezzo and macro levels; critique of the theoretical perspectives that inform the interventions proposed; analysis of the ethical issues and/or dilemmas involved in the case; evaluation of the intervention(s) and extrapolating from this case, a preliminary design for strategies that show promise of preventing similar problems, identifying for which population(s) the proposed strategies are expected to be most successful, and specifying one or more groups who would benefit from a different strategy. All students will follow confidentiality guidelines when presenting their case analyses, ensuring that client identity is protected. The case analysis will also be used for assessment of student learning in the program.
Training for Identification and Reporting of Child Abuse and Maltreatment: As part of the registration of the College of Staten Island MSW Program with the Office of the Professions of the New York State Education Department, prior to graduation, all MSW students must complete the state-mandated two-hour training in identification and reporting of child abuse and maltreatment. A Certificate of Completion for this training is also required for application to the New York State Department of Education for the LMSW license. This training will be offered by the College of Staten Island MSW Program for concentration year MSW students during the spring semester; there is no charge for the training. A Certificate of Completion will be issued only to those who are in attendance for the entire two hours. Students' transcripts will include information indicating completion of the training.

As an alternative, students can take the training elsewhere or online at the student's own expense. The Certificate of Completion must be given to the Manager of Professional Student Services no later than May 1st prior to graduation. Since it may take several weeks to receive the Certificate of Completion, students who take the training online or elsewhere should arrange to do it early enough so that graduation is not delayed.

Students who already have a valid Certificate of Completion are not required to repeat the training, but must provide a copy of their Certificate to the Manager of Professional Student Services no later than May 1. Students may choose to repeat the training.

Study plans for students pursuing the Master of Social Work as traditional or Advanced Standing students follow. Full time and part time options are shown. Students must complete the professional foundation courses in the sequence outlined. Do not take courses out of sequence. Students must be enrolled in a practice course whenever they are in the field. Taking required practice courses prior to participation in the field practicum will result in additional courses and additional tuition expense, as the field practicum must be supported by concurrently taking both the integrative seminar and a practice course.
<table>
<thead>
<tr>
<th>Table 1. Study Plans</th>
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<tbody>
<tr>
<td><strong>Full-Time MSW Program (60 credit hours)</strong></td>
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<tr>
<td><strong>FOUNDATION YEAR</strong></td>
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<tr>
<td>FALL 15 credits</td>
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<tr>
<td>SWK 611 MSW Human Behavior in the Social Environment (HBSE) I (3)</td>
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<td>SWK 600 MSW Research I (3)</td>
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<td>SWK 732 Intro to Disability Studies for Social Work (3)</td>
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<td>SWK 650 MSW Practice I (3)</td>
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<td>SWK 654 MSW Integrative Seminar I (1)</td>
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<td>SWK 655 MSW Internship I (2)</td>
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<tr>
<td><strong>CONCENTRATION YEAR</strong></td>
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<tr>
<td>FALL 16 credits</td>
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<tr>
<td>SWK 665 MSW Practice III (3)</td>
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<tr>
<td>SWK 670 MSW Policy (3)</td>
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<td>SWK 734 Practice w/ Children w/ Disabilities (3)</td>
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<td>SWK 736 Practice w/ Adults w/ Disabilities (3)</td>
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<tr>
<td>SWK 754 MSW Internship III (3)</td>
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<tr>
<td>SWK 764 MSW Integrative Seminar III (1)</td>
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| **Part-Time Program (60 credit hours)** |
| **YEAR ONE (FOUNDATION YEAR 1)** |
| FALL 9 credits | SPRING 9 credits |
| SWK 611 MSW HBSE I (3) | SWK 612 MSW HBSE II (3) |
| SWK 600 MSW Research I (3) | SWK 602 MSW Research II (3) |
| SWK 732 Intro to Disability Studies for Social Work (3) | SWK 605 MSW Ethics & Diversity (3) |
| **YEAR TWO (FOUNDATION YEAR 2)** |
| FALL 6 credits | SPRING 6 credits |
| SWK 650 MSW Practice I (3) | SWK 660 MSW Practice II (3) |
| SWK 654 MSW Integrative Seminar I (1) | SWK 674 MSW Integrative Seminar II (1) |
| SWK 655 MSW Internship I (2) | SWK 675 MSW Internship II (2) |
| **YEAR THREE (CONCENTRATION YEAR 1)** |
| FALL 9 credits | SPRING 6 credits |
| SWK 670 MSW Policy (3) | SWK 750 or 760 MSW Practice IV or V (3) |
| SWK 665 MSW Practice III (3) | Graduate Elective (3) |
| SWK 734 MSW Concentration I – Children (3) |
| **YEAR FOUR (CONCENTRATION YEAR 2)** |
| FALL 7 credits | SPRING 8 credits |
| SWK 736 MSW Concentration II – Adults (3) | SWK 738 MSW Concentration III – Elders (3) |
| SWK 754 MSW Internship III (3) | SWK 755 MSW Internship IV (3) |
| SWK 764 MSW Integrative Seminar III (1) | SWK 765 MSW Integrative Seminar IV (2) |
Full-Time Advanced Standing Program (30 credit hours)

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<td>FALL 16 credits</td>
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Part Time Advanced Standing Program (30 credit hours)

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Required Courses

**SWK 600 MSW Research I (3 credits)**
First in a two course sequence. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills needed to engage in the evidence-based practice process at all levels of social work practice. As part of that process, students learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research.
Prerequisite: Admission to MSW program
SWK 602 MSW Research II (3 credits)
Second in a two course sequence. This course deals with evaluating and applying standard social science methods to a student-designed research project. Qualitative and quantitative data collection and analysis methods are explored. Descriptive and inferential statistics are presented. The course covers data collection, data preparation and computer assisted analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and fosters an awareness and sensitivity for social work practice research with diverse groups based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability.
Prerequisite: SWK 600 MSW Research I

SWK 611 MSW Human Behavior in the Social Environment (HBSE) I: The Sociocultural Construction of the Human Experience (3 credits)
First of a two course sequence. Introduction to the sociocultural concepts that define the context of human experience. This course will explore the areas of culture, social structures, inter-group relationships and identity, concepts of ethnicity, race, class, gender, sexual orientation, religion, age, and disability. Students will learn how these variables impact the lives of groups, communities, families and individuals. The implications of a sociocultural construction of the human experience for social work practice will be explored. This course will examine the uses and misuses of power in constructing social identities and social meanings as well as personal and group experiences. It will explore how social identity and position affect access to services and resources.
Prerequisite: Admission to MSW program

SWK 612 MSW HBSE II: Culture and Development Across the Life Course (3 credits)
Second course in a two course sequence. This course explores similarities and differences in development across cultures. Emphasis will be placed on developing an understanding of the interaction between the biological/maturational aspects of development and the way cultural values, ideals and practices shape, and give meaning to, development. The course will use a history of ideas approach to explore the continuing debate on the intersection between universalist and cultural pluralist approaches to understanding development, and the relevance to social work practice. Students will use a global perspective to develop the ability to use paradigm development and critical thinking skills in their practice with clients.
Prerequisite: SWK 611 HBSE I

SWK 650 MSW Social Work Practice 1: Practice with Individuals I (3 credits)
First of three foundation social work practice courses. The course provides an introduction to knowledge, skills and values of practice with diverse individuals and families. The course emphasizes engagement, assessment, intervention, prevention, and evaluation of practice. Skills include interviewing and recording skills, case analyses, use of self and communication techniques. The NASW Code of Ethics is used to guide decision-making and practice. Focus includes identifying strategies that promote social and economic justice.
Prerequisite: Admission to MSW program
SWK 654 MSW Integrative Seminar I (1 credit)
First of two foundation integrative seminar courses. This course is designed to support the educational focus of students’ agency-based practicum. The sessions assist students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings. The Field Seminar must be taken concurrently with the Internship. Prerequisite: Admission to MSW program Co-requisites: SWK 655 MSW Field Internship I

SWK 655 MSW Field Internship I (2 credits)
First of two foundation social work internship/practicum courses. Students are placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar. Prerequisite: Admission to MSW program Co-requisites: SWK 654 MSW Integrative Seminar I and a social work practice course

SWK 660 MSW Social Work Practice 2: Practice with Groups I (3 credits)
The second of three foundation courses in social work practice that provide an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this second course emphasizes the development of group work skills and analyses, focusing on the use of self, communication techniques, and the problem-solving process in groups varying from those intended to provide supportive counsel to those designed to meet social action goals. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity and other differences among those served. Prerequisite: SWK 650 Practice with Individuals

SWK 665 MSW Social Work Practice 3: Macro-Practice I (3 credits)
Third of three foundation courses in social work practice. The social work practice sequence provides an introduction to the basic theory and methods of generalist social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this third course emphasizes practice with organizations, neighborhoods and communities. Change strategies such as social action, legislative policy, citizen participation, advocacy and service development are explored. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity. Prerequisite: SWK 650 Practice with Individuals.
SWK 670 MSW Social Welfare Policy (3 credits)
Introduces students to the evolution of social welfare beginning with early human societies through to current day social welfare systems in the United States and globally. The course examines issues surrounding the development, implementation and evaluation of social welfare policies. Students are introduced to a framework for policy analysis and advocacy. The course is designed to help social workers learn to work effectively within the social welfare system and fulfill their ethical obligation to promote social and economic justice.
Prerequisite: Admission to MSW program

SWK 605: Ethics and Diversity
Explores social work ethics and diversity. This course will be particularly directed to social ethics addressing the moral quality of societal arrangements and the values and ethical principles that guide social policies that deal with ethical obligations of society. By examining their own self-identity, cultural and social patterns, and ideas regarding justice, oppression and privilege, the student will develop the analytical and critical skills necessary to assist clients with access to services within organizations and institutions. Particular focus is on institutional racism, sexism, homophobia/heterosexism, poverty, and other oppressive constructs.
Prerequisite: Admission to MSW program

SWK 674 MSW Integrative Seminar II (1 credit)
Second of two course foundation integrative seminar courses. This course is designed to support the educational focus of students’ agency-based practicum. The seminar meets weekly over the course of the first year foundation practicum placement. The course assists students in applying the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings.
The Field Seminar must be taken concurrently with the Internship. Prerequisite:
SWK 654 Integrative Seminar I
Co-requisite: SWK 675 MSW Field Internship I

