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Mission Statement

College of Staten Island Mission Statement

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.

BSSW Program Mission Statement

Drawing on the past and present rich diversity of Staten Island, the College of Staten Island Social Work Program is committed to the highest standards in teaching, research, and scholarship. Given the history of the Willowbrook School where CSI is now located, the program infuses diversity, respect for all people, and integrity in all its endeavors. It is grounded in liberal arts education. The BSSW program provides a local and global context for understanding and addressing the experiences of people and societies that includes knowledge of cultural, economic, and political factors; and that fosters human and community well-being, with particular emphasis on matters of social and economic justice, and global interconnectedness. The Social Work Program is committed to community development on Staten Island and ensuring that our graduates are prepared for practice that meets the needs of the local and global community. The BSSW program honors human diversity and acknowledges its vital role in advancing mutuality and interdependence.

BSSW Program Goals

1. Graduates will have the knowledge and skills for entry-level, urban, generalist social work practice, on Staten Island and in the region.
2. Graduates will be competent, culturally sensitive professional practitioners who can help people to meet basic survival needs for food, clothing, shelter, and livelihood.
3. Graduates will be able to apply social work knowledge and skills to informed action, at direct and indirect levels, that will benefit individuals, groups, communities, organizations, and the greater society.
4. Graduates will have the knowledge, skills, and commitment to work toward a just and equitable society, and to support the rights of all people to determine their own destiny, in the context of global interconnectedness.
5. Graduates will have the foundation knowledge and skills needed to enter into the advanced study of social work.
6. Graduates will be prepared for practice with an understanding of the importance of continued self-reflection and professional development throughout their social work careers.

Social Work Program

Social Work Core Competencies

Students enrolled in the BSSW Program at the College of Staten Island will learn through their coursework how to:

EP2.1.1: Demonstrate Ethical and Professional Behavior.
EP2.1.2: Engage Diversity and Difference in Practice
EP2.1.4: Engage in Practice-Informed Research and Research Informed Practice
EP2.1.5: Engage in Policy Practice
EP2.1.6: Engage with Individuals, Families, Groups, Organizations and Communities
EP2.1.7: Assess Individuals, Families, Groups, Organizations and Communities.
EP2.1.8: Intervene with Individuals, Families, Groups, Organizations and Communities.
EP2.1.9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.

Academic Requirements

The undergraduate program in social work leads to a Bachelors of Science degree in Social Work (BSSW). The Program in Social Work requires the successful completion of a minimum of 120 credit hours of undergraduate study. Students can find more detail regarding academic requirements in their major and general education in the Bachelor of Science in Social Work Student Handbook and in the CSI Undergraduate Catalogue.

The Field Practicum

Field Education is an integral component of Social Work Education, anchored in the mission and goals of the program and the profession. It occurs in settings that reinforce a student’s identification with the purposes, values, and ethics of the profession. It fosters the integration of theoretical, empirical and practice-based knowledge, and promotes the development and enhancement of generalist social work knowledge and skills.

Field Structure and Hours

The field internship is a required component of the social work major at the College of Staten Island, and the signature course in social work education nationally. In this course, students are placed in a social service setting under the supervision of a social work practitioner. Students
entering the field must have senior status and must have completed and passed all preparatory coursework. Students are required to complete 240 hours per semester, for a total of 480 hours in an approved agency engaged in social work activities. This is approximately 16 hours per week. The field placement provides both the direct and indirect practice experience necessary to becoming an entry-level social worker.

Based on student and agency need, some flexibility in the days and times for scheduling the field practicum might be possible but is never guaranteed. Students are expected to be in the field placement during regular agency hours (usually Monday – Friday, 8AM – 5PM). Students are required to have daytime hours available to complete the necessary hours.

**Please note:** Social work majors must have two week days (16 hours) of daytime availability to be placed in a field practicum. Otherwise, the program may be unable to place the student, and continuation in the program is jeopardized.

Time spent in the weekly seminar does not count toward the required 480 hours. Students are expected to start their assigned field placement in September and end in May, with the exception of Thanksgiving recess, winter, and spring breaks. Agencies will be in operation during the College inter-session and, at times, open on days when there are College holidays. Students are expected to be in the field placement during these days. Students are entitled to all agency holidays, however, students must keep in mind that if the agency is closed on a day that the student is scheduled to be in the field, the student will NOT receive credit for those hours and the time must be made up.

Each student is responsible for completing a monthly time sheet using the schools field tracking software – *SONIA*. Student’s supervisors will review time sheets and submit them electronically to the field department. It is the student’s responsibility to keep track of hours.

Students cannot take time off from field placement to do class projects or other assignments. Absence due to observance of religious holidays may be excused, with prior approval of the field instructor. In this instance too, hours must be made up. For unavoidable and essential reasons such as illness, a student may be absent from the agency up to four days over the course of the year without incurring an obligation to make up lost time as long as 480 hours are completed. If the number of absences exceeds four days, the student must arrange with their field instructor a plan to make up the missing time. Any student who has excessive absences or incomplete hours in their field placement risks removal from the program.

In the event of inclement weather, the student is excused from the placement and is not required to make up the hours if the agency is closed. If the school is closed but the agency is open, but the student believes travel may be too perilous, the student may elect not to go to field placement but the student must inform the supervisor. The student will have to make up the missed hours in this situation.
**Field Placement Timeline/Calendar**
The Director of Field Education will publish a calendar of important dates annually. The following is an approximate timetable for field placement:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Field Education Application</td>
<td>December</td>
</tr>
<tr>
<td>Interview with BSSW Field Director</td>
<td>February</td>
</tr>
<tr>
<td>Field Education Office contacts Field Instructors regarding potential placements</td>
<td>February-April</td>
</tr>
<tr>
<td>Students receive information regarding placement &amp; schedule interview</td>
<td>March-August</td>
</tr>
<tr>
<td>Field Instructors inform the Field Education Office of acceptance/rejection of student</td>
<td>March-August</td>
</tr>
<tr>
<td>Students receive confirmation of placement</td>
<td>March-August</td>
</tr>
<tr>
<td>Students begin field seminar</td>
<td>1st week of fall semester</td>
</tr>
<tr>
<td>Students begin field placement</td>
<td>3rd week of fall semester</td>
</tr>
<tr>
<td>Students complete Learning Contract with Field placement supervisors</td>
<td>Within 5 weeks of placement initiation</td>
</tr>
</tbody>
</table>

**Application Process**
Students entering the BSSW Field Practicum must have senior status and have completed all social work foundation coursework with a minimum grade of C, with the exception of SWK 350 Social Work Practice I, in which students must receive a grade of B or above. Students must be in their final year of school in order to be placed in the field. If a student has a number of general education requirements to take that will require an additional year of schooling they cannot enter the field until those classes are complete.

Students are required to complete the Field Application (See Appendix A) and submit two copies of their most updated resume during the semester prior to field placement. Generally these applications will be distributed to students in December of the year preceding entry into the field.

After the Director of Field Placement reviews the Field Application, an interview will be scheduled with the student to further explore possibilities for field placement. The goal is to
assign internships well in advance of the actual placement allowing ample time to iron out any possible difficulties and to complete agency requirements for paperwork or medical clearances, thus avoiding delays once the internship is underway.

*Students with Criminal Records*

Students who have been convicted of a felony or a first-degree misdemeanor may encounter limited field experience opportunities. An increasing number of field agencies screen applicants for criminal records and do not accept interns who have a criminal record. The Director of Field Education also screens for criminal history through the application process. If the student has a criminal history it is recommended that the student, at the time of entry into the Social Work Program, discuss the circumstances with the BSSW Program Director as well as the Director of Field Education to determine an appropriate field agency. The student with a criminal record is advised that such a record may effect eligibility for placement in a field agency and therefore in the BSSW program as a whole.

*Student-Agency Matching Process*

The Director of Field Education carries the responsibility for assigning students to field placements. In making the decision as to where the student will be placed, the Director of Field Education draws information from various sources including the student, professors, and potential agency. Placement decisions are based on the availability and educational suitability of a setting.

A concerted effort will be made to place the student in the area of interest, however, the student’s choice of agency is not guaranteed. It is of major importance that the student identifies and clarifies interests in the application form. The Director of Field Education will then work toward placing the student in an agency that matches these interests, taking into consideration the requirements of the agency, and the requirements of the social work program.

Once a field placement has been identified, the student will receive the information regarding the agency from the Director of Field Education. The student is responsible for setting up an interview with the assigned field placement. If a student fails to call the agency to arrange an interview, the student risks losing the placement. Usually, after a student completes the agency interview, the student will be offered an opportunity to complete a placement in the agency. In the event that additional interviews need to be scheduled, up to two other agencies will be selected. If personnel from two different agencies are unwilling to accept a student for placement, the student will be referred to the BSSW Program Director to evaluate whether the student will be able to enroll in the practicum. Failure to negotiate a practicum placement in a reasonable time may result in discontinuation from the program.