SWK 675 MSW Field Internship II (2 credits)
Second of two foundation social work internship/practicum courses. Students will be placed in a social work setting for 16 hours per week for a total of 240 hours each semester. Students will work under the supervision of an LMSW who provides guidance for learning in cooperation with the student’s faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principals from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.
Prerequisite: P in SWK 655 MSW Field Internship I;
Co-requisites: SWK 674 MSW Integrative Seminar II; a social work practice course
SWK 732 Introduction to Disability Studies for Social Work (3 credits)
First of four courses in the Social Work Practice with People with Disabilities concentration. It introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements, eugenics, policy that impacts people with disabilities, legal issues, self-advocacy, and disability culture. This course provides the foundation for the three courses on social work practice with people with disabilities across the life span.
Prerequisite: Admission to MSW program

SWK 734 MSW Social Work Practice with Children with Disabilities (3 credits)
Second of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on children that addresses human variances referred to as “disabilities” within the context of social service agencies and legislation. The social construction model utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for children with disabilities. The intersectionality of disability and other diversity factors will be explored critically.
Prerequisite: Admission to MSW program and Concentration Year status

SWK 736 MSW Social Work Practice with Adults with Disabilities (3 credits)
Third of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with adults with disabilities. It addresses types of human variances referred to as “disabilities” from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for adults with disabilities. The intersectionality of disability and other diversity factors will be explored critically.
Prerequisite: Admission to MSW program and Concentration Year status

SWK 738 MSW Social Work Practice with Elders with Disabilities (3 credits)
Fourth of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with elders with disabilities. It addresses types of human variances referred to as “disabilities” from a social constructionist framework. The social construction framework utilized in this course asserts that disability is not inherent in the individual as a deficit, but rather, is often a set of physical and social barriers that can constrain people. This course is designed to promote inclusive policies and practices for elders with disabilities. The intersectionality of disability and other diversity factors will be explored critically.
Prerequisite: Admission to MSW program and Concentration Year status
*SWK 750 MSW Social Work Practice 4: Advanced Practice with Individuals & Families II (3 credits)*
Advanced social work practice with individuals and families. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with individuals, couples and families requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, couples and families. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Crisis intervention, brief and long-term psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.
Prerequisite: SWK 650 Individual Practice I or Admission to Advanced Standing program

**SWK 754 MSW Field Internship III (3 credits)**
First of two advanced year field internship courses. Students are placed in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semesters. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College of Staten Island. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.
Prerequisite: Concentration Year status
Co-requisites: SWK 764 MSW Integrative Seminar III and a social work practice course

**SWK 755 MSW Field Internship IV (3 credits)**
Second of two advanced year field internship courses. Students continue in their placements in a social work setting that specializes in an area of disabilities – physical, developmental, and/or mental health – for 24 hours per week for a total of 360 hours per semesters. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College of Staten Island. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting.
Prerequisite: P in SWK 754 MSW Field Internship III;
Co-requisites: SWK 765 MSW Integrative Seminar IV and a social work practice course
SWK 760 MSW Social Work Practice 5: Advanced Practice with Groups II (3 credits)
Advanced social work practice with groups. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. Advanced social work practice with groups requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of group members. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and group intervention with people with emotional, mental, behavioral, intellectual and physical disorders, conditions, and addictions. Group interventions, including brief and long-term group psychotherapy and counseling, client-centered advocacy, consultation, and evaluation are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines.
Prerequisite: SWK 660 Practice with Groups I or Admission to Advanced Standing program

*Students choose at least one advanced practice course

SWK 764 MSW Integrative Seminar III—Advanced fall semester (1 credit)
First of two advanced integrative seminar courses. This course supports the educational focus of students’ agency-based internship. The course assist students in applying in their agencies the knowledge acquired throughout the MSW advanced curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings.
Prerequisite: Integrative Seminar II Co-
requisite: MSW Field Internship II

SWK 765 MSW Integrative Seminar IV—Advanced spring semester (2 credits)
Second of two advanced integrative seminar courses. The integrative seminar is designed to support the educational focus of students’ agency-based internship. The seminar assist students in applying in their agencies the knowledge acquired throughout the MSW curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain an understanding of social work practice in diverse settings. A capstone project required for graduation is submitted in this course.
Prerequisite: Integrative Seminar III Co-
requisite: MSW Field Internship III
Electives

SWK 680 Immigration and Social Work Practice (3 credits)
Explores the global dimensions of refugee and immigrant status. This course will increase students’ awareness of working with immigrants and refugees by exploring the knowledge that social workers must have to work effectively with newcomer populations of Staten Island. Students will gain working knowledge of various experiences people may have prior to arrival in the United States, as well as cultural adjustment, culture shock, post-traumatic stress, and war and refugee trauma. Advanced social work students of the 21st Century are required to utilize a global, multicultural lens when working with consumers in the macro, mezzo and micro domains. Newcomers to the U.S. need social workers with specific expertise to serve the communities in which they reside. The course will help develop that expertise.

SWK 682 Social Work and Child Welfare (3 credits)
Introduces knowledge and skills needed for practice in the field of child welfare. The course content includes an overview of relevant historical, legal, theoretical, research material as well as policy issues related to the child welfare system at the state and national levels. Students will learn the importance of advocating for social justice within a bureaucratic system as well as various alternatives to traditional foster care that exist in the United States. Discussions of the influence of racism, poverty and the media on child welfare will be integrated throughout the course. Student learning will focus on prevention, reporting, and investigation of child abuse and neglect, family preservation, out-of-home care, adoption, and services for adolescents. Students will learn to evaluate the impact of policies and to propose change in ineffective policies and service organizations.

SWK 684 Drugs and Alcohol (3 credits)
Advance theory elective focused on integration and application of theory to social work practice in the area of alcohol and drugs. This course focuses on the social reality of drug use, and drug users, within contemporary society and includes an historical analysis of the social construction of drug use, drug users, misuse, and theories of addiction. The course examines the complex relationships among individual and group behavior, and social structure. Students analyze social learning, labeling, power, and inequality. Special attention is given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on “doing something about drugs.”

SWK 686 Human Sexuality and Social Work Practice (3 credits)
Advanced exploration of the field of human sexuality as it relates to social work practice. Using both a political framework and a biopsychosocial framework, the course will review key biological aspects of reproductive anatomy and physiology that are relevant to social work practice. The course will apply a range of theories to the study of sexual behavior, sexual orientation and concepts of gender. Students will explore how social and cultural ideas and ideals regarding human sexuality are shaped. Students will consider human sexuality from historical and multicultural perspectives.
Independent Study

Independent study is available to students, if they are able to identify a faculty sponsor who is willing and able to supervise a proposed project. The project, if it is for a minimum of three credits, can be used to fulfill a required elective. Students who wish to pursue doctoral study may also find it useful to use a supervised research project either as a substitute for a required elective or for additional credits. Students commonly work on a research project in which a faculty member is engaged, or they can propose their own project.

Procedure:

1. Contact a full time faculty member to seek a sponsor for your project and discuss your idea for an independent study. The faculty member should have expertise in the area of proposed study.

2. Complete both the CSI Application for Independent Study and the Department of Social Work Independent Study Description Form. Include details of the product that will result from the course. Each section must be completed thoroughly. Additional pages can be added to the department form, as needed, to fully describe the proposed project. Plan for a minimum of three hours per week per credit. This does not include supervision time spent with the faculty sponsor.

3. The student submits both forms along with a copy of the current transcript to the faculty sponsor. The faculty sponsor will sign the forms and give them to the department chair for processing. If approved by the faculty member and chair, the student will be given copies of the form along with a course and section number.

4. Upon receiving the approved forms, the student should register for the independent study as soon as possible, but before the end of the drop/add period.

5. The final project must be submitted to both the sponsoring faculty member and to the department for the student file.

Overtally

In rare instances, an overtally might be granted when a course section is full. Not all courses are subject to overtally, for example, integrative seminars, practice courses, and research overtally's will not be allowed. For those courses, department staff will notify students who are enrolled in the desired section that a student wishes to enroll, and will ask for volunteers to change sections. If there are no volunteers, there is no other recourse. For other courses, the department chair may occasionally grant an overtally, depending on circumstances, but in no case will a course be overtallied by more than 10%. These decisions are at the sole discretion of the chair and are not subject to appeal.
Students Rights and Responsibilities

Academic Responsibilities and Student Class Participation

The process of becoming an advanced social work practitioner begins with conditional or final admission to the MSW Program. From this point on, students must be actively engaged in their own education, following the guidelines for meeting with advisors, planning their coursework, and taking initiative to assure that they get what they need from their learning. The faculty is committed to providing support and counsel in this pursuit.

The social work classroom serves as a laboratory to develop interpersonal skills and critical thinking. As such, it is essential for all students to be responsible in completing all assignments in a timely, thorough, and careful manner, just as students will be doing in the field internship, and later, as social work professionals. The expectation in the MSW Program is that students will only be absent in situations where it is absolutely unavoidable and that they will take full responsibility for all material missed, as they do in the field.

Students are expected to adhere to the professional dispositions adopted by the MSW program and to be prepared for every class session to allow for a lively exchange in discussions, the sharing of ideas and questions, and the expression of differing viewpoints, grounded in response to assigned readings. Students will be encouraged to be open to the opinions, perspectives, and experiences of others, developing the active listening skills needed for social workers to function effectively as students in a professional program, and as professionals. Most importantly, students will be expected to conduct themselves in a manner that is in keeping with the NASW Code of Ethics, demonstrating respect for and acceptance of the unique characteristics of individuals and populations, striving to make social institutions more humane, and supporting the profession’s dedication to advance social and economic justice.

When asked by her peers how she did so well in the LMSW exam, alumna Jackie Blake responded,

“Remember, in orientation, they told us that to pass the exam we needed to do the assigned readings?

I did.”
The City University of New York and the College of Staten Island have developed an extensive list of Student Rights and Responsibilities. Students are responsible for knowing and adhering to these policies. The online Graduate Catalog contains policies on the following topics: Campus Behavior Code, Computer User Responsibilities, CUNY Policy on Academic Integrity, Immunization Requirement, Policy Against Sexual Harassment, New York State Education Law Section 224-a, Access to Student Records, Section 504 Statement of Nondiscrimination, Federal Rehabilitation Act, Campus Safety and Security, Crime Awareness and Campus Security Act, No Smoking Policy, The City University of New York Workplace Violence Policy and Procedures.

The catalog is available on the College website. Failure to familiarize oneself with these policies does not absolve one from responsibility for adhering to the policies.

**MSW Student Representatives**

In addition to informal discussions between faculty and students, the MSW program uses a Student Representative process to enhance communication and program strengthening, and to help students learn professional advocacy and self-advocacy skills.