Once the student placement process is complete, some agencies may have additional requirements specific to the agency (for example, immunization, drug testing, background criminal investigation check, etc.) for student placements. The student is responsible for completing the necessary paperwork prior to starting the field placement. Failure to complete the necessary paperwork may result in loss of field placement.
The Field Placement Interview
An important part of the placement process is the student interview with the prospective field instructor. The student is expected to discuss professional goals, appropriate background, issues that may inhibit the successful completion of the internship, and mutual expectations with the field instructor.

The student is responsible for calling and arranging a face-to-face interview with the agency contact person immediately upon referral from the field education office. This interview should be treated like a job interview. An updated resume should be presented for the agency representative to review. At the interview, the student should present in a professional manner (presence, tone, demeanor, and professional dress and comportment). The student should research the field placement prior to the interview to get a basic understanding of the services offered.

Questions you might be asked
- How would you describe yourself? OR tell me about yourself?
- What are your long range and/or short-term goals and objectives?
- Why did you choose social work?
- What do you consider your strengths and weaknesses?
- How has your college experience prepared you for social work?
- What do you know about our organization?
- What type of supervision do you need? Like?
- Do you have any experience in the social work field?
- What does your schedule look like? What days and times are you available to work?
- Do you have any questions for me?

Questions you might want to ask
- What population does your agency serve?
- What is a typical day at your agency?
- What services does your agency provide?
- Would it be possible to work weekend/evening hours? (only if necessary for your schedule)
- How much direct client contact will I have?
- Will I have my own caseload? How many cases?
- Will you be my field instructor? If not, who will be?
- Are there other training opportunities available to me here?
- What specific skills will this agency assist me in developing?
- Is there an orientation process?
- Will I be working with other agency staff?
- Does the agency have requirements before I can start – drug testing, fingerprinting, medical clearances, etc?
Selection of Field Work Sites

Human service organizations throughout the five boroughs of New York City, and occasionally in New Jersey, are utilized for field education sites. Selection and evaluation of practicum settings is an ongoing process. The Social Work Program endeavors to ensure that field placement settings are diverse in areas of practice, personnel and clientele.

Each field site is required to complete and submit a Field Agency Application (See Appendix B). The field agencies selected by the CSI BSSW program offer social work interns a wide range of learning opportunities to work with individuals, families, groups, organizations, congregations, neighborhoods, and communities.

Agencies/Organizations must:
- Create and maintain conditions that are favorable to learning
- Have available qualified LMSW staff members as potential field instructors.
- Offer opportunities for student exposure to a range of social work experiences.
- Ensure physical resources to provide necessary space, materials, and support for a student to function in an effective professional manner.
- Possess the willingness to designate field instructors who will take responsibility for student supervision.

Students have completed various tasks and assignments in field practicum. Some of the students are able to have their own caseload of clients which enables them to conduct home visits and courtroom appearances. Other examples of student assignments include developing new groups, resource manuals, outreach and various trainings throughout the city.

Below are examples of field placements sites that have been utilized by the program:

Brooklyn Hospital PATH Center
Clove Lakes Rehabilitation and Nursing Home
Eden II
Golden Gate Rehabilitation and Nursing Home
Good Shepherd Services
Island Dialysis
Daytop Village/Samaritan Village
NYC Board of Education:
New York Foundling
Safe Horizon Child Advocacy Center
Safety.net
Seamen’s Society for Children and Families
Staten Island Behavioral Network
Staten Island Care Center
Staten Island Legal Aid
Staten Island University Hospital
United Cerebral Palsy
YMCA
Field Placement at Students’ Work Setting

Students may use their work sites for field placement provided the placement meets the following specific 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.
- Field Instructor 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 program can determine suitability of the proposed placement.

Field Seminar Course Requirements

The Social Work Field Seminars are a two-course sequence to be taken in conjunction with the field placement. The seminar meets weekly and is designed to facilitate joining the theoretical knowledge and professional skills that are central to the educational goals of the BSSW curriculum (See Appendix H for a sample syllabus of SWK 454 Social Work Field Seminar I). The second semester of field seminar, SWK 464 Social Work Field Seminar II, includes a Capstone assignment. In this course, students will integrate all their learning in the BSSW program to date, and will complete a project that reflects the knowledge and skills learned both in the field and in the classroom.

In all class assignments, names of clients and other potentially identifying information will be disguised to assure confidentiality. Confidentiality is a core value in the social work profession and students are expected to always respect its importance.

The Learning Contract

The learning contract is a formal plan between the student and the field supervisor, which identifies the specific learning objectives of the placement and the tasks and activities to be assigned to the student to permit achievement of those objectives (See Appendix C).

The learning contract initially describes the basic requirements and conditions of work and should be developed and discussed within the two weeks of field placement. The initial contract should include the following areas:

- Orientation to the field practicum
- Specific assignments
- Meetings, conferences, and other educational opportunities
- Supervisory format and process
- Backup in case of emergencies

BSSW Field Education Manual

2016-2017
Mutual responsibilities

The learning contract is an ever changing and evolving document. It should reflect the student’s accomplishments and increased responsibility at the agency. In the second semester of placement, the learning contract should be updated and resubmitted to both the Field Liaison and the faculty member who teaches the student’s section of the Field Seminar. The learning contract should define target areas for continued development and improvement including areas identified as problematic during the first semester. At this time, more complex understanding and skill development should be the goal.

Process Recordings

The use of process recordings is encouraged by the program as a learning tool for students (See Appendix D). The purposes of the process recording are for students to practice skills of recall and retention of the content of client interactions, to engage in self-reflection and self-evaluation, to form the basis of feedback on practice, and to allow the field liaison to assess both the student’s work, and the supervision provided by the field instructor. Process recordings are expected to be shared with the field instructor in the supervisory sessions. A minimum of one process recording per week is required of each student.

Grades in Field Practicum

The grade in this course is based on the student’s 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 instructor, and the faculty liaison evaluate performance in the field cooperatively.

Field Practicum is graded on a Pass/Fail basis. Students must complete the required hours and a completed evaluation form indicating they are performing well in their placement. Failing Field Practicum prevents a student from obtaining a degree in Social Work.

Evaluations

In December and in May of the placement year, each student receives a formal written evaluation prepared by the agency field instructor (See Appendix E). 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 the field instructor and the student. It should evaluate both the student’s growth and capacity to meet objective standards of performance.

Before submitting the evaluation to the faculty field liaison, the field instructor should discuss the evaluation with the student, who must sign the report indicating the student has read it. Should the student disagree with any aspect of the evaluation, he/she has the opportunity to prepare a written addendum to accompany the report.
The student cannot receive a grade for fieldwork until the signed evaluation has been submitted to the faculty field liaison. The student is responsible for making arrangements in a timely manner for the evaluation to be completed before the end of the semester.

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 BSSW 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.

**Policies and Procedures**

**Agency Policies**
While in field placement, students are expected to abide by the policies and regulations of the agency to which they are assigned. Every agency has a set of guidelines which outline the laws governing the services provided, types of clients, services, and eligibility, rights of clients and employees, hiring, retention, promotion, confidentiality, and ethical issues.

This information is vital for the student to understand and abide by while placed in the field. The student is responsible for obtaining such guidelines, gaining familiarity with their content, and adhering to agency policies during their practicum placement.

**Safety in the Field**
Safety of students in the field is a priority for the Office of Field Education. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventive measures to assure their safety while delivering services to clients. This topic is addressed in more detail in the Social Work Field Seminar courses. Students have the right and are encouraged to raise issues of potential risk and safety with agency field supervisors during placement interviews and at any time thereafter.

**Personal Items**
All students in field should have a secure place to keep handbags and other personal belongings while at the field placement. It is preferable that the space be locked, but a desk drawer or cabinet will do. It is best not to leave personal items visible and unattended even if the office door is locked. If a student becomes a victim of theft it is imperative that the student alert the field placement supervisor immediately and call the police to file a report.
Travel
Students are responsible for their own transportation to and from their field placement. The College of Staten Island does not reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business.

Students are NOT PERMITTED to transport clients in their own vehicle. Should it be necessary to accompany a client to an appointment outside the agency, students should use public transportation. When traveling to home visits it is advisable that a member of the staff accompanies the student until the student is comfortable enough to do it alone. No student is required to do home visits unaccompanied if the student feels unsafe or unsure.

Professional Behavior in the Field
Students are expected to treat their field placement like a job. Their field instructor is to be considered their boss, and students are to abide by all the rules of the agency as if they were a paid employee.

Students are to abide by the dress code of the agency in which they are placed. Unless specifically told, students are expected to dress in appropriate professional attire. If a student is unsure about an agency’s dress code, this matter should be discussed with the field instructor.

Students are expected to be at their field placement on the days scheduled, at the time scheduled. If a student is going to be late for any reason, it is the student’s responsibility to inform their field instructor. If a student is ill or is unable to go to field placement on a scheduled day it is the student’s responsibility to inform their supervisor prior to the start of the day. Lateness, missed days, and unprofessional behavior can result in termination from the field placement and the Social Work program.