**Role of MSW Student Representatives**

The MSW Student Representative role demands an exceptional level of maturity and confidentiality. This is a student-elected position. Students nominate themselves or are nominated by peers. If a student agrees to be considered for the position, the student’s name will be included in a confidential electronic election, held annually, as needed, to replace graduating students or representatives who are unable or no longer willing to serve. Students who remain in the program for more than one year are invited to remain in the position for up to two years, if they are re-elected.

There are two primary responsibilities.
The Student Representative is a liaison between social work faculty/administration and students. The Representative meets periodically with social work administrators to help keep lines of communication open. The Representative is asked to help peers engage in professional advocacy and self-advocacy, with the goal of strengthening the social work programs and the department. The Representative assists peers in formulating thoughts and proposals about what the program and faculty are doing well, and should continue to do; what the program and faculty should start doing; what the program and faculty should stop doing; and suggests steps for solving any problems that may arise. The Representative assists students, as needed, to advocate in a professional manner. The Representative does not simply bring a list of complaints, but works with peers to practice professional advocacy and self-advocacy by proposing possible solutions and potential steps to move forward, and helping students to formulate their thoughts in a respectful, solution-focused manner.

The Student Representative is a member of the Academic Review Committee, without vote. The Representative is neither an advocate for nor against the student under review, but represents the student perspective and listens with an open mind to the proceedings, participating in deliberations without bias, and maintaining strict confidentiality.
Field Practicum

The field practicum is the signature pedagogy of Social Work programs at the College of Staten Island and nationally. It is in the field practicum where students develop their competence within the framework of social work values and ethics. These values and ethics are inherent in the Council on Social Work Education’s (CSWE) ten competencies and 41 practice behaviors. Students develop these competencies under the supervision of a qualified master’s level Field Supervisor in a College of Staten Island MSW program approved agency. It is here that students integrate and apply the social work theories, competencies and practice behaviors learned in both the classroom and the field placement site. The agency based Field Supervisor provides the supervision and education that can only be gained in the agency setting.

Upon completion of the MSW program, a student will:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply social work ethical principles to guide professional practice;
3. Apply critical thinking to inform and communicate professional judgment;
4. Engage diversity and difference in practice;
5. Advance human rights and social and economic justice;
6. Engage in research-informed practice and practice-informed research;
7. Apply knowledge of human behavior and the social environment;
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. Respond to contexts that shape practice; and
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
The Department, Field Practicum Agency and students work together in the College of Staten Island’s Master of Social Work Program to assure that the students graduate with the professional competence to practice social work:

The following describes the agreement among all the participants of the College of Staten Island, City University of New York Master of Social Work program, the field practicum agency, Field Supervisor and the students, regarding field work expectations and responsibilities. The College of Staten Island MSW program develops and maintains relationships with agencies that provide high quality on-site education and hands on experience for MSW students. The Director of MSW Field Education and the field practicum agency work together in providing students the opportunity to acquire the foundation and advanced practice skills needed to be successful in the profession of social work. The College of Staten Island MSW program is committed to ensuring that student learning is our paramount goal. To meet this shared goal, the field practicum agency is committed to creating a learning environment and educational opportunities to meet students’ unique learning needs and learning styles.
Roles and Responsibilities

The responsibilities of the Director of MSW Field Education are as follows:

1. Establish affiliation agreements with field practicum agencies;
2. Verify qualifications of Field Supervisors;
3. Monitor the appropriateness of agency settings, the assignments that are expected of students and the quality of the supervision of the students in their placements;
4. Provide the field placement agency with information regarding the students assigned to the agency, prior to the beginning of the placement start date;
5. Inform the agency of the academic calendar and curriculum developments;
6. For all placements appoint Field Liaisons who are responsible for working with Field Supervisors regarding the educational development of students;
7. Provide an orientation to the College of Staten Island MSW program for all Field Supervisors;
8. Refer new supervisors to the Manager of Professional Student Services for the SIFI training for Field Supervisors required of those who are supervising College of Staten Island students;
9. Provide agencies with the necessary consultation and support to carry out the educational program goals;
10. Provide specific learning objectives consistent with accreditation standards to be used in planning the field education program for students;
11. Provide guidelines for evaluation of students’ progress;
12. Develop and provide a clear process for screening and selecting students for field placements;
13. Obtain regular feedback from agencies regarding field programs’ strengths and limitations and recommending suitable modifications when appropriate;
14. Maintain regular communication with agency directors and agency Field Supervisors;
15. Provide consultation regarding field practicum concerns; and
16. Provide continuing education opportunities to Field Supervisors.

Please note: Students are not allowed to seek their own placements. The College of Staten Island MSW Program has affiliation agreements with educationally approved agencies for both the foundation and concentration year placements. If a student believes that an agency would be of interest to the Director of MSW Field Education, the student should inform the Director of MSW Field Education and the Office will pursue affiliation, if appropriate.

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Process for Assignment of Students to Field Placements

The choice of matching students to agencies is a professional assessment made by faculty and agency supervisors, but takes students’ preferences into account. Students will not be placed in the same or similar settings for both internships.

The Director of MSW Field Education places students in their foundation year in agencies where they can be trained in generalist social work practice. If at all possible, placements will be based on students’ choices, prior experience, learning needs, location, and other special needs. The program seeks to broaden students’ experience with the field placements, rather than duplicating prior experiences.
The Director of MSW Field Education places concentration year students in agencies where they can be trained in clinical social work with people with disabilities.

After the Director of MSW Field Education contacts field agencies and discusses potential field placement assignments, written confirmation of assignments are sent to agencies and to students.

Field agencies have the right to accept or reject students considered for field placement. However, if a student is rejected from three field placement opportunities due to failure to respond for the interview, tardiness, failure to keep an appointment, unprofessional conduct in the interview or for other factors which suggest an inability to perform at the level expected of graduate social work students, the student will be reviewed to determine whether retention in the MSW program is appropriate. If a student declines more than two potential placements, the MSW Program Director and Field of MSW Education Director will confer to determine whether continuation in the program is advisable.

**Process for Affiliation Using Agencies in Which a Student is Employed**

Students may use a job site for field placement provided the placement meets the following criteria:

- The agency must meet the basic requirements for all field placements.
- Placement hours must be arranged in a different department, unit, or program from that in which the student is employed.
- The Field Supervisor must be someone other than the employing supervisor and meet the basic requirements for all Field Supervisors.
- Assignments must be proposed that are essentially new and different, educationally appropriate, and employ new and different skills.
- The student and the agency must submit a written proposal describing the proposed differences in assignments, duties, and supervision before the MSW program can determine the suitability of the proposed placement.

There are no restrictions on paying student employees for their field placement hours as part of their regular paid compensation, if an agency chooses to do so.

**Field Liaisons**
Field Liaisons are an integral component of the field education process. Field Liaisons monitor, evaluate and support student progress in the field placement. Field Liaisons work directly with agency Field Supervisors to ensure quality experiences in field placements. All students are assigned a Field Liaison by the Director of MSW Field Education at the beginning of each year. Student and Field Liaisons continue to work together throughout the academic year while students are in field placement.

**Educational Consultation**
Field Liaisons will refer students to the academic advisor for assistance in selecting and registering for courses and in completing a degree audit prior to graduation. Field Liaisons assist students who have academic or writing challenges identified in the classroom or in the field placement in obtaining the necessary support services to be successful in their pursuit of a College of Staten Island MSW degree.

Educational Contracts, written by Field Supervisors and students together should be submitted to the Field Liaison by the end of the sixth week of the semester. The educational contract is the road map that guides students in developing the required competencies and practice behaviors of our profession. Field Supervisors are provided with examples of assignments that can be undertaken to demonstrate mastery of the practice behaviors. All Educational Contracts and other documentation, included time sheets will be submitted on the Sonia Field Work Software program.

**Evaluation**
Field Liaisons are responsible for working with Field Supervisors in monitoring and assessing student performance in the field placement. Field Liaisons identify students who need to increase their competence in the field or classroom by developing or revising students’ educational contract. Field Liaisons review students’ assignments (process recordings, logs, journals, etc.) to assess progress in mastering the required practice behaviors. Field Liaisons meet with students and Field Supervisors to develop and advance opportunities for student learning in the field placement. Field Liaisons inform the Director of MSW Field Education of any potential concerns regarding students’ progress or agencies’ ability to provide students with adequate learning experiences. Field Liaisons are responsible for determining and assigning grades for the Field Practicum.

**Contact with Field Liaisons**
While students are in the field practicum, Field Liaisons maintain contact with Field Supervisors by telephone and/or e-mail and through scheduled site visits, at least once per semester. Field Liaisons meet with both students and Field Supervisors to discuss student progress. Field Liaisons are expected to respond to student or Field Supervisor concerns and questions within 48 hours, excluding weekends.

**Agency Field Visit**
The purpose of the field visit by Field Liaisons is to ensure that Field Supervisors and students are working together to achieve the educational objectives of the field practicum. Field Liaisons
monitor the quality of the field experience and work with both parties to enhance the teaching and learning opportunities in the field and so that the field experience reflects the Department's practice perspective. Field experiences should create opportunities for students to meet assignment requirements in classes, and Field Liaisons should work with Field Supervisors to facilitate this connection.

The field visit provides an opportunity for learning more about the work of the agency, students’ assignments and learning issues, for resolving any difficulties and developing strategies to address any problems that might exist. The quality, quantity, diversity, and appropriateness of assignments to the educational level of students are topics for discussion.

This is the one time each semester when Field Supervisors and Field Liaisons may meet together and therefore, it is important they have some time alone. This provides private time for Field Supervisors to discuss perceptions and also gives time for Field Liaisons to provide consultation about the quality and clarity of focus in assignments, workload, and teaching styles of Field Supervisors and the relationship to students’ needs. Field Liaisons should prepare for the meeting by having read recent process recordings, any journals, logs, and other assignments. This effort brings Field Liaisons up-to-date and provides an opportunity to look at pieces of the records together and discuss how field instructors are using them in teaching and engaging students.

Problems in the Field Placement
Self-advocacy is a skill that the Department regards as important to develop. If students have concerns regarding field placement, the first step is to discuss concerns with their Field Supervisors. However, if the students and Field Supervisors are unable to find a solution to student concerns, students should consult with the Field Liaison to discuss the problem and explore appropriate problem-solving strategies.