Resolving Issues in the Field
Should a problem arise in regard to the student’s field assignments, field instructor, or agency, there are steps to be taken to resolve the situation. In the field, the student who is experiencing difficulty should first seek guidance from the field instructor. If the issue remains unresolved or if it concerns the performance of the field instructor or failure of the agency to provide appropriate assignments or conditions for learning, the student should address the matter with the faculty field liaison or the Director of Field Education. Every step will be taken to assure that, within reasonable limitations, the agency and field instructor provide the necessary educational opportunities in a supportive learning environment.

Mid-Semester Placement Changes
Changing of field placements mid semester is not advisable. However the Department of Field Education is aware that in some situations, changing a student’s field placement is necessary to complete the requirements of the program.

When agencies fail to meet the terms of the program, or are unable to provide appropriate supervision or learning assignments, the faculty field liaison and the Director of Field Education...
will meet to discuss a change in placement. A student who must change the field placements as a result of these circumstances will not be penalized. Any student who must be re-placed in a more suitable setting will have an opportunity to meet with the Director of Field Education to discuss the options available to them, and all effort will be made to help the student to have a smooth transition to a new placement.

In some cases the change of the semester alters the student’s schedule in a way that is impossible to meet the needs of the agency in which they are currently placed. In this situation, the student has the responsibility of informing the Director of Field Education immediately once the new schedule becomes available. A student must be available at times during school recess to meet with the Director of Field Education and interview at new placements to have a smooth transition. A mid-semester change of placement could affect the internship start date and therefore affect hours required. In such cases, it is the student’s responsibility to discuss with the new field instructor how to make up the required hours or extend the placement.

Suspension/Dismissal from Field Placement
As with all academic programs, a student in the BSSW 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 in inconsistent with the professional 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 failure to meet the following criteria:
- The student is unwilling 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 use or possession of alcohol or illicit substances during internship hours.
- The student fails to attend placement and/or is terminated from placement
- The student fails to attend the Field Seminar and complete assignments

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.

The Academic Review Committee (ARC) members include the Chair of the Department of Social Work, Director of the BSSW Program, two faculty members and at least one student representative. Student members are elected; one student represents the junior class, and one represents the senior class. The ARC may be convened with two students and two faculty.
The goal of the ARC is to develop educational plans for students experiencing serious academic and non-academic problems. Educational plans may include asking the students to repeat courses or the field practicum, to extend the field placement, or to change status from full-time to part-time to a reduced schedule. In some instances, students may be asked to withdraw from the Program. However, if for any reason the student leaves placement, or if the agency asks the student to leave, or in the case of serious ethical issues, a referral must be made to the ARC.

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 Formal Process and Appeal Process).

Formal Process for Academic Review
1. A statement describing the situation under review from both field instructor and faculty advisor must be submitted to the Director no less than 72 hours before the ARC meets. The student must also write a statement and submit it to the 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 the available statements before the formal meeting of the ARC is convened (see specifications noted in number 1).

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 BSSW program will meet with the student to share the ARC’s recommendations immediately following the meeting. The student will be sent a letter of notification of the ARC’s decision within two working days from the date of the meeting. A copy of the recommendation will be placed in the student’s record.

Possible Recommendations
1. Continuing in courses and field with no changes
2. Continuing with conditions:
   A. Where there are problems in the field, conditions may include:
      1. Change in assignment, field instructor, and/or faculty advisor;
      2. A testing out period to be followed up with a progress report, by a specified date, to the ARC;
      3. An extension of time beyond the planned ending date of the field practicum;
      4. Change in field practicum;
5. 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 Credit.

6. Termination from Field. A student who is terminated from Field is terminated from the Social Work Program.

B. Where there are academic problems, conditions may include:
   1. Setting dates for the completion of incomplete work
   2. Intermit from the Program
   3. Termination from the Program
   4. A student convicted of a felony during the time of enrollment at the Program may be permanently dismissed.

All ARC decisions are considered final, subject to appeal. The ARC does not change grades (see Grade Appeal Process).

**Student Appeals Process**
Students have the right to appeal the ARC’s decision. Written requests must be submitted to the Chairperson of Department of Social Work within ten working days after written notification of the ARC’s recommendation. The first appeal is to the Chairperson of Social Work; if that appeal is denied, the student may appeal to the Dean within ten working days after written notification of the Chairperson’s denial.

The grounds for appeal are: new information has become available that was not available during the first appeal and/or the Program violated the appeals procedure

Appeals Process
1. The student must send a letter stating a desire to appeal the decision of the ARC to the Chairperson of Social Work 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 should be included, as well as relevant written material. The Chairperson does not review process recordings or field practicum evaluations.

3. First, a decision is taken, 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.

**Students with Disabilities**
Every aspect of the BSSW program is conducted without discrimination. This policy is reflected throughout the academic portion of the program, and applies to the fieldwork component as well.

Discrimination on the basis of disability is prohibited. The College of Staten Island seeks to provide equal access to its programs, services and activities for people with disabilities. If you require accommodations or would like further information about the services offered please contact the Office of Center for Student Accessibility, located in Building 1P, Room 101, at (718) 982.2510 or via the web at [www.csi.cuny.edu/csa](http://www.csi.cuny.edu/csa)

**Statement of Non-discrimination**
Diversity among the students, faculty and staff strengthens the College of Staten Island by promoting the exchange of ideas and enriching campus life. In order to fully benefit from this diversity, the College must foster tolerance, sensitivity, and mutual respect among all members of the college community.

Accordingly, the College does not condone and will not tolerate discrimination or harassment in employment or in its educational programs and activities. Furthermore, the College recognizes the importance of maintaining equal access and opportunity for students, faculty and staff from all racial groups and both sexes.

Founded on these principles, it is the policy of the College to recruit, employ, retain, promote and provide benefits to employees and to admit and provide services for students without regards to race, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military or veteran status, or status as a victim of domestic violence. Sexual harassment, a form of sex discrimination, is also prohibited.

The College’s non discrimination policies may be accessed through the College’s website at [www.csi.cuny.edu/diversity_and_compliance/](http://www.csi.cuny.edu/diversity_and_compliance/) or in the Appendices of the *Undergraduate Catalogue*

If you have any questions regarding the College’s non-discrimination policies, students are encouraged to call the Office of Diversity and Compliance at (718) 982.2250.

The City University of New York and the College of Staten Island have developed an extensive list of Student Rights and Responsibilities. BSSW students are responsible for knowing and
adhering to these policies. The Undergraduate 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 CSI website. Failure to familiarize oneself with these policies does not absolve one from responsibility for adhering to the policies.

### Field Education Roles and Responsibilities

The Field Education Program assumes all responsibility regarding placement of students in field placement as well as the development of new sites, maintaining legal affiliations and updating of all contact information.

**Director of Field Education**

The Director of Field Education is a member of the CSI Social Work Program Faculty with primary responsibility for assigning students and evaluating placements. The Director of Field Education:

- Develops and maintains agency field placements;
- Designs, reviews, and revises supplemental materials related to field education including the Field Education Manual and Field Forms;
- Processes, reviews and assesses applications of new agencies for possible affiliation with the College of Staten Island;
- Processes, reviews and assesses applications for field placement each semester;
- Interviews incoming students to determine most appropriate field placement;
- Consults with field liaisons regarding individual student problems and/or requests for change in placement.

**Faculty Field Liaison**

Field Liaisons are social work program faculty members. In some cases the faculty who teach SWK 455 Social Work Field Seminar I and SWK 465 Social Work Field Seminar II will also be the field liaison for the students in the class. The field liaison works in conjunction with the field placement agency to help the student reach maximum potential as a beginning social worker. The field liaison will make an on-site visit to the agency at least once per semester. These visits will include discussion about the learning contract, the student’s responsibilities in the agency and assessment and evaluation of the student’s progress and skills to date in the placement. The field liaison is also available to assist if any problems should arise in the field placement. The field liaison has the responsibility of maintaining contact with the field site and student.
throughout the academic year. The Field Education Program provides each agency and each liaison with the most updated contact information for each.

The field liaison has the responsibility of assigning the student grade in the course based on the meetings with the field instructor and the student, review of the student’s assignments, and the field evaluations.

*Agency Field Instructor*

The Field Instructor is an employee of an agency or organization. The field instructor has been appointed by the agency and by The College of Staten Island as the person to direct the student intern. Field Instructors provide educational direction to the student in the field placement. The field instructor must possess an MSW from a CSWE accredited social work program and be licensed in the State of New York. Instructors with less than two years post-MSW experience are required to possess or be in the process of obtaining their Supervision in Field Instruction certification (SIFI) from an approved educational institution.

Field instructors must agree to provide a minimum of 90 minutes of individual supervision per week. They must also demonstrate an interest in professional social work education and a willingness to work cooperatively with CSI faculty and staff to accomplish the educational objectives of the social work program.

The role of the Field Instructor is to:

- Orient the student to purpose, policies, and procedures of the agency and expectations for student performance;
- Assign educationally appropriate tasks to meet the student’s needs while considering the student’s skills and preparedness to carry out the agency function;
- Become familiar with the basic curriculum content of the social work program;
- Help the student integrate what is learned in the classroom into the field placement;
- Provide weekly supervision to the intern. Individualized supervision of interns should involve no less than 90 minutes per week;
- Establish a regular, "standing appointment" time to meet with the intern each week;
- Review student's documentation, process recordings of work and provide written and verbal feedback to the student concerning the content of the student’s work, including patterns in communication, use of knowledge and skills, values, application of relevant theory, and professional and personal presentation;
- Complete and discuss with the student the evaluation forms provided by the school at mid-term and at the completion of the field internship.

CSI holds a supervisors orientation before each academic year. At this orientation each supervisor is given the most updated field education manual available as well as all field education documents, such as the learning contract; examples of practice behaviors; assignments for students; field seminar syllabi and legal agreements. All supervisors regardless of how long they have participated in the program are invited to the day-long orientation.
**Task Supervisor**

In some cases a field instructor will oversee the field placement but does not direct the day-to-day activities of the student. This position is left to the task supervisor. This person is usually a supervisor or another member of the administrative team at an agency, but one who may or may not have the credentials needed to be a Field Instructor. This could be a social worker who has not completed a SIFI course, an MSW with less than 2 years of post-graduate social work practice experience or a staff member without an advanced degree.

The Task Supervisor will assign clients, workload, and other tasks to the students and will provide formal and informal feedback to the field instructor concerning the student’s performance and progress.

In some cases, there are programs and agencies that are determined to be a placement that will be a valuable social work learning experience, but one that does not have the appropriate staff to supervise the student. In these cases, CSI offers off-site supervision by a member of our faculty with the appropriate credentials. The student will report to their placement and receive their instructions from their task supervisor, but will report to campus for one hour per week to receive formal supervision. The off-site supervisor will maintain contact with the task supervisor on-site to ensure the student tasks and assignments are to CSWE standards.

**The Student Intern**

Responsibilities of the Student include, but are not limited to:

- The student assumes many of the responsibilities that might be associated with working as a professional;
- The student must maintain a schedule of days and hours required to be at the agency and is responsible for arriving on time and prepared to work;
- The student is responsible for transportation to and from the field placement. The College of Staten Island does not reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business;
- The student shall complete a total of 480 clock hours at the field placement over the course of two semesters;
- The student is responsible for keeping track of all time at the field placement and submitting monthly time sheets to the Field Education Department;
- The student will adhere to all the tenets of the NASW Code of Ethics, including maintaining confidentiality in all aspects of client and agency contacts and records.
Appendix A:

Undergraduate Social Work Field Placement Application

What to submit:
  • Fieldwork Application
  • Copy of your resume

Some important points to remember:
   CSI selects all fieldwork sites. Students should not contact agencies to arrange a placement. If there is a placement students have in mind, please attach a contact name and number to the application.
   Each student must complete 480 hours for the full academic year (240 hours in the fall and 240 hours in the spring). Students are in their placement a minimum of 2 full days a week. Students should accrue approximately 14-16 hours per week.
   Field placement will begin the second week of classes in September and continue until early May. The only "breaks" in field placement are the week between Christmas and New Years and the week of spring break.
   All students are placed at the same agency for both semesters
   Students assume ALL responsibility for making appropriate personal plans and schedules including child care, employment, and class schedules – that will allow them to be in field each week.

PLEASE NOTE: Fieldwork must be conducted during normal working hours. Monday-Friday, 8am-5pm. Some late afternoon and evening hours may be possible, but the program does NOT guarantee any student a placement that will include weekend and evening hours. Agencies that provide weekend/evening hours are rare.
Agency Selection

Students will be notified about placements beginning in March. However, the placement process can take several weeks to months depending on the type of placement and number of students. The notification of placement will include the names and telephone numbers for the agency and field instructor. Students should contact the field instructor IMMEDIATELY once this notification is received and schedule an interview. The matching of students is based on:

- An evaluation of the students’ progress in the program
- Interest expressed by the student in a specific field of practice
- The availability of an appropriate site in a specific field placement.
Application for Field Placement

Date: __________
Name: _________________________
Address: _________________________

Phone (home) ________________ Work ________________ Cell ________________
Email: __________________________________

*You must provide the email address you check on a regular basis. Notifications of placement are sent via email.

Is English your primary language? _________
List Language(s) other than English you speak fluently___________________________

Do you have any special needs or disabilities to be considered in selecting a field placement? ________________ If yes, please indicate special needs:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Geographic Preference (check one)

☐ Staten Island
☐ Brooklyn
☐ Manhattan
☐ Queens
☐ Bronx
☐ other: please specify_______________________

Transportation Availability

☐ YES  ☐ NO  I have a current driver’s license
☐ YES  ☐ NO  I have transportation available to travel to and from the field
**Populations/Settings I prefer to work with** (List three fields of practice in which you are interested)

1: ____________________________
2: ____________________________
3: ____________________________

Are you interested in completing your field placement at any particular agency? ___
If yes, please identify agency______________________________________________

Why?
______________________________________________________________________________
______________________________________________________________________________

Is there a specific setting/group in which you have an interest?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Are there any groups/settings with whom you do NOT wish to work?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you have any specialized training or credentials?
______________________________________________________________________________
______________________________________________________________________________

If you have any special schedule needs please indicate what they are: (work schedule, child care schedule, etc)
______________________________________________________________________________
______________________________________________________________________________

Is there any additional information that may be helpful in identifying a field placement?
______________________________________________________________________________
______________________________________________________________________________

_________    ___________
Student Signature      Date
Appendix B: Field Agency Application

Field Instructor Application

**REQUIREMENTS:**
- MSW degree from an accredited school of social work
- 2 years of post-MSW agency practice experience
- NYS license (or another state’s equivalent) and current registration either as a Licensed Master Social Worker (LMSW) or a Licensed Clinical Social Worker (LCSW)
- Ability to provide 1 hour of individual supervision weekly with the student

Date: ____________________

Name: ____________________

Title in Agency: ____________________

(Last)    (First)

Agency: ____________________

Address: ____________________

(Street)    (City/State)    (Zip)

Telephone: ____________________

Fax: ____________________

E-mail: ____________________

**MSW Graduate Experience:**

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
</table>

Practice method or area of study:

<table>
<thead>
<tr>
<th>Professional License:</th>
<th>State:</th>
<th>LMSW ☐</th>
<th>Year:</th>
<th>LCSW ☐</th>
<th>Year:</th>
</tr>
</thead>
</table>

**Experience as a Field Instructor**

<table>
<thead>
<tr>
<th>Year</th>
<th>Agency</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of student field placements available at each of the following levels:

_____ BSW  _______ 1st year MSW  _____ 2nd Year MSW

Do you have your SIFI? ___ Yes ___ No. If so, what institution and when did you receive it? _______________________________________________________________________

Has your agency supervised BSW students previously? ___ Yes ___ No, if so, what educational institutions are you affiliated with? __________

Has your agency supervised MSW students previously? ___ Yes ___ No
If so, what educational institution are you affiliated with? __________

What are the agency days and hours of operation? ______________________________________________________________________
Are weekend/evening hours available? ______________________________________________________________________

Does the agency serve person’s whose primary language is other than English? ___ Yes ___ No. If so what language(s) ______________________________________________________________________

Is this location handicapped accessible? ___ Yes ___ No
Do you have computer access with internet capability? ___ Yes ___ No
Do you have physical space available to accommodate students learning needs? ___ Yes ___ No
Are there specific requirements for student interns?
Child Abuse Clearance _____
Criminal background check _____
Finger Printing _____
Physical Exams _____
References _____
Specialized training: ______________________
Language other than English___________

What population(s) does your agency service?

___Children  ___African  ___Developmental
___Adolescents  ___African American  ___Disabilities
___Adults  ___African Caribbean  ___Physical
___Couples  ___Latino/Latina  ___Disabilities
___Families  ___Asian (specify_____ ) ___College Students
___Immigrant/Refugee  ___Elderly
___LBGTQ

Type of Setting:

___Hospital  ___Nursing/Personal Care  ___Public Agency
___Health Care  ___Counseling Center  ___State/Federal
___School System  ___Outreach Center  ___Homeless Shelter
___Crisis Center  ___Hospice  ___Community Based
___Crim. Justice  ___Private Non-Profit  ___Substance Abuse
___Mental Health  ___Legal

What type of learning experiences/projects do you have available for interns?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Practice Areas Addressed:

___Health  ___Mental Health  ___ Development Disability
Field Practicum Opportunities

Generalist:

- Interagency Experience
- Group Work
- Intake Assessment
- Micro (individual)
- Needs Assessment
- Client Advocacy
- Case Management
- Resource Linkage
- Treatment Team Planning

Advanced Concentration/Advance Standing

Clinical

- Group work with client
- Resource Linkage/Brokering
- Individual Counseling
- Couples
- Needs Assessment
- Grant writing
- Staff Development
- Program planning
- Community Organization
- Volunteer Recruitment
- Program Evaluation
- Policy Analysis

Social Change

- Resource Linkage/Brokering
- Committee Work
- Needs Assessment
- Research
- Treatment Team Planning
- Family Therapy
- Play Therapy
- Treatment Evaluations
- Psycho Educational Groups
- Policy Analysis
- Legislative Advocacy

Other experience or populations served that are unique to your agency:

__________________________________________________________________

Are you available for weekly supervision with your intern?
Does your agency have in-house or off-site trainings available? _____

What types of trainings have been offered in the past? ____________

Please attach a current resume for all field instructors.