It is the responsibility of students to seek out Field Liaisons to discuss unresolved concerns in the field placement or any problems that are affecting performance in the field. Field Liaisons will contact Field Supervisors to discuss student concerns. If necessary, the Director of MSW Field Education will convene a meeting (Field Liaison, student, Field Supervisor and Director of MSW Field Education) to discuss the concerns. Field Liaisons will also inform the Director of MSW Field Education regarding the concerns of students, Field Supervisors and/or Field Liaisons. If the situation cannot be resolved or remedied, the Director of MSW Field Education may need to terminate the placement and, if appropriate, place the student in a new field practicum.

If students are encountering problems affecting academic performance, students should notify their Field Liaison and seek help from their Academic Advisor.

Student Performance
Field Supervisors at the field practicum site are expected to contact the Field Liaison immediately when there are concerns about student field performance. Field Liaisons will work closely with Field Supervisors to develop opportunities for students to improve performance.
As noted above, Field Liaisons are responsible for conferencing with students and Field Supervisors to develop a plan which may result in a written agreement with recommendations for remedying the situation. All parties should review the recommendations and a time frame for re-assessment of the situation.

If students are reassigned to a new field practicum or, for reasons approved by the Director of MSW Field Education, need an extension in time to complete field education, an agreement will be drawn up indicating the need for an extension beyond the end of the semester; a grade of Incomplete will be given. The grade will be changed to Pass or Fail upon completion of the extension period.

Students who receive a grade of Fail in the field practicum or are otherwise not in good academic standing will be referred by their Field Liaison to the Academic Review Committee.

**Change in Field Liaison**
Students requesting a change in Field Liaison should make the request in writing directly to the Director of MSW Field Education. A request for a change in Field Liaison is not automatically granted and is only agreed to if a problem or concern cannot be remedied in any other way.

**Evaluation of Field Agency**
The Field Liaison plays a vital role in monitoring the effectiveness of the field agency and the Field Supervisor. Each Field Liaison reviews all of their assigned agencies yearly in an Agency Evaluation form that is submitted to the Director of MSW Field Education. The Field Liaison is expected to discuss any concerns about the effectiveness of the Field Supervisor or any aspect of the agency’s practices that might lead the Department of Social Work to reconsider its affiliation with the agency. At times, it may be necessary for the Field Liaison and the Director of MSW Field Education to meet with a Field Supervisor or agency director to address concerns and to suggest ways in which the agency or Field Supervisor can be more effective.
Field Agencies

How does the College of Staten Island MSW Program Select Its Agencies?

The College of Staten Island Director of MSW Field Education selects field placement agencies that:

1. Support the Program’s inclusive educational objectives and adhere to the NASW Code of Ethics;
2. Have a commitment to serving diverse demographic populations and that subscribe to the program’s commitment to serving those members of society who are poor, oppressed, vulnerable and stigmatized;
3. Do not discriminate in the hiring of staff or provision of services to any person on the basis of gender, gender identity and/or expression, ethnicity or race, immigration status, national origin, religion, gender expression, sexual orientation, disability, political affiliation and/or any other identity.
4. Are able to assist students in the integration of both foundation and advanced social work theoretical constructs in their practice behaviors; and
5. Have the physical space and resources that enhance student learning and the development of foundation and advanced practice behaviors.
6. Agencies chosen for concentration year field placements serve people with disabilities (intellectual, physical, sensory, psychological, chronic health and other impairments).

Process for Departmental Affiliation with Agencies

The process of affiliation between agencies and the College of Staten Island for the placement of MSW students is as follows:

An agency completes a Field Placement Application/Field Supervisor’s Data form, providing the Director of MSW Field Education with a description of the agency’s programs, projected learning opportunities, fields of practice in which the student will be placed, number of students the agency can take and the qualifications of prospective Field Supervisors. The application will be reviewed by Director of MSW Field Education and if deemed suitable, the College and the Field Practicum agency will enter into a mutual affiliation agreement. The Director of MSW Field Education will then add the agency to the school’s database.

Field Supervisors

Each field agency will select qualified staff to serve as Field Supervisors. Field Supervisors must be competent and are expected to be licensed to supervise within the particular scope of practice of the student’s assignment and have adequate time to carry out their educational functions. For foundation year field placements, Field Supervisors must be Licensed Master Social Workers (LMSW), or its equivalent. For concentration year field placements, Field Supervisors must be
Licensed Clinical Social Workers (LCSW), or its equivalent.

Occasionally there is an excellent educational opportunity with an agency; however, that agency may not have an MSW staff person available as a Field Supervisor. In this circumstance, an external Field Supervisor may be obtained to provide the MSW educational supervision for the student, while the agency employs a Task Supervisor who provides the student with daily assignments, tasks and supervision. The external Field Supervisor will have the same qualifications as any Field Supervisor affiliated with the Department. In addition they must have their own professional liability coverage as well as the commensurate work experience for either the Foundation year or Concentration year setting. The external Field Supervisor is expected to work closely with the Task Supervisor in obtaining input regarding the student’s performance. The external Field Supervisor will fulfill all the expectations required of any Field Supervisor affiliated with the Social Work Department.

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

- The agency maintains policies and procedures that are consistent with those of the College including non-discrimination and sexual harassment policies.
  
  For policies on Equal Opportunity and Nondiscrimination, and Against Sexual Harassment, please see link:  

- The agency maintains policies, procedures, and practices in accord with the NASW Code of Ethics and NASW Standards for Cultural Competence.

- 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 understands the importance of keeping all information concerning College of Staten Island MSW students placed in their agency as confidential, including evaluations.

- The agency agrees to provide assignments on an on-going basis that will enable students to acquire foundation and advanced practice behaviors.

- The agency agrees to provide the student with privacy and physical supports that will allow the student to perform professional roles and responsibilities.

- The agency agrees to provide office and storage space, access to a telephone and computer (if electronic charting is used), and reimbursement for expenses incurred in the
performance of assignments.

- In addition to selecting approved staff to serve as Field Supervisors, the agency agrees to provide MSW supervisory staff with adequate time to carry out supervisory/educational functions.

- The agency agrees to collaborate with the Department to assess and revise learning goals for competency in practice behaviors when a student’s performance does not achieve the standards for competence in the practicum.

- The agency agrees to the timely submission of a written field work evaluation prepared by the Field Supervisor according to the College of Staten Island MSW Program’s educational calendar.

Field Supervisors Minimum Qualifications

The criteria for a social worker who is recruited or desires to affiliate with the MSW program as a Field Supervisor are as follows:

1. An MSW degree with a minimum of three years of post-master’s social work experience, and the skill set needed to supervise an MSW student;

2. Licensed and registered as either an LMSW (foundation year supervisors) or an LCSW (concentration year supervisors) in New York State. If the placement is outside of New York State, the Field Supervisor needs to be duly licensed in that jurisdiction;

3. The ability and desire to teach students, including the capacity for integrating and articulating theory and practice;

4. Skill in the assessment of competency, self-aware and committed to adherence to the values, ethics, and standards for cultural competence and the Code of Ethics established by NASW and the competencies established by CSWE;

5. A commitment to supervise a student throughout the assigned period of the student’s field placement for the CSI MSW program; and

6. Successfully completed the Seminar in Field Instruction (SIFI). If a supervisor has not completed the SIFI they must agree to enroll in the SIFI class offered at CSI for new field supervisors.

Field Supervisor Responsibilities

Field Supervisors will:

1. Provide a timely orientation of the student to agency policies, services the agency
provides and clearly define responsibilities for the student’s practicum experience.

2. Meet in a regularly scheduled supervisory session for at least one hour weekly. Students are expected to present the supervisor with process recording, logs or journals in a timely manner. The supervisor needs enough time to review the student’s work prior to the weekly supervisory session.

3. Develop with the student an educational contract by the 6th week of the semester.

4. Provide evaluation and feedback to the student. This includes a formal end of semester written evaluation of the student’s performance.

5. Monitor practicum-related documentation particularly activity times logs, student evaluations and documents specific to the student’s role in the agency.

6. Ensure the student has access to guidance and consultation from other agency professionals in the agency in the event of the Field Supervisor’s absence (e.g., during vacation or illness).

7. Notify the Department if there is a significant change in the agency Field Supervisor’s availability due to a change of employment status, staffing, etc.

8. To provide a meaningful field experience for College of Staten Island MSW students, Field Supervisors are further encouraged to become familiar with the theory of social constructionism. If unfamiliar with this theoretical position, the Field Supervisor must be open to working with the Director of MSW Field Education to understand the integration of this perspective into the students practice experience. (e.g., Witkin, S. (2012) Social Construction in Social Work Practice. New York: Columbia University Press)
Task Supervisors Responsibilities

There are times that, in addition, to the Field Supervisor, a task supervisor is assigned to work with the student in a specific area of the student’s learning.

1. Task Supervisors may be qualified Field Supervisors, other social workers, or members of other disciplines. In constructing a task supervisory plan it is expected that task supervisors adhere to the following:

2. The Field Supervisor retains overall responsibility for the administration of the student’s practicum experience.

3. The Field Supervisor and Task Supervisor will work together collaboratively.

4. If there are concerns with the task supervision the Field Supervisor will work towards remediation of these concerns. If remediation is not fruitful the Field Liaison will meet with the Field Supervisor, Task Supervisor and student. The basic knowledge, skills and values of the social work profession will be adhered to by the Task Supervisor.

5. Task Supervisors are expected to meet with the student individually for a minimum of one half to one hour weekly

6. The Task Supervisor’s input is essential to the Field Liaison’s formal evaluations.

7. If the Task Supervisor is not a social worker, it is the Field Supervisor’s responsibility to advise the student of the Task Supervisor’s discipline, professional values and ethics, and differences between social work and the other discipline.

Expectations of Students

1. The student is expected to adhere to the values, ethics, and standards for cultural competence embodied in the NASW Code of Ethics and NASW Standards for Cultural Competence.
2. The student is to be an active and responsible participant in an ongoing learning process in field work. This includes the preparation of an agenda and timely presentation of required recordings, logs or journals. Students are to adhere to the time and attendance policies, and standards of behavior, including dress, set by the field practicum.

3. The student is expected to become a self-reflective learner and to be able to evaluate both use of self and the learning opportunities afforded by the agency. The student understands the responsibility to be accountable to the Department, College and agency for achieving learning goals, objectives, and foundation and advanced practice behaviors in the practicum.

4. The student is expected to understand and practice the policies and procedures of the agency, which should be consistent with the ethics, values, and standards of the profession.

5. The student is accountable to the Department and agency for completion of hours required for field work (480 hours in the foundation year and 720 in the concentration year).

6. The student is a participant in the advisement process. The student is responsible for attendance at regular meetings with the Field Liaison and completion of assignments (process recordings, logs, journals, etc.) as requested.