Return all documents to:

Field Education Department
Social Work Program
College of Staten Island
2800 Victory Blvd
Building 2A – Room 201
Staten Island, NY 10314

Fax – 718-982-4033

Attn: Kari Meyer, LMSW
Appendix C:

BSSW Learning Contract
As part of their Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education has identified 9 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 nine competencies below must be addressed. Under each practice behavior for the competency chosen, choose the task or activities that show how you will engage in that practice behavior. You may add your own if there is an additional activity not listed.

| Student Name: |
| Field Supervisor: |
| Agency: |

**Competency 1: Demonstrate Ethical and Professional Behavior**

Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

- [ ] Student will attend a training on ethical decision making and share informed criteria with supervisor
- [ ] Student will shadow supervisor to observe different ways of handling an ethical dilemma.
- [ ] Review agency policy manual and apply the NASW Code of Ethics to identify points of oppression, agreement, and points not addressed by the agency policy
- [ ] Discussion of an ethical dilemma with supervisor taken from a case
- [ ] Interview a coworker to determine how he/she handles ethical dilemmas
- [ ] Participate in treatment teams to learn from other professionals different ways to problem solve

Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

- [ ] Student will identify three situations that may conflict with personal/professional beliefs and discuss in
supervision
- Discuss cultural differences and assumptions as they affect assigned work with clients during supervision
- Discuss transference issues with supervisor
- Act promptly to resolve identified problems with performance or professional responsibilities

Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication
- Student will go to internship appropriately dressed and conduct any communication (email, phone, face-to face) in a professional manner
- Student will seek feedback from supervisor regarding areas of professionalism from supervisor
- Student will construct a written memo to staff introducing self and role
- Prepare and deliver a presentation to colleagues
- Student will be punctual for all appointments/meetings with clients and colleagues
- Student will use professional language that meets the norms of the agency

Use technology ethically and appropriately to facilitate practice outcomes
- Student will learn agency computer system effectively
- Student will use technology in internship setting only for professional matters
- Student will develop training for clients regarding importance of technology and how to utilize it effectively for their treatment
- Student will review agency policies regarding technology and determine whether or not changes need to be made based on NASW Code of Ethics and current laws
- Student will attend training on agency computer systems and follow up with supervisor

Use supervision and consultation to guide professional judgment and behavior
- Student will bring a planned supervision agenda to each individual meeting
- Student will seek supervision/consultation when faced with uncertainty
- Student will craft weekly goals before each supervision meeting
- Attend social work staff meetings
**Competency 2: Engage Diversity and Difference in Practice**

Apply and communicate understanding or the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels

- Attend agency cultural competency training
- Identify ways in which a client’s culture and/or upbringing helps/hinders them in social systems
- Demonstrates understanding of the impact of racism, social and institutional oppression on client functioning
- Work with a client group that does not speak their language
- Conduct a cultural competency assessment of the placement agency with reference to NASW Standards and Indicators for Cultural Competence
- Prepare a program that meets the needs for a specific cultural group

Present themselves as learners and engage clients and constituencies as experts of their own experiences

- Student will interview two coworkers to learn more about their experiences with diversity
- Student will work with at least two diverse families, clients, groups, or communities served by their agency
- Visit a community agency/program that services a diverse client base other than the one services by the internship
- Ask appropriate questions of consumers to better understand their situations
- Participate in client support groups
- Develop a needs assessment based on the community/population the agency services

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

- Student will keep a journal to acknowledge their own reactions and discomforts and be able to express them either verbally or in writing
- Share personal biases and values during supervision time.
- Develop knowledge about the diversity of the agency based on clients served and what is done to recruit diverse staff
- Research cultures (traditions, values, religions, and family structures) of clients, groups, or communities to better understand them and share your research with staff
**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

- Work with the agency to develop a client advocacy project
- Advocate for resources for clients in need
- Attend and participate in a meeting to advocate for a client in need
- Identify ways clients of the agency experience oppression and discrimination and explain it in supervision
- Help clients secure legal services
- Attend court procedures with clients

Engage in practices that advance social, economic and environmental justice

- Engage in advocacy efforts - learn to contact lawmakers, political representatives
- Become knowledgeable on the social justice issues your agency is involved in
- Familiarize self with current political events that will affect your clients
- Work with women who have restricted opportunities because they are single mothers
- Work with clients who are homeless to establish short term and long term goals
- Research opportunities for youth involved in court

**Competency 4: Engage in Practice-informed Research and Research informed Practice**

Use practice experience and theory to inform scientific inquiry

- Develop individualized case plans with measurable goals and objectives
- Use client situation or issue to research scholarly information
- Research past reports to discover prior intervention attempts for clients
- Write a literature review on a topic relevant to the population student is working with.
- Design a research project related to intervention in the practice setting
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

- Student will meet with those who perform agency audits to understand the importance/relevance of them
- Create, distribute, compile, and analyze a client satisfaction survey
- Meet with agency personnel who are responsible for research and outcome measurements

Use and translate research evidence to inform and improve practice, policy and service delivery

- Research three different ways to engage and intervene with a client
- Engage in a research project that will benefit the agency and present it to staff
- Complete data documents needed for a grant funded program

**Competency 5: Engage in policy practice**

Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services

- Will attend a staff meeting/board meeting where policies are being discussed
- I will identify local, state and federal laws that impact the clients serviced in my agency
- Help clients understand the impact of changes in local, state and federal laws
- Use supervision to identify and assess policy issues affecting clients
- Understand the mandated reporter laws
- Assess differential impact of policies on various populations
- Create a resource binder for staff on relevant social policies affecting their clientele

Assess how social welfare and economic policies impact the delivery of and access to social services

- Interview the program director regarding the history of the program and how it has changed over the years and why
- Become familiar with the funding sources for the agency and their requirements
- Participate in grant writing activities
- Explore the alternatives when policies are not followed because of funding cuts
- Conduct focus group interviews with groups of clients to gain an understanding of policy on their lives
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

- Follow the implementation of a policy initiative that has an impact on agency clients
- Meet with staff to discuss which policies hamper their ability to work effectively with clients
- Initiate a letter writing campaign to local, state and federal representatives regarding a policy issue affecting the agency and clientele

**Competency 6: Engage with individuals, families, groups, organizations, and communities**

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

- Student will conduct three home visits and report on visits to supervisor
- Complete two bio-psycho-social assessments
- Complete an eco-map, genograms, and similar tools to facilitate assessment and intervention goals for assigned clients
- Visit places that will increase understanding of clients social systems and report back to supervisor of discoveries
- Read additional materials supplied by the agency to supplement classroom knowledge.

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

- Read case files and any other pertinent information to adequately prepare for engagement with individuals, families, groups and communities
- Observe supervisor and other staff conducting interviews
- Conduct mock interviews and receive feedback

**Competency 7: Assess individuals, families, groups, organizations, and communities**

Collect and organize data, apply critical thinking to interpret information from clients and constituents

- Student will review relevant client treatment history and discuss with supervisor new approaches
Student will interview client, family members, and other involved professionals to gain multiple perspectives of problems and strengths.

Student will present relevant information in a clear manner in supervision.

Student will be observed by supervisor while conducting formal and informal assessments.

Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Conduct two bio-psycho-social assessments and present findings to supervisor.

Prepare an assessment of an assigned case, group or community to discuss in supervision.

Conduct a survey of client satisfaction in the agency and report on findings to the agency based on theoretical frameworks learned in school and in the field.

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.

Develop an intervention plan with three clients that appropriately address the client’s needs, strengths and limitations.

Student will learn the difference between goals and objectives.

Student will explain case plans in language clients can understand.

Student will create clear, measurable goals and objectives with clients and discuss in supervision.

Complete at least three intakes.

Participate with the client, group or community in the development of an intervention plan.

Assist, prepare material and facilitate at least five support groups.

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Develop intervention plan for three families, groups, communities. Discuss plan with supervisor.

Discuss pro/con of various interventions and partner with clients to select treatment method.

Make referrals of assigned clients to appropriate services.
Competency 8: Intervene with individuals, families, groups, organizations, and communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituents.

☐ Student will comply with treatment protocols established by the agency
☐ Student will demonstrate an understanding of the agency's mission and scope of practice by developing interventions that are aligned with them
☐ Student will observe how clients react to interventions and record them in process recordings so they can be further discussed

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

☐ Discuss in supervision different theories utilized when developing intervention plan with clients
☐ Utilize journals to express what theories are working and which are not with clients
☐ Follow up with clients once intervention has been outlined to ensure they are abiding by the strategy
☐ Participate with the client, group or community in the development of an intervention plan
☐ Engage in role play with supervisor to try out new skills and techniques

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

☐ Assist in developing collaborative relationships between the agency and other agencies in the community
☐ Prepare a supervision agenda each week to review each assignment
☐ Attend inter agency meeting to learn of new programs and resources available to clients
☐ develop a resource manual of programs and contacts to assist clients and staff

Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies

☐ Student will visit three agencies that provide referrals to clients to better understand services available
☐ Student will participate in agency initiatives regarding gaps in service for clients
☐ Advocate for resources for clients in need
☐ Attend court proceedings for three clients
☐ Assist two clients with filling out forms to receive assistance with food, housing and/or safety

BSSW Field Education Manual

2016-2017
Facilitate effective transition and endings that advance mutually agreed-on goals

- Develop case plans with clearly stated time frames for achievement of goals
- Explain parameters of time limited services to client during initial session. Write up in process recording
- Actively plans for termination process with clients
- Student will process their own emotions concerning termination with supervisor
- Student will document termination in accordance with agency procedures

**Competency 9: Evaluate practice with individuals, families, groups, organizations and communities**

Select and use appropriate methods for evaluation of outcomes

- Will complete follow up contact with 5 clients and report to supervisor
- Student will learn agency protocol for when a client has completed treatment and how that is determined
- Discuss with supervisor termination with clients

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

- Develop and implement a practice evaluation that measures goal achievement and/or clinical significance
- Submit process recordings that include self-reflection on practice
- Meet and discuss clients and cases regularly with supervisor

Critically analyze, monitor, and evaluate intervention and program processes and outcomes

- Deliver case presentations to field supervisor incorporating feedback
- Write journals noting clients progress and lack of progress and discuss with supervisor
- Implements alternative strategies when there is lack of progress towards a client’s goal
- Student will participate in agency's quality assurance meetings

Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

- Meet with clients group and present findings to supervisor and staff
- Discuss in supervision what worked and what did not work with each client
Identify needs, create a group to meet needs, staff the group and evaluate the groups progress

Submit memo to supervisor how practice could be more effective at the conclusion of internship

Field Supervisor Signature ____________________________

Date ____________________________
Appendix D: Process Recording

**PROCESS RECORDING**

Student Name: __________________________
Field Placement Agency: ___________________
Date: ___________________________________

<table>
<thead>
<tr>
<th>CONTENT/DIALOGUE</th>
<th>SOCIAL WORKER’S FEELING(S)</th>
<th>LOGICAL INTERPRETATION OF SOCIAL WORKER FEELING(S) and CLIENT INTERACTION</th>
<th>FIELD INSTRUCTOR'S COMMENTS</th>
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Appendix E: Student Evaluation Form

College of Staten Island
City University of New York
BSSW Degree Program

**Undergraduate Field Evaluation Form**

Please choose type of assessment

(Midterm or Final)

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Fall
Spring

**Name of Student:**

**Name of Agency:**

**Field Supervisor:**

*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 9 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. Choose the rating that best describes the student’s performance on each item.

Explanation of Ratings used in Evaluating Student’s Level of Performance in Field Placement Scale

1= UNACCEPTABLE.
Far below adequate level of performance. Work is deficient or uneven. Dramatic and rapid improvement is needed.

2= CONSIDERABLY BELOW AVERAGE.
Considerably below adequate level of performance. Significant improvement is needed.

3= BELOW AVERAGE.
Fairly good work in some areas. Performance is a little below adequate. Student is functioning at a beginning level.

4= AVERAGE.
Adequate work in most areas. Student is functioning at a level to be expected at the end of the first semester of field placement.

5= GOOD.
Student is doing well in several areas. Performance is above expectations in some areas. Skills and knowledge developing well.

6= EXCELLENT.
Far above average in most areas. Performance is far above expectations

7= OUTSTANDING.
Student demonstrates an unusually high level of performance. Work is superior in nearly all areas.

**Competency 1: Demonstrate Ethical and Professional Behavior**

a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context

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b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

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c. Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication

d. Use technology ethically and appropriately to facilitate practice outcomes

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e. Use supervision ethically and consultation to guide professional judgement and behavior

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**Competency 2: Engage Diversity and Difference in Practice**

a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels

b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level

b. Engage in practices that advance social, economic, and environmental justice

Comments:

Competency 4: Engage in Practice Informed Research and Research Informed Practice

a. Use practice experience and theory to inform scientific inquiry and research

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

c. Use and translate research evidence to inform and improve practice, policy and service delivery

Comments:

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Comments:

**Competency 5: Engage in Policy Practice**

a. Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services

b. Access how social welfare and economic policies impact the delivery of and access to social services

c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Comments:

**Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities**

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Comments:

**Competency 7: Assess Individual, Families, Groups, Organizations and Communities**

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies

d. Elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Comments:

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

e. Facilitate effective transitions and endings that advance mutually agreed-on goals

Comments:

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**

a. Select and use appropriate methods for evaluation or outcomes

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels

Comments:

**Student Strengths:**


**Areas Needing Improvement**


Field Supervisor Signature: __________________________________________________________

Student Signature: _________________________________________________________________

Field Liaison Signature: ____________________________________________________________
Appendix F: BSSW Program – TIME SHEET

BSSW Program – TIME SHEET

Student Name: ____________________________ Field Instructor: _______________________
Agency: _______________________________________________________________________
Month: _______________________________________________________________________

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2016-2017
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Students Signature: ___________________________  Date: ____________

Field Instructors Signature: ___________________________  Date: ____________
Index G: National Association of Social Workers (NASW) Code of Ethics
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 wellbeing in a social context and the wellbeing 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:

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

2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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

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

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

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of 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 well being 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.

1. **SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

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

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

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

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

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

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

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

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

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

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

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

1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression 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.

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

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

(c) 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).

(d) 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.

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

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with 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.

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

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

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

(i) Social workers should not 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.

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

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

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

(n) 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.

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

(p) 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.

(q) 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.

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

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

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

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

(d) 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.

1.10 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.

1.11 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.

1.12 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.

1.13 Payment for Services
(a) 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.

(b) 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.

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

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

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

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

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful 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.

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

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

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

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

BSSW Field Education Manual

2016-2017
2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.08 Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice.

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.

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

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

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

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in
organizations that exercise fair personnel practices.

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

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

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

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

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

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

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

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

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

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

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization or the social worker's employing agency.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(h) Social workers should inform participants of their right to withdraw

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

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

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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

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

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

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

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

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

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

**SWK 455 Social Work Field Seminar I**

The City University of New York  
College of Staten Island  
Department of Social Work

**Instructor:** Kari Meyer, LMSW  
**Day/Time:** Thursday  
**Office Hours:**  
**Contact Info:** 718-98-2170/ kari.meyer@csi.cuny.edu

**Course Description**

First course of a two-semester sequence taken in conjunction with field practicum. The purpose of the seminar is to facilitate students' integration of the educational experience in class and the field. During the Field Seminar, students will be supported in their learning in various ways. Students will discuss issues related to field placement and problem solve with their peers. Students will be introduced to a variety of topics including the NASW Code of Ethics, professional roles, cultural competency, effective interventions and documentation.

Prerequisite: SWK 350 with a grade of B or higher  
Co-requisite: SWK 454

**Learning Objectives**

At the end of this course, students will

<table>
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<tr>
<th>EPAS</th>
<th>Measures</th>
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<tr>
<td>1.1.1 demonstrate professional demeanor in behavior, appearance, and communication;</td>
<td>Agency paper assignment</td>
</tr>
<tr>
<td>2.1.1 engage in career-long learning</td>
<td>Agency paper assignment</td>
</tr>
<tr>
<td>2.1.1 use supervision and consultation</td>
<td>Confidentiality assignment</td>
</tr>
<tr>
<td>2.1.4 View themselves as learners and engage those with whom they work as informants</td>
<td>Taking on the role of the client assignment</td>
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Required Text:
Field Practice Manual. The College of Staten Island, Undergraduate Social Work Program, 2016-17. (Handout)

Course/General Policies

Students with Disabilities
The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Center for Student Accessibility, and provide appropriate supporting documentation. Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

Weather
It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing 718.982.3333 or 4444 any weekday, 24 hours a day. If there is any trouble reaching this number, call Public Safety at 718.982.2116.