7. The student must maintain professional confidentiality in all activities. All agency material being used for class assignments should be disguised. In addition, audio and video tapes of field practicum practice can be used for teaching in the classroom only with written permission of clients and the agency.

8. It is the policy of the Department and a professional ethical principle that students identify themselves as a student or intern in any work with clients and agency representatives.

Confidentiality

As previously mentioned, strict adherence to confidentiality is essential to ethical social work practice. The student must adhere to the understanding that 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. The student must comply with all applicable Federal, State and local laws and regulations,
including, but not limited to Health Insurance Portability and Accountability Act (HIPAA) regulations, governing the field practicum in which the student is placed.

The client information used in recordings and the content of 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. The process of obliteration is referred to as redaction.

**Students with Disabilities**

The Department of Social Work at the College of Staten Island is committed to ensuring equal access to academic and co-curricular programming in compliance with the Americans with Disabilities Act (ADA). This includes equal access to quality field placements for students with disabilities. Through the Center for Student Accessibility, the Department will ensure reasonable accommodations for students with documented disabilities. Through robust student support programming, comprehensive services, and a commitment to student learning, staff members at the Center for Student Accessibility work toward creating an environment that fosters empowered students who will realize their potential in a higher education setting.

*What services are available for students with disabilities?*

The Center for Student Accessibility, (CSA), is a part of the Division of Student Affairs. The Director and staff of the CSA work with students to provide accommodations and services. Reasonable accommodations and additional services depend on the documentation students provide to the office. The Center works with students to establish the right combination of accommodations and services in an effort to foster full participation in coursework and in the larger college community. Staff members are committed to student success and are advocates for students’ needs.

*How Does a Student Receive Services?*
In order to receive services, a student must register with the Center for Student Accessibility. After the student has been accepted for admission to the College of Staten Island, the student must submit documentation verifying a disability to the Center for Student Accessibility in 1P-101 (These records are confidential and NOT a part of any permanent records). Please see the Center for Student Accessibility website for further information: http://www.csi.cuny.edu/csa/

Field Practicum Policies

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

Students in the foundation year spend a minimum of 480 hours (over two semesters) in the field. These 16 hours per week are usually accomplished over two days per week in the field agency. Students enrolled in the concentration year spend a minimum of 720 hours (over two semesters) in the field. These 24 hours per week are usually accomplished over three days per week in the field agency. Students have agreed to have eight hours per day between 8:00am and 6:00pm available Monday-Friday to ensure that the student will be able to fulfill the field practicum hours, as designed by the program. If a student enters the program agreeing to this policy and subsequently cannot fulfill the field practicum commitment due to unavailability of weekday daytime hours, their standing in the program will be reevaluated and they are unlikely to be able to complete the program.

In alignment with the CSWE practice behavior of professional comportment of self, regular attendance in the field placement agency is expected of all students. In adhering to standard business practices, chronic lateness, absence, or leaving early are unacceptable. Students are responsible for informing the Field Supervisor of any planned absence or lateness. If the lateness or absences interfere with completion of the requisite number of hours in the field, students are responsible for arranging with supervisor to make up the time. Students who do not follow these instructions will be referred to the Academic Review Committee.

Students are allowed a maximum of three documented absences per academic year. These absences are not an entitlement to time off, rather they function like an insurance policy to be used only when necessary. Students may not take time off from field placement to complete class projects or other assignments. Absences due to observance of religious holidays are allowed, with prior approval of field instructors. For unavoidable and essential reasons such as illness, students may be absent from internships up to three days over the course of the year without incurring an obligation to make up lost time as long as 480 (foundation year) or 720 (concentration year) hours are completed and the absence was for religious reasons, serious health concerns or other documented emergencies. If the number of absences exceeds three days, regardless of the reason for the absences, students must arrange with field instructors a plan to make up missing time. Students who have excessive absences, repeated tardiness, leave early repeatedly, or have insufficient hours in field placement risk removal from the agency and dismissal from the program.
Students are to observe agency hours and the calendar followed by agency. After consultation with Field Supervisors, students are allowed to follow the academic calendar for Thanksgiving and designated College holidays during the semester. Students are not expected to be in field during the winter semester break, but may do so to make up hours with permission of Field Supervisors. Students should be excused for prayer observances during the day, as needed.

Guidelines for Home Visits: Home visits provide students with awareness of a client’s life situation that is unattainable in office visits. Home visits allow students to assess, engage and intervene with clients in an effective manner. The following guidelines are intended to insure that home visits continue to be utilized when indicated under reasonable safeguards:

- In high risk areas, visit with an escort or co-worker.
- Plan a route in advance. Use main streets for walking.
- When traveling by subway, 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 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 displaying valuable items such as cell phones.
- Use caution in entering empty elevators.
- In planning trips for client groups, arrangements should be made to have someone available to help in emergencies, for example, another worker.
Transportation and Reimbursement

Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If difficulties emerge in reimbursing students, contact the Director of MSW Field Education. Students should not use their own vehicles to transport clients. Students may however, drive an agency owned vehicle if they have the appropriate license, agency approval, and appropriate insurance coverage.

Professional Liability Insurance

The City University of New York provides liability insurance to all students in professional programs.

Guidelines for Assisting Students with Field Assignments

The Department of Social Work has developed guidelines for student assignments in the Field. These assignments were constructed to assist students to learn the knowledge and skills needed to be proficient with foundation and advanced competencies in accordance with curriculum taught in the classroom.

The MSW Program provides guidelines for student recordings in each practice method to both the student and Field Supervisor.

Education Contract

During or before the sixth week of the first semester, students and Field Supervisors should complete Education Contracts and submit signed contracts on the Sonia Software program. Field Liaisons will approve the submission after the student and field supervisor have completed their respective parts of the Education Contract. Students and Field Supervisors will be provided a template on Sonia to guide them in this process.

The education contract will describe the type of assignments, projected number of assignments (cases, groups, projects) in which the students will participate during the first semester in the field placement.

The CSWE core competencies and required learned practice behaviors are addressed in the template.

The education contract asks Field Supervisors and students to identify the assignments through which practice behaviors will be acquired and evaluated. The education contract should also identify any anticipated challenges to learning or completing assignments that will impact students’ ability to perform successfully in the field.
Grades in Field Practicum

The grade in Field Practicum is based on students’ overall professional development and practice, as exhibited by performance in the field agency, and the depth of analysis and skill reflected in the logs and written assignments. The student, agency Field Supervisor and the faculty Field Liaison evaluate performance in the field cooperatively.

PASS ✓

FAIL ☐

Occasionally a grade of “Incomplete” may be given for field placement. This occurs when students have not developed the minimum competency expected of students at the end of the semester, and/or students have missed several days of field for legitimate reasons and need to make up time. In these cases, a plan for completing the required hours and/or achieving specified learning objectives will be developed, along with a timeline for completion. Unlike Incomplete grades in other courses, for which the College policy, described in the Graduate Catalog apply, a grade of Incomplete in the Social Work Field Practicum I, II, III or IV requires a written agreement signed by the student and Field Supervisor, and approved by the Field Liaison and the Director of MSW Field Education. The time allowed to make up the missing work will be determined collaboratively. If students fail to make up missing hours or acquire needed skills as assessed by the agency Field Supervisor and Field Liaison, students may be removed from the program and receive a failing grade for the course. Failing Field Practicum prevents students from obtaining a degree in Social Work.

Field Liaisons assign the practicum grade. The grade is based on the Field Liaison’s review of the Field Evaluation, the Field Supervisor’s recommendation, and other indicators, including written work, as appropriate.

Field Evaluations

In December and in May of the placement year, students receive a formal written evaluation prepared by agency field instructors. The evaluation focuses on several major areas including practice skills, professional values and ethics, knowledge base, application of knowledge in the helping process, and use of self in practice and in supervision.

The preparation of this evaluation should be a joint effort between field instructors and students. It should evaluate student growth and capacity to meet objective standards of performance.

Before submitting evaluations to Field Liaisons, Field Supervisors should discuss the evaluation with students, who must sign the report indicating that students have read it. Should students disagree with any aspect of the evaluation, they have the opportunity to prepare a written addendum to accompany the report.
Students cannot receive grades for fieldwork until signed evaluations have been submitted to Field Liaisons. Students are responsible for making arrangements in a timely manner for evaluations to be completed before the end of the semester. End-of-the semester Field Evaluations are due by the end of finals week in December and May. Field Evaluation should be submitted following a full discussion between students and the Field Supervisors. Field Evaluations are based on student performance with respect to ten competencies and the associated foundation and/or advanced practice behaviors. Field evaluations are populated based on Education Contract assignments.

The Field Evaluation uses a five point Likert-type scale, with ratings from 1 (failure) to 5 (excellent). Field Supervisors should use the rating No Significant Opportunity, if students have not been observed or supervised in a particular practice behavior.

Field Supervisors are expected to have observed and rated students in every item on the evaluation by the end of the second semester.

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

2= 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).

3= Achieves Standard:
The student who achieves the standard is rated (3). This is the expected rating for demonstrating an average level of skill.

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

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

Field Supervisors and students are required to sign the last page of the evaluation. Signatures indicates that students have read and discussed the evaluation with Field Supervisors; signatures by students do not imply agreement with the contents of the evaluation.

Evaluation of Field Agencies

At the conclusion of the internship year, students have the opportunity to complete a formal written evaluation of the placement experience to date and the learning opportunities afforded to them. This evaluation is useful to the program to plan for future students. The MSW program is interested in both the positive and negative aspects of the experience in the field. Student
feedback is valued in assessing the strengths and limitations of the agencies utilized in the program.

**Field Education Forms and Recording Procedures**

The Department of Social Work uses the Sonia Placement Software to provide forms, documentation and communication venues among Supervisors, Field Liaisons, Students and the Field Education components of the program. Agency representatives, students, field liaisons and supervisors, will be able to communicate with the school and with each other using Portal IDs on the Sonia placement system. IDs are assigned at the beginning of the academic year.
Appendix A NASW Code of Ethics
NASW Code of Ethics

The MSW program subscribes to the National Association of Social Work Code of Ethics. All students are held to this code.

National Association of Social Workers (NASW) Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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. The 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 principle, and 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:

The Code identifies core values on which social work's mission is based.

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.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

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 the 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 code of ethics cannot resolve all ethical issues or disputes or capture the 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.

**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 Worker's 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 other 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 principles, 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 relationships 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 wellbeing of individuals, families, social group, organization, 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 organization 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.

**SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

Commitment to Clients
Social workers' primary responsibility is to promote the wellbeing 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).

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.

Informed Consent
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.

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.

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.

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.

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.

Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

Competence
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.
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.

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.

Cultural Competence and Social Diversity
Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.

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 differences among people and cultural groups.

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

Conflicts of Interest
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.

Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social or business. Dual or multiple relationships can occur simultaneously or consecutively).

When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of
interest among individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

Privacy and Confidentiality

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.

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.

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. 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.

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.

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 client’s 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.

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.

Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employers, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

Social workers should not discuss 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.

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.

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

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.

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.

Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented disclosure of confidential information or there is a compelling need for such disclosure.

Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

Access to Records
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.

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.

**Sexual Relationships**
Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

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.

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.

Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

**Physical Contact**
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

**Sexual Harassment**
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about their clients.

Payment for Services
When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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.

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

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.

Termination of Services
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 client's needs or interests.

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 considering 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.

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.

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

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.

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.

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

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

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, gender, identity, or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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

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.

Interdisciplinary Collaboration
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.

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.

Disputes Involving Colleagues
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.

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.

Consultation
Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

Social workers should keep themselves informed about colleagues' area 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.

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

Referral for Services
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 serve is required.

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.

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

Sexual Relationships
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.
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.

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.

Impairment of Colleagues
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.

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.

Incompetence of Colleagues
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.

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

Unethical Conduct of Colleagues
Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

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.

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.
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).

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

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

Supervision and Consultation
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.

Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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

Social workers who provide supervision should evaluate supervisee's performance in a manner that is fair and respectful.

Education and Training
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.

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

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.

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.

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.

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

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.

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.

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.

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

Client Transfer
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.

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.

Administration
Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

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.

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

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.

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.

Commitments to Employers
Social workers generally should adhere to commitments made to employers and employing organizations.

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

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.

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 organizations' practices are consistent with the NASW Code of Ethics.

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

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

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.

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

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.
SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

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

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.

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

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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

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

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

Impairment
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.

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.

Misrepresentation
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.
Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organization.

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.

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

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.

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

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

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

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

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.

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.

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 conferences.

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

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

Social Workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

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

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.

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.

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.

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.

Social workers should inform participants of their right to withdraw.

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

Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

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.

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.

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

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.

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.

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

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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.

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

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

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.

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

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.

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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
College of Staten Island

MSW Competencies and Practice Behaviors

The EPAS Core Competencies (EP 2.2.1 through 2.1.10) are the College of Staten Island competencies used in curriculum design and assessment. The Core Competencies are operationalized as the practice behaviors provided in EPAS, as shown below. The items marked with an asterisk are the Advanced Concentration practice behaviors.

Competency #1: Identify as a professional social worker and conduct oneself accordingly
Advocate for client access to the services of social work
Practice personal reflection and self-correction to assure continual professional development;
Attend to professional roles and boundaries
Demonstrate professional demeanor in behavior, appearance, and communication;
Engage in career-long learning;
Use supervision and consultation
*Assess and address values & biases regarding disabilities
*identify professional strengths, limitations and challenges;

Competency #2: Apply social work ethical principles to guide professional practice
Recognize and manage personal values in a way that allows professional values to guide practice
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
Tolerate ambiguity in resolving ethical conflicts
Apply strategies of ethical reasoning to arrive at principled decisions
*Apply ethical decision-making skills when working with people with disabilities, across the life span
* identify and use knowledge of relationship dynamics, including power differentials

Competency #3: Apply critical thinking to inform and communicate professional judgments
Distinguish, appraise, and integrate multiple sources of knowledge, including research- based knowledge, and practice wisdom
Analyze models of assessment, prevention, intervention, and evaluation
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities
*Evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with people with disabilities across the life span
*engage in reflective practice

Competency #4: Engage diversity and difference in practice
Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
Recognize and communicate their understanding of the importance of difference in shaping life experiences
View themselves as learners and engage those with whom they work as informants.
*Identify and use practitioner-client differences from a strengths perspective

Competency #5: Advance human rights and social and economic justice.
Understand (sic: “can identify and articulate”) the forms and mechanisms of oppression and discrimination;
Advocate for human rights and social and economic justice;
Engage in practices that advance social and economic justice
*Respect and promote people with disabilities’ right to dignity and self-determination

Competency #6: Engage in research-informed practice and practice-informed research.
Use practice experiences to inform scientific inquiry
Use research evidence to inform practice
*Evaluate the effectiveness of practice and programs in achieving intended outcomes for people with disabilities

Competency #7: Apply knowledge of human behavior and the social environment
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
Critique and apply knowledge to understand person and environment
*Synthesize and differentially apply theories of human behavior and the social environment to guide practice with people with disabilities across the life span

Competency #8: Engage in policy practice to advance social and economic well-being to deliver effective social work services
Analyze, formulate, and advocate for policies that advance social well-being
Collaborate with colleagues and clients for effective policy action
*Adapt organizational policies, procedures and resources to facilitate the provision of services to diverse people with disabilities and their caregivers
*Communicate to stakeholders the implication of policies and policy change in the lives of clients
Competency #9: Respond to contexts that shape practice
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and, Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
*Work collaboratively with clients with disabilities and others to effect sustainable system change.

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
Engagement
Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities
Use empathy and other interpersonal skills
Develop mutually agreed-upon focus of work & desired outcomes
*Develop culturally responsive relationships with clients and others
*Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

Assessment
Collect, organize, and interpret client data
Assess client strengths and limitations
Develop mutually agreed-upon intervention goals & objectives
*Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances and events

Intervention
Select appropriate intervention strategies
Initiate actions to achieve organizational goals
Implement prevention interventions that enhance client capacities
Help clients resolve problems
Negotiate, mediate, and advocate for clients
Facilitate transitions and endings
*Implement appropriate interventions with people with disabilities
*Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide planning and intervention

Evaluation
Social workers critically analyze, monitor, and evaluate interventions
*Reevaluate and adjust service plans for people with disabilities on a continuing basis.
The City University of New York The College of Staten Island
MSW Foundation Year– Learning Contract

Student’s Name: ___ Faculty Liaison’s Name: ___ Agency Name: __________________
Address: __________________

Field Supervisor: ___ Telephone number(s) ______

Email_

Secondary Field Inst. & Degree: (if applicable) ___ Telephone number(s) ______

Email_

**Days and Hours of Field:** (16 hours/week)
Specify the days and hours each week student will be in field placement. (Field education must total 480 hours for the academic year)

_________ _________ _____________ ___________ __________

**Agency Expectations:** Discuss the expectations regarding illness, holidays, personal time, make-up for lost time, notification and coverage during Discussion Completed_____(please check)

**Supervision:** Students are expected to receive at least 1 hour per week of supervision, individual conference with the primary supervisor.

Day/Time Field Supervisor Name Individual/Group

________________________ ____________________________ __________________

SIGNATURES

Student: ____ Date: _

Primary Field Supervisor: _ Date: _

Secondary Field Supervisor (if applicable)______ Date: _

Faculty Liaison/Advisor: ___ Date: _

Summary of Practicum Experience: Complete the questions below to briefly describe the agency setting and population, as well as your role and supervision with the agency.
AGENCY:

What is the mission of the agency? What services does the agency provide? What population(s) does the agency serve?

STUDENT:

What will you be doing within the agency?

In what department or section will you be based?

Who will direct your daily activities?

What evidence supported practices will you use? (e.g., assessment tools, intervention models, literature reviews, practice guidelines, practice experience, professional theories, research methods, systematic reviews, etc.)

SUPERVISION:

What is the day and time of the weekly supervision meetings?

What should you bring to supervision meetings?

As part of their Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education has identified 10 Core Competencies that social work students need to meet, with corresponding practice behaviors that students need to demonstrate as a measure of their competency.
By the end of the two semesters of field work, **all ten competencies below must be addressed.** Under each practice behavior for the competencies chosen, list tasks or activities that show how you will engage in that practice behavior. **Every practice behavior must be addressed.**

Under Evidence/Evaluation, list ways in which your supervisor will evaluate your performance in the evaluation/evidence section.

**COMPETENCY 2.1.1 Identify as a professional social worker and conduct oneself accordingly**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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Practice Behavior 1:
Advocate for client access to the services of social work

**Activities to Develop Skills**

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Practice Behavior 2:
Attend to professional roles and boundaries

**Activities to Develop Skills**

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Practice Behavior 3:
Demonstrate professional demeanor in behavior, appearance, and communication

**Activities to Develop Skills**

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Practice Behavior 4:
Use supervision and consultation

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<th>Activities to Develop Skills</th>
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<td>Prepares for supervision-organizes case presentations and formulates pertinent questions.</td>
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Practice Behavior 5:
Practice personal reflection and self correction to assure continual professional development

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<th>Activities to Develop Skills</th>
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Practice Behavior 6: Engage in career-long learning

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COMPETENCY 2.1.2 **Apply social work ethical principles to guide professional practice**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

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Practice Behavior 1:
Recognize and manage personal values in a way that allows professional values to guide practice

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Practice Behavior 2:
Tolerate ambiguity in resolving ethical conflicts

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Practice Behavior 3:
Apply strategies of ethical reasoning to arrive at principled decisions

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Practice Behavior 4:
Make ethical decisions by applying the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

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

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Practice Behavior 1:
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

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Practice Behavior 2:
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

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Practice Behavior 3:
Analyze models of assessment, prevention, intervention and evaluation

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

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Practice Behavior 1:
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

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Practice Behavior 2:

Recognize and communicate their understanding of the importance of difference in shaping life experiences

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Practice Behavior 3:

View themselves as learners and engage those with whom they work as informants.

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Practice Behavior 4:

Recognize the extent to which a culture's structural and values may oppress, marginalize, alienate, or create or enhance privilege and power

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

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<td>Advocate for human rights and social and economic justice</td>
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COMPETENCY 2.1.6 Engage in research-informed practice and practice-informed research
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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Practice Behavior 1:
Use research evidence to inform practice

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Practice Behavior 2:
Use practice experience to inform scientific inquiry

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COMPETENCY 2.1.7 Apply knowledge of human behavior and the social environment
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge form the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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Practice Behavior 1:
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

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Practice Behavior 2:

Critique and apply knowledge to understand person in environment.

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COMPETENCY 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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Practice Behavior 1:

Collaborate with colleagues and clients for effective policy action

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Practice Behavior 2:

Analyze, formulate, and advocate for policies that advance social well-being

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COMPETENCY 2.1.9 Respond to the contexts that shape practice

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

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Practice Behavior 1:
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

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Practice Behavior 2:
Provide leadership in promoting sustainable change in service delivery and practice to improve the quality of social services.