Expectations
a. Attendance at all class sessions
b. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.
c. Respectful communication that expresses beliefs and ideas without personal attack.

d. The use of critical thinking to evaluate and respond to course material.

e. Complete all course work by assigned dates. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade point.

f. Students are urged to prepare each written assignment with great care. In writing papers, you will demonstrate communication skills and language facility. Please take the time to proofread your work and assure that your style, spelling and grammar reflect a high level of quality. In addition, you should be familiar with the APA style manual (5th Edition) and use it in your assignments where applicable. Finally, please be aware of the significance of non-sexist, non-racist language for both written and oral presentations.

g. "I" (incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of class. A time for completion of the incomplete work is established by College policy (See section on Grading Policy below).

h. Students should allow sufficient travel time to arrive to class on time. Late arrival is disruptive to the class. Students who frequently arrive late will lose participation points at the discretion of the instructor.

i. Please be sure to turn off cell phones DURING class.

Classroom Decorum

- Side conversations are discouraged because they distract the class
- The instructor expects the students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect.
Course Assignments

Assigned Exercises

Students will be assigned exercises from the assigned text(s) as well as from the instructor. Each assignment is given a specific due date. Late assignments will not be accepted.

Learning Contract – To be completed by October 7, 2016

In the beginning of the fall semester, students and field instructors are to create a Learning Contract according to the form provided by the Field Education Department. The learning contract should be considered an overall "roadmap" for the students learning experience throughout the year. The Learning Contract can and should be modified when changes occur. At the beginning of the second semester of placement, the student and the field instructor should discuss changes that have been made or will be made to the Learning Contract for the spring semester.

Journals

The purpose of this required assignment is for students to demonstrate the ability to engage in self-reflection and integration of classroom knowledge with the field placement experience. At the beginning of every month students will be given Blue Books to be used as their Field Journal for that particular month. At the end of the month the journals will be collected and reviewed. Journals are to be dated and the following should be included in the entries:

- Attendance to professional roles and boundaries
- Recognition and management of your personal values in a way that allowed professional values to guide your practice

Agency Paper Assignment

Through collection of various sources of information, including research in professional journals, pertinent data, and interviews, describe your field agency with respect to the kind of problems with which it attempts to solve, its primary functions, its structure and procedures, and its service provider role within the
community. Discuss the assignment with your field instructor before concluding the answers to the questions.

- Provide a brief history of your agency.
- What is the mission of the agency?
- Describe the primary sources of funding for your agency.
- What population does your agency serve?
- What are the major social problems your agency addresses?
- Within what general field of social work practice or social welfare is the agency identified?
- Is the agency public or private? On what do you base this?
- What service(s) does the agency offer?
- What service(s) does your particular unit within the agency offer?
- What are the primary referral sources to your agency?
- What is the educational background of staff at the agency, i.e. which professions and disciplines are represented?
- What are the roles of social workers in the agency?
- What other services exist within the community to solve the same social problems as provided by your agency?
- How do these agencies/services work together?
- What problems (if any) arise between/among them? How do they complement each other?
- What is the organizational structure of your agency? (Ask for a copy of the organizational chart. Make one if one is not available. Identify where you fit in)
- How does the agency evaluate the effectiveness of its service outcomes?
- Identify the sources of data (e.g. consumer surveys, numbers of services provided, types of services provided, number of consumers who recidivate, financial reports) the agency uses in their annual report, presentations, or reports to funders.
- How diverse is the staff, board of directors, and volunteers?
- What qualifications would you need to be considered for employment at your agency?

Papers should be typewritten, double-spaced, 12-point font with proper references in APA format.
Due: November 12th

Taking on the Role of the Client (Due October 15th)
Spend an hour in the waiting room of the agency. Imagine you are a client waiting to obtain help from this agency. Write about this experience and include, but do not feel limited to:

1. How does the agency waiting area sound, look, smell, and feel to you?
2. What “messages” are given by the environment (interior and/or exterior), the staff, and the professionals?
3. How do you feel about being there?
4. How might you feel if you were coming to this agency for the first time seeking services as a client?

If there is not a waiting room or equivalent at your agency, spend an hour in the waiting room of the Department of Human Services, a hospital emergency room, or a health clinic. Discuss your options with your Seminar Instructor.

Type a 1-3 page paper about this experience and be prepared to discuss your findings with the class.

Confidentiality (Due October 8th)
Discuss, with your field supervisor and other agency staff, the guidelines for confidentiality (release of information, case records, and clients’ access to records, forms clients must sign, etc). Write a 1-2 page summary of the information and include any forms that your agency has in regards to confidentiality.

Field Evaluation
The field instructor completes an evaluation at the end of each semester. The field evaluation form is the same for each semester so that the student and field instructor can take notice of areas of improvement in the student’s work. The
BSSW program retains responsibility for assignment of field education grades.

The recommended process is for the student and field instructor to complete the evaluation form individually, and then meet together to discuss the results. If the student disagrees with what the field instructor has stated on the form the student has the right to comment on the evaluation.

**Time Sheets**

Time sheets are to be submitted electronically the first week of every month. Late time sheets will result in a point reduction.

**Attendance**

Regular attendance in seminar is required. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students who miss more than two (2) classes regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a documented extraordinary circumstance which prevented the student from coming to class.

**Evaluation and Grading**

The grades in these courses are based on the student's overall professional development and practice as exhibited by performance in the field agency, contribution to field seminar, and the depth of analysis and skill reflected in the logs and written assignments. The field instructor and the faculty liaison evaluate performance in the field cooperatively.

All assignments must be turned in to the instructor at the beginning of the class period. Late assignments will lose a full letter grade for each day they are late unless the student has gained prior approval from the instructor. There are no extra credit assignments.

**Field Seminar grading will be weighed approximately as follows:**

- 30 pts  Agency project paper
- 15 pts  Taking on the Role of the Client
- 15 pts  Confidentiality Assignment
- 10 pts  Journals
15 pts   Participation
15 pts   Attendance

Total : 100 points

GRADING POLICIES/SCALES

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
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<td>B+</td>
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<td>B</td>
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<td>65-69</td>
<td>D</td>
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<tr>
<td>Below 64</td>
<td>F</td>
</tr>
</tbody>
</table>
**Seminar Schedule**

**August 27th : Field Instruction and Social Work Curriculum**
- Discussion of Syllabus, course requirements and assignments, expectations, and establishment of personal learning goals.
- Roles and relationships
- Purpose of field education
- CSWE Core Competencies and Practice Behaviors
- SONIA
- Professional demeanor in behavior, appearance and communication

**September 3rd : Preparation for field placement**
- Safety and Security Issues
- Inventory of individual/person strengths
- Review BSSW Program Field Manual
- Role of Supervision/Process Recordings
- Field Liaison Role
- SONIA cont’d

**September 17th: First day discussions**
- Discussion of students’ first day in field – questions, concerns, problems?
- Expectations
- Orientation to agency/initial observations

**September 24th: Ethical, Legal and Professional Issues.**
- Managing personal values
- Ethical decisions and the use of the NASW Code of Ethics
- Relationships with Clients
  - Mistakes
  - Gifts
  - Resolution of ethical dilemmas
  - Self-disclosure
  - Dual relationships
- Relationships with agency professionals

**October 1st: Documentation**
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, committees and colleagues.
• Field agency’s recording methods
  o Intake forms
  o Computer programs
  o Case records
• Importance of documentation

October 8th: Confidentiality
• Safeguarding information
• Sharing information with colleagues
• Maintaining confidentiality and possible exceptions
  Confidentiality Assignment Due

October 15th: Client Systems
• Engagement
• Hostile/Non-compliant clients
• Assessing strengths and limitations
• Advocacy
• Expectations
  Taking on the Role of the Client Assignment Due

Learning Contracts Due - ONLINE (SONIA)

October 22nd: Pragmatic Concerns
• Students questions/concerns
• Leaving work at the agency
• Responsibility – too much?, not enough?
• Locating and obtaining needed resources
• Uncertainty about skills

October 29th: Talking and Listening: The basic interpersonal skills
• Cultural Competence: Engaging diversity and difference
• Cultural sensitive communication
• Nonverbal communication/body language
• Listening/Active Listening

November 5th: Student Self-Assessment
• Self-reflection in one's practice.
• Methods and strategies of evaluation.
• Developing a career plan

November 12th: Agency Paper Assignment Due

November 19th: TBD
December 3rd: TBD

December 10th: Last Class
• Discussion of internship to date.
• Changes in the spring?

Fall Evaluations due online (SONIA)
References & Bibliography


Appendix I:

**SWK 465 Social Work Field Seminar II Syllabus**

The City University of New York  
College of Staten Island  
Department of Social Work

**Instructor:** Kari Meyer, LMSW  

**Social Work Integrative Field Seminar –Spring, 2016**

Office Hours: Mon 11-2  
Email: kari.meyer@csi.cuny.edu

**Course Description**

Second course of a two-semester sequence taken in conjunction with field practicum. The purpose of the seminar is to facilitate students' integration of the educational experience in class and the field. The Field Seminar is the capstone course in the social work program, synthesizing theory, research, policy and practice methods. Students are to produce documents that combine research and analysis, applied to practice in the field. Understanding of social work concepts and readiness/competency to begin professional social work practice is the primary goal of the course. Students will explore relevant social work issues, bringing their experience and knowledge to bear on the interaction of their values and skills.

Prerequisite: **SWK 360** with a grade of B or higher; SWK 454 with a passing grade; SWK 455 with a grade of C or better

Corequisite: **SWK 464**

**Learning Outcomes**

Building on competencies attained last semester, by the end of the field placement experience the student will be able to:

<table>
<thead>
<tr>
<th>EPAS</th>
<th>Measurement</th>
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<tbody>
<tr>
<td>Competency 1 (B): Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>1. Self-reflective assignment</td>
</tr>
<tr>
<td>Competency 1 (C): Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>1. Self-reflective assignment</td>
</tr>
<tr>
<td>Competency 1 (E): Use supervision and consultation to guide professional judgment and behavior</td>
<td>1. Self-reflective assignment</td>
</tr>
<tr>
<td>Competency 1 (D): Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>1. Use of technology in social work*</td>
</tr>
<tr>
<td>Competency 2 (B): Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>1. Self-reflective assignment</td>
</tr>
<tr>
<td>Competency 8 (C): Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>1. Inter-professional collaboration paper*</td>
</tr>
</tbody>
</table>

**Required Text:**

**Course/General Policies**
Students with Disabilities
The College of Staten Island is committed to making reasonable efforts to assist individuals with documented disabilities. Students with special learning needs should notify the instructor in order to discuss appropriate accommodations. If you are seeking classroom accommodations under the Americans with Disabilities Act (ADA), you are required to make an initial request for accommodation to the Center for Student Accessibility, and provide appropriate supporting documentation.

Students may consult with the Center for Student Accessibility or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

Location: Center for the Arts (1P), Room 101
Phone: (718) 982.2510
Fax: (718) 982.2117
Email: ODS@csi.cuny.edu

**Weather**
It is the general policy of the College not to cancel regularly scheduled classes because of weather conditions. However, there are instances where especially adverse and hazardous weather conditions make it impossible to travel and to conduct academic activities at the campus. Students can find out about decisions to close the College because of extreme weather by dialing
718.982.3333 or 4444 any weekday, 24 hours a day. If there is any trouble reaching this number, call Public Safety at 718.982.2116.

**Expectations**

a. Attendance at all class sessions

b. Complete readings and assignments prior to each class session and participate actively and thoughtfully in the discussion of the designated content.

c. Respectful communication that expresses beliefs and ideas without personal attack.

d. The use of critical thinking to evaluate and respond to course material.

e. Complete all course work by assigned dates. Exceptions will only be made for emergencies in which case the instructor must be notified prior to the due date. Late assignments will be graded down by at least one grade point.

f. Students are urged to prepare each written assignment with great care. In writing papers, you will demonstrate communication skills and language facility. Please take the time to proofread your work and assure that your style, spelling and grammar reflect a high level of quality. In addition, you should be familiar with the APA style manual (5th Edition) and use it in your assignments where applicable. Finally, please be aware of the significance of non-sexist, non-racist language for both written and oral presentations.

g. "I" (incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of class. A time for completion of the incomplete work is established by College policy (See section on Grading Policy below).

h. Students should allow sufficient travel time to arrive to class on time. Late arrival is disruptive to the class. Students who frequently arrive late will lose participation points at the discretion of the instructor.

i. Please be sure to turn off cell phones DURING class.

**Course Assignments**

**Journal Assignment (10 points)**
Field Journals are due the first day of each month in seminar. All journals are critical reflections of work done in the field and of your development of a social worker. The journal is not a process recording and should not be a play-by-play description of what goes on in your field placement. Below are suggestions meant to serve as a guide. Each question does not need to be answered each month but each must be addressed over the course of the semester.

- Interesting /difficult/stressful/rewarding experiences with individual, group, family, organization or community
- Discussion of work affecting you personally – countertransference, ‘pushing buttons’ etc.
- Discussion of skills you are developing/utilizing
- Areas in which you need to develop more skills
• What trainings or professional development have you attended/participated in
• Exploration of growth regarding diversity and cultural competency
• Discussion of any ethical dilemmas that have come up in your practice placement
• Questions or feedback you need.
• Specific concerns or problem areas.

**Self-Care Assignment (15 points)**
What do you do to manage any stress-related issues in your personal and/or professional life? What skills have been applied or could be applied in situations such as these? What do social workers at your field placement do to practice self-care in the profession? Students will interview their supervisor and one other staff member at their field placement and write a 3-5-page paper discussing the importance of self-care in the social work profession and how current social workers manage their stress. Students should discuss ways in which they can and will practice self-care when they are in the field.

**Self-Reflective Assignment (15 points)**
As you near the end of your BSSW education, this assignment is a closing reflection of where you see yourself headed and how you have changed since entering this program. Answer the following questions in essay form.
• What has been your greatest success since entering the BSSW program?
• What has been your greatest struggle since entering the BSSW program?
• What are your professional goals for yourself once you graduate?
• Where do you see yourself in five years?
• If you could change one thing about your social work education what would it be?

**Technology and Social Work (10 pts)**
Today’s social workers are surrounded by technology that has changed the way they practice. Most of us can hardly imagine returning to the days before this technology existed. Technology has also caused unprecedented ethical challenges for social workers, primarily in the fields of communication and service delivery. How does (or doesn’t) your agency utilize technology with their clients? Do you see any ethical dilemmas at your site due to the increased use of technology? Discuss with your supervisor how technology hurts or hinders the ability to help the clients they service. Students should write a 1-3-page paper detailing how technology is utilized at their internship and the pros/cons associated with it.

**Inter-professional collaboration assignment**
“Interdisciplinary collaboration is the achievement of goals that cannot be reached when individual professions act on their own”. Effective inter-professional working is an essential component of good social work practice. To achieve effective outcomes in their work with clients, social workers need to be confident in their communication with other professionals. How can social workers be more effective in collaborative work? What are the skills, knowledge and values required for
collaborative practice? How does collaborative social work practice impact on the experience of clients? How does your agency collaborate with outside resources? Is it a friendly relationship or combative? Give an example of your experience working with an outside agency to serve your mutual client. How can your agency change the way they work with other professions to achieve the same goal? Students will write a 1-3 page paper discussing inter-professional collaboration in their agency. No outside resources are needed.

**Time Sheets (5points)**

Time sheets are due the first week of each month for the previous month’s hours. Every week late will result in a four point deduction from the total points a student can earn.

**Evaluation and Grading**

Grading will be weighed as follows:

- Self-Care Assignment: 20 points
- Journal Assignment: 15
- Self-Reflective Assignment: 20
- Technology and Social Work: 15
- Inter-professional collaboration assignment: 15
- Participation: 10
- Timely submission of hours (due the first week of each month): 5

(final grade will be lowered after more than one unexcused absence from seminar class)

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<td>D</td>
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<tr>
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</table>

Students are also required to submit monthly time sheets to the Director of Field Education in order to ensure that they are credited with completing the correct number of hours each semester.
Occasionally, a grade of “Incomplete” may be given for field Practicum. This occurs when a student has not developed the minimum competency expected of a student at the end of that semester, and/or the student has missed several days of field for legitimate reasons and needs to make up time. In these cases, a plan for completing the required hours and/or improving in specified Learning Outcomes will be developed, with a timeline for completion. The student has approximately one semester to make up the missing work. If the student fails to make up the missing hours or advance in their skill as per their supervisor and seminar instructor, they risk being removed from the program and receiving a failing grade for the course.

Seminar Schedule

Class 1: Social Work as a Profession
       Merging Self and Profession

Class 2: Personal and Professional values and ethics. What do you do when they collide?

Class 3: Difficult or challenging situations in practice—resistance, caretaking, rescuing, hostile or resistant clients, transference, counter-transference

Class 4: BSSW Transition to Workforce

Class 5: Interviewing and Job Market
       Resume Writing/ Professionalism/Interviewing

Class 6: Fields of Practice: Alcohol/Substance Abuse
       Child Welfare
       Community/Neighborhood Work
       Criminal Justice
       Disabilities (Physical/Mental)
       Family Services
       Medical and Health Care
       Mental Health
       Occupational Social Work
       Schools
       Youth Services

Class 7: Professional Self-Care / Agency Care/ Vicarious Trauma Issues for Employees
       Career long learning
       Self Care Paper due
Class 8: So you still want to be a social worker after all? Job satisfaction/ coping with stress/ burnout

Class 9: The effect of helping on one’s personal relationships
Managing professional relationships

Class 10: The termination process
Client relationships
Planning for termination from initial contact
Reasons for termination
Termination stages, reactions, and responses
Preparing for the future

Class 11: Termination Cont’d
Transfers and referrals
Professional staff and the agency
Wrapping up the work

Class 12: Self-evaluation
Saying “good-bye”
Self-Reflective Assignment Due

Class 13: Self evaluation Cont’d.

Class 14: Last Class –Supervisor Evaluations due

Bibliography