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COMPETENCY 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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Practice Behavior 1:
2.1.10(a) Engagement-Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

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Practice Behavior 2:
2.1.10(a) Engagement- Use empathy and other interpersonal skills

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Practice Behavior 3:
2.1.10(a) Engagement: Develop mutually agreed on focus of work and desired outcomes

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Practice Behavior 4:
2.1.10(b) Assessment- Collect, organize, and interpret client data

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Practice Behavior 5:
2.1.10(b) Assessment- Assess client strengths and limitations

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Practice Behavior 6:
2.1.10(b) Assessment- Develop mutually agreed-on intervention goals and objectives

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Practice Behavior 7:
2.1.10(b) Assessment- Select appropriate intervention strategies

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Practice Behavior 8:
2.1.10(c) Intervention- Initiate actions to achieve organizational goals

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Practice Behavior 9:
2.1.10(c) Intervention- Implement prevention interventions that enhance client capacities

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Practice Behavior 10:
2.1.10(c) Intervention- Help clients resolve problems

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Practice Behavior 11:
2.1.10(c) Intervention- Negotiate, mediates, and advocate for clients

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Practice Behavior 12:
2.1.10(c) Intervention - Facilitate transitions and endings

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Practice Behavior 13:
2.1.10(d) Evaluation - Social workers critically analyze, monitor, and evaluate interventions

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Appendix D MSW Concentration Year Learning Contract
The City University of New York The College of Staten Island
MSW Advanced Concentration Learning Contract

Student’s Name: _ Faculty Liaison’s Name: ___ Agency Name: ________________
Address: __________________

Field Supervisor: ___ Telephone number(s) _____

Email ____________

Secondary Field Supervisor & Degree: (if applicable) ________
Telephone number(s)_______ Email __________

Days and Hours of Field: (24 hours/week)
Specify the days and hours each week student will be in field placement. (Field education
must total 720 hours for the academic year)

_________________________ ________________ __________________

Agency Expectations: Discuss the expectations regarding illness, holidays, personal time, make-
up for lost time, notification and coverage during Discussion Completed______(please
check)

Supervision: Students are expected to receive at least 1 hour per week of supervision, individual
conference with the primary supervisor.

Day/Time Field Supervisor Name Individual/Group

_________________________ ____________________________ __________________

SIGNATURES

Student: _____ Date: _

Primary Field Supervisor: _ Date: _

Secondary Field Supervisor (if applicable)_______ Date: _

Faculty Liaison/Advisor: __ Date: _

Summary of Practicum Experience: Complete the questions below to briefly describe the
agency setting and population, as well as your role and supervision with the agency.
AGENCY:

What is the mission of the agency? What services does the agency provide? What population(s) does the agency serve?

STUDENT:

What will you be doing within the agency?

In what department or section will you be based? Who will direct your daily activities? What evidence supported practices will you use? (e.g., assessment tools, intervention models, literature reviews, practice guidelines, practice experience, professional theories, research methods, systematic reviews, etc.)

SUPERVISION:

What is the day and time of the weekly supervision meetings? What should you bring to supervision meetings?

As part of their Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education has identified 10 Core Competencies that social work students need to meet, with corresponding practice behaviors that students need to demonstrate as a measure of their competency.
By the end of the two semesters of field work, **all ten competencies below must be addressed.** Under each practice behavior for the competencies chosen, list tasks or activities that show how you will engage in that practice behavior. **Every practice behavior must be addressed.**

Under Evidence/Evaluation, list ways in which your supervisor will evaluate your performance in the evaluation/evidence section.

**COMPETENCY 2.1.1 Identify as a professional social worker and conduct oneself accordingly**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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Practice Behavior 1:
Advocate for client access to the services of social work

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Practice Behavior 2:
Attend to professional roles and boundaries

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Practice Behavior 3:
Demonstrate professional demeanor in behavior, appearance, and communication

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Practice Behavior 4:
Use supervision and consultation

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<td>Prepares for supervision-organizes case presentations and formulates pertinent questions.</td>
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Practice Behavior 5:
Practice personal reflection and self correction to assure continual professional development

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Practice Behavior 6:
Engage in career-long learning

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COMPETENCY 2.1.2 Apply social work ethical principles to guide professional practice
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

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Practice Behavior 1:
Recognize and manage personal values in a way that allows professional values to guide practice

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Practice Behavior 2:

Tolerate ambiguity in resolving ethical conflicts

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Practice Behavior 3:

Apply strategies of ethical reasoning to arrive at principled decisions

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Practice Behavior 4:

Make ethical decisions by applying the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

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COMPETENCY 2.1.3 **Apply critical thinking to inform and communicate professional judgments**

*Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.*

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Practice Behavior 1:
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

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Practice Behavior 2:
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

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Practice Behavior 3:
Analyze models of assessment, prevention, intervention and evaluation

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**COMPETENCY 2.1.4 Engage diversity and difference in practice**

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

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Practice Behavior 1:

Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

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Practice Behavior 2:

Recognize and communicate their understanding of the importance of difference in shaping life experiences

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Practice Behavior 3:

View themselves as learners and engage those with whom they work as informants.

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Practice Behavior 4:

Recognize the extent to which a culture's structural and values may oppress, marginalize, alienate, or create or enhance privilege and power.

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COMPETENCY 2.1.5 Advance human rights and social and economic justice

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

To be completed in first semester ________ To be completed in second semester ________

Practice Behavior 1:
Engage in practices that advance social and economic justice

Activities to Develop Skills

Practice Behavior 2:
Understand the forms and mechanisms of oppression and discrimination

Activities to Develop Skills

Practice Behavior 3:
Advocate for human rights and social and economic justice

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

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Practice Behavior 1:
Use research evidence to inform practice

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Practice Behavior 2:
Use practice experience to inform scientific inquiry

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COMPETENCY 2.1.7 Apply knowledge of human behavior and the social environment
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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Practice Behavior 1:
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

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Practice Behavior 2:
Critique and apply knowledge to understand person in environment.

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

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Practice Behavior 1:
Collaborate with colleagues and clients for effective policy action

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Practice Behavior 2:
Analyze, formulate, and advocate for policies that advance social well-being

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COMPETENCY 2.1.9 *Respond to the contexts that shape practice*
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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Practice Behavior 1:
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**Activities to Develop Skills**

Practice Behavior 2:
Provide leadership in promoting sustainable change in service delivery and practice to improve the quality of social services.

**Activities to Develop Skills**

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

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

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Practice Behavior 1:
2.1.10(a) Engagement-Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

**Activities to Develop Skills**
Practice Behavior 2:
2.1.10(a) Engagement- Use empathy and other interpersonal skills

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Practice Behavior 3:
2.1.10(a) Engagement: Develop mutually agreed on focus of work and desired outcomes

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Practice Behavior 4:
2.1.10(b) Assessment- Collect, organize, and interpret client data

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Practice Behavior 5:
2.1.10(b) Assessment- Assess client strengths and limitations

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Practice Behavior 6:
2.1.10(b) Assessment- Develop mutually agreed-on intervention goals and objectives

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Practice Behavior 7:
2.1.10(b) Assessment- Select appropriate intervention strategies

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Practice Behavior 8:
2.1.10(c) Intervention- Initiate actions to achieve organizational goals

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Practice Behavior 9:
2.1.10(c) Intervention- Implement prevention interventions that enhance client capacities

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Practice Behavior 10:
2.1.10(c) Intervention- Help clients resolve problems

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Practice Behavior 11:
2.1.10(c) Intervention- Negotiate, mediates, and advocate for clients

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Practice Behavior 12:

2.1.10(c) Intervention-Facilitate transitions and endings

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Practice Behavior 13:

2.1.10(d) Evaluation- Social workers critically analyze, monitor, and evaluate interventions

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Appendix E MSW Social Work Field Evaluation
MSW Social Work Field Evaluation
The evaluation form is designed to assess the development of foundation and advanced clinical social work skills. All items should be addressed by the Field Supervisor and student. The Field Liaison should be consulted if there is need for clarification regarding any question.

Fall ___ Spring ______

Student Name: ______
Field Supervisor: ___
Agency: ______

Please provide a brief narrative describing the students learning assignments over this semester. In addition to outlining direct service assignments, please note the students plan for a macro project, participation in educational seminars, in-service training sessions, consultation with other professionals, orientation sessions, field trips and other external activities.

Number of hours completed:
If the student has not completed the required number of hours, please describe in detail the plan for these hours to be completed:

**Instructions:**
Evaluation is a critical part of a student's professional education, and we are asking you to evaluate behaviors and activities of this student in order to provide feedback, growth, discussion, and educational planning. The evaluation is comprised of 10 sections which correspond to the learning objectives for practicum. The aspect of performance addressed by each item is applicable to individuals, families, groups and community assignments. When rating the student, use other social work students you have known with similar education and experience as a comparison. Circle the rating that best describes the student's performance on each item.

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

2= 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).

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

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

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

NSO=No Significant Opportunity
There has been no significant opportunity to observe this practice behavior.

**NOTE: ALL PRACTICE BEHAVIORS MUST BE PRACTICED AND EVALUATED BY THE END OF THE SECOND SEMESTER.**

**Competence #1: Identify as a professional social worker and conduct oneself accordingly**

Learning opportunities and student activities to achieve competency #1
Advocate for client access to the services of social work 1 2 3 4 5 NSO
Practice personal reflection and self-correction to assure continual professional development 1 2 3 4 5 NSO
Attend to professional roles and boundaries 1 2 3 4 5 NSO
Demonstrate professional demeanor in behavior, appearance, and communication

1 2 3 4 5 NSO
e) Engage in career-long learning 1 2 3 4 5 NSO
f) Use supervision and consultation 1 2 3 4 5 NSO
* g) Assess and address values & biases regarding disabilities 1 2 3 4 5 NSO
*h) Identify professional strengths, limitations and challenges 1 2 3 4 5 NSO

Additional Comments: (Please note that additional comments are required for a score of 2 or less on any of the above skill areas).

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

Learning Opportunities and Student Activities to Achieve Competency #2

Recognize and manage personal values in a way that allows professional values to guide practice 1 2 3 4 5 NSO
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles 1 2 3 4 5 NSO
Tolerate ambiguity in resolving ethical conflicts 1 2 3 4 5 NSO
Apply strategies of ethical reasoning to arrive at principled decisions 1 2 3 4 5 NSO
*e) Apply ethical decision-making skills when working with people with disabilities, across the life span
1 2 3 4 5 NSO
*f) Identify and use knowledge of relationship dynamics, including power differentials 1 2 3 4 5 NSO

Additional comments: (please note that additional comments are required for a score of 3 or less on any of the above skill areas)

COMPETENCY #3. APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.

Learning Opportunities and Student Activities to Achieve Competency #3

Distinguish, appraise and integrate multiple sources of knowledge, including research based knowledge and practice wisdom
1 2 3 4 5 NSO
Analyze models of assessment, prevention, intervention, and evaluation 1 2 3 4 5 NSO
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities
1 2 3 4 5 NSO
*e) Evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice evaluation tools with people with disabilities across the life span
1 2 3 4 5 NSO
*f) Engage in reflective practice
1 2 3 4 5 NSO
Competency #4. Engage diversity and difference in practice

Learning Opportunities and Student Activities to Achieve Competency #4

Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Recognize and communicate their understanding of the importance of difference in shaping life experiences.

View themselves as learners and engage those with whom they work as informants.

* Identify and use practitioner-client differences from a strengths perspective

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)
Competency #5. Advance human rights and social and economic justice

Learning Opportunities and Student Activities to Achieve Competency #5

Understand (sic: “can identify and articulate”) the forms and mechanisms of oppression and discrimination

1  2  3  4  5  NSO

Advocate for human rights and social and economic justice

1  2  3  4  5  NSO

Engage in practices that advance social and economic justice

1  2  3  4  5  NSO

*d) Respect and promote people with disabilities’ right to dignity and self-determination

1  2  3  4  5  NSO

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)

Competency #6: Engage in research-informed practice and practice-informed research

Learning Opportunities and Student Activities to Achieve Competency #6

Uses practice experience to inform scientific inquiry

1  2  3  4  5  NSO

Use research evidence to inform practice

1  2  3  4  5  NSO

*c) Evaluate the effectiveness of practice and programs in achieving intended outcomes for people with disabilities

1  2  3  4  5  NSO
Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)

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

Learning Opportunities and Student Activities to Achieve Competency #7

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; Critique and apply knowledge to understand person and environment; Synthesize and differentially apply theories of human behavior and the social environment to guide practice with people with disabilities across the life span.

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any of the above skills areas)

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

Learning Opportunities and Student Activities to Achieve Competency #8

a). Analyze, formulate, and advocate for policies that advance social well-being
b) Collaborate with colleagues and clients for effective policy action  
NSO

*c) Adapt organizational policies, procedures and resources to facilitate the provision of services to diverse people with disabilities and their caregivers  
NSO

Additional Comments: (Please note that additional comments are required for a score of 3 or less on any


Competency #9: Respond to contexts that shape practice

Learning Opportunities and Student Activities to Achieve Competency #9

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
NSO

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services  
NSO

*c) Work collaboratively with clients with disabilities and others to effect sustainable system change  
NSO

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

Learning Opportunities and Student Activities to Achieve Competency #10
Engagement
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

Use empathy and other interpersonal skills

Develop mutually agreed-on focus of work and desired outcomes.

Student collects, organizes, and interprets client data

*e) Develop culturally responsive relationships with clients and others

*f) Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

Assessment
Collect, organize, and interpret client data
Assess client strengths and limitations
Develop mutually agreed-upon intervention goals & objectives

*d) Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances and events

Intervention
Select appropriate intervention strategies
Initiate actions to achieve organizational goals
Implement prevention interventions that enhance client capacities

Help clients resolve problems
Negotiate, mediate, and advocate for clients
Facilitate transitions and endings

*g) Implement appropriate interventions with people with disabilities

*h) Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide planning and intervention

1 2 3 4 5 NSO
**Evaluation**

a) Social workers critically analyze, monitor, and evaluate interventions 1 2 3 4 5 NSO

*b*) Reevaluate and adjust service plans for people with disabilities on a continuing basis. 1 2 3 4 5 NSO

**Student Strengths:**

__________________________________________________________________________

__________________________________________________________________________

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**Area’s Needing Improvement:**

__________________________________________________________________________

__________________________________________________________________________

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**Students Comments on Evaluation**

__________________________________________________________________________

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__________________________________________________________________________

Field Supervisor Signature         Date

__________________________________________________________________________

Student Signature          Date
Appendix F Academic Integrity
CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1. Definitions and Examples of Academic Dishonesty

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.
1.2. **Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

1.3. **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

1.4. **Falsification of Records and Official Documents**

Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

2. **Methods for Promoting Academic Integrity**

2.1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college’s procedures implementing the Policy, and information
explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part-time). These packets also shall be posted on each college’s website. Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

3. Reporting

3.1. Each college’s president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college’s Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student’s final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college’s Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor’s contact information.

3.3. The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student’s academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students’ academic integrity files.
4. Procedures for Imposition of Sanctions

4.1. Determination on academic vs. disciplinary sanction

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student’s confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student’s current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student’s work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2. Procedures in Cases Involving Only Academic Sanctions

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion. A reduced grade may be an “F” or another grade that is lower than the grade that the student would have earned but for the violation.
The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college’s grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college’s option, by an Academic Integrity Committee established by the college’s governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college’s Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college’s Academic Integrity Officer. The Academic Integrity Officer may not serve on a college’s Academic Integrity Committee.

4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college’s Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student’s grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee’s action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student’s
grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

5. Implementation

Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.
Faculty Report Form
It is necessary to complete this form to report an incident of suspected and/or resolved academic dishonesty. Make a copy for your records and forward the original, along with copies of all available supporting documentation, to the:
Office of the Academic Integrity Officer
[Fill in name of college]
Instructor Name:
Dept.: ___________ Tel.No.: ___________ email: ___________
Course: ___________ Section: ___________ Semester: ___________
Student Name: ___________ Student ID#: ___________
Date of Incident: ___________
Type of Incident: Cheating ___________ Plagiarism ___________ Other ___________
Description of Incident: ______________________________________________________________________________________

Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty? Yes____ No____ Student could not be contacted____
Explanations: _________________________________________________________________________________________________

Explanation of recommended sanction
________________________________________________________________________________________________________________

Signature of Faculty Member: ___________________________ Date: __________________

Resolution of the Case after Adjudication
Academic sanction: _____________________________________________________________________________________________
Disciplinary sanction: __________________________________________________________________________________________
Signature of Academic Integrity Officer: ___________________________ Date: __________________
Appendix G Professional Dispositions Inventory
Professional Dispositions Inventory*

*Social Work faculty continuously assess students’ professional dispositions in all social work courses, including practicum. The faculty uses the following policies and guidelines for assessing students’ professional dispositions.

The Department of Social Work at the College of Staten Island has adopted a set of professional dispositions that are essential for prospective social workers to possess and demonstrate throughout their program. The dispositions adopted by the Department of Social Work at the College of Staten Island are listed below. The behaviors listed are examples of the kind of conduct expected of students in the Social Work Program, but are not intended to be inclusive. Faculty will observe all students for evaluation of these dispositions and use this form to indicate concerns. If warranted, candidates who do not demonstrate these dispositions may be referred to the Academic Review Committee for review of continuation in the social work program.

<table>
<thead>
<tr>
<th>Professional Behaviors or Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional Demeanor &amp; Responsibility</strong></td>
</tr>
<tr>
<td>• Punctual and prepared for classes and/or field experiences</td>
</tr>
<tr>
<td>• Dresses appropriately in professional settings</td>
</tr>
<tr>
<td>• Responsible for meeting deadlines</td>
</tr>
<tr>
<td>• Following instructions</td>
</tr>
<tr>
<td>• Accepts responsibility for own actions</td>
</tr>
<tr>
<td>• Appropriately deals with disappointment</td>
</tr>
<tr>
<td>• Adapts to change</td>
</tr>
<tr>
<td>• Reacts appropriately under stress</td>
</tr>
<tr>
<td><strong>2. Commitment to Diversity</strong></td>
</tr>
<tr>
<td>• Shows sensitivity to others</td>
</tr>
<tr>
<td>• Respects individual differences</td>
</tr>
<tr>
<td>• Responds appropriately in class and agency assignments</td>
</tr>
<tr>
<td>• Embraces diversity</td>
</tr>
<tr>
<td>• Demonstrates respect, compassion, patience and fairness</td>
</tr>
<tr>
<td><strong>3. Communication</strong></td>
</tr>
<tr>
<td>• Demonstrates responsive listening skills</td>
</tr>
<tr>
<td>• Able to communicate with a variety of audiences effectively and in a professional and ethical manner</td>
</tr>
</tbody>
</table>
1. **Collaboration**
   - Is skilled in expressing self in groups
   - Works effectively with others to facilitate completion of tasks.
   - Is able to accept and respect different points of view.

2. **Self-Reflection**
   - Engages in self-evaluation and problem solving
   - Accepts and acts upon constructive criticism
   - Is receptive to new ideas,
   - Uses feedback to make improvements
   - Strives for personal and professional growth.

3. **Ethics**
   - Demonstrates truthfulness and honesty
   - Maintains ethical and legal behaviors in interactions with others according to the NASW Code of Ethics
   - Respects the intellectual property of others by giving credit and avoiding violations of academic integrity including, but not limited to, plagiarism or cheating as addressed in the University’s Academic Integrity Policy
   - Adheres to the NASW Code of Ethics

*Adopted from Brandman University*
Appendix H Independent Study
Independent Study Forms

A. College of Staten Island Application for Independent Study

This multi-copy form, pictured below, can be obtained from department support staff. It must be completed by the student and submitted to the “faculty project director,” that is, the faculty who will supervise the independent study. It must be accompanied by the completed Department of Social Work Independent Study Description Form.

[Image of College of Staten Island Application for Independent Study]
B. Department of Social Work Independent Study Description Form

To be submitted to the faculty supervisor along with the CSI Application for Independent Study form

**Student must be registered for the course prior to the end of the Drop/Add period.**

Faculty Name __________________________________________
Facility email ____________________________________________ phone _______________________

Project Title __________________________________________

Student Name and EMPLID _______________________________
Student email ____________________________________________ phone _______________________

A minimum of three hours per week per credit are required. This is in addition to meetings with faculty member supervising the project. 

# of credits requested:  __ 1  __ 2  __ 3  __ 4

I agree to abide by the policies of the department of social work and the College of Staten Island in completing the independent study __________________________________________________________

Student Signature _______________________________________ Date ______________________

Purpose of the project:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Description of project including learning objectives. Include readings:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Nature and length of final product(s) (e.g., paper, research proposal, data analysis & summary, journal article, program evaluation report, etc.):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Work commitments and timetables, including date of final submission of all products:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Basis of grade: How will this course be evaluated?

____________________________________________________________________________________

____________________________________________________________________________________

Supervision, including frequency and length of meetings with faculty supervisor:

____________________________________________________________________________________

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