

The City University of New York, College of Staten Island, Department of Social Work  
2800 Victory Boulevard, Building 2A, Suite 201, Staten Island, NY 10314  
Telephone: 718-982-2070  
FAX: 718-982-2038

Master of Social Work (MSW) Student Handbook

2019-2020

## Table of Contents

Welcome Message.....	4
Department Vision.....	8
Department Mission.....	8
Department of Social Work Goals:.....	8
MSW Program Mission.....	9
MSW Goals:.....	9
College of Staten Island Mission, Vision, & Values.....	10
History and Context.....	12
Policies to Assure Equal and Fair Treatment.....	13
Social Work Organizations, Standards, & Ethics.....	15
MSW Curriculum.....	27
City University of New York and College of Staten Island Student Rights and Responsibilities.....	49
MSW Student Representatives.....	50
Roles and Responsibilities.....	52
Field Supervisors.....	58
Expectations of Students.....	62
Field Practicum Policies.....	65
Appendix A NASW Code of Ethics.....	70
1. Social Workers' Ethical Responsibilities to Clients.....	76
2. Social Workers' Ethical Responsibilities to Colleagues.....	84
3. Social Workers' Ethical Responsibilities in Practice Settings.....	86
4. Social Workers' Ethical Responsibilities as Professionals.....	89
5. Social Workers' Ethical Responsibilities to the Social Work Profession.....	90
6. Social Workers' Ethical Responsibilities to the Broader Society.....	92
Appendix B MSW Competencies and Practice Behaviors.....	94
Appendix C Academic Integrity.....	100
Appendix D Behavioral Contract and Professional Dispositions Inventory.....	106
Appendix E Independent Study.....	112
Appendix F Process Recordings.....	117



## Welcome Message

Dear MSW Students,

It is our great pleasure to welcome you to the Master of Social Work (MSW) Program at the College of Staten Island, The City University of New York. The primary mission of social work is “to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW, 2017, p. 1). Through your social work education, you will be taught the values, knowledge, and skills of the profession, including advocacy and working to promote social justice in all areas of social work practice. The field setting in which you complete your internship(s) will provide the opportunity for you to integrate and apply your classroom education to the real world.

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

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

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

Department of Social Work Faculty and Staff

## Faculty Administrators

Christine Flynn Saulnier, MSW, PhD, LICSW (MA)  
Professor & Department Chair  
Email: Christine.FlynnSaulnier@csi.cuny.edu  
Phone: (718) 982-2020  
Expertise: feminist theory; alcohol & drug problems; LGBT issues

Barbra Teater, MSW, PhD  
Professor & Director, MSW Program  
Email: Barbra.Teater@csi.cuny.edu  
Phone: (718) 982-2166  
Expertise: aging; social work education, research and theory

Mayra Humphreys, MSW, PhD, LMSW  
Associate Professor & Director  
BSSW Program  
Email: Mayra.Humphreys@csi.cunny.edu  
Phone: (718) 982-2187  
Expertise: critical multiculturalism; social capital

## Full Time Faculty

Anjail Ameen-Rice, MSW, LCSW  
Substitute Lecturer  
Email: Anjail.AmeenRice@csi.cuny.edu  
Phone: (718) 982-2189  
Expertise: developmental disabilities

Paul Archibald, DrP, MSW, LCSW-C (MD)  
Associate Professor  
Email: Paul.Archibald@csi.cuny.edu Phone:  
(718) 982-2174  
Expertise: stress-related health disparities;  
depression; substance use disorder treatment

Vandana Chaudhry, MSW, PhD Associate  
Professor  
Email: Vandana.Chaudhry@csi.cuny.edu  
Phone: (718) 982-2191  
Expertise: disability theory and practice

Patti Gross, MSW, LCSW Lecturer  
Email: Patti.Gross@csi.cuny.edu  
Phone: (718) 982-2196 Expertise: clinical practice

Kari Meyer, MSW, LMSW Lecturer & Director  
Field Education  
Email: Kari.Meyer@csi.cuny.edu Phone: (718)  
982-2170 Expertise: macro practice

Esther Son, MSW, PhD  
Assistant Professor  
Email: Esther.Son@csi.cuny.edu  
Phone: (718) 982-2074  
Expertise: developmental disability; health disparities

#### Staff

##### Professional Staff

Constance Stafford, MSW, LCSW  
Manager of Professional Student Services  
Email: Constance.Stafford@csi.cuny.edu  
Phone: (718) 982-2369

##### Administrative Staff

Ilyssa Silfen, MA  
Administrative Coordinator  
Email: Ilyssa.Silfen@csi.cuny.edu  
Phone: (718) 982-2204

Pasindu Seneviratne  
College Assistant  
Email: Pasindu.Seneviratne@csi.cuny.edu  
Phone: (718) 982-2070

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

Department Vision

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

Department Mission

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

Department of Social Work Goals:

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



## MSW Program Mission

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

## MSW Goals:

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

## College of Staten Island Mission, Vision, & Values

### Mission

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

### Vision

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

### Values and Fundamental Principles

Our campus community values:

#### Each Student

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

#### Excellence in Research and Teaching

We set and meet high expectations in our academic programs through innovative and effective teaching, scholarship, and research. We strive to promote engagement among students and faculty.

#### Experiential Learning

We believe it is essential to provide transformational curricular and co-curricular opportunities, such as service learning, study abroad, leadership development,

undergraduate research and scholarship, and internships.

#### Resourcefulness

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

#### Community Engagement

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

Our fundamental principles:

#### Diversity

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

#### Respect

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

#### Integrity

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

### Pluralism and Diversity

#### The College of Staten Island's Fundamental Principles and Focus on Diversity

Our fundamental principles:

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

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

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

## History and Context

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

Since 1993 the College of Staten Island has been situated on a 204-acre campus in the approximate middle of the Borough of Staten Island. This location was formerly home to the Willowbrook State School which, prior to its closing, was the largest institution for developmentally disabled people in the United States (at one point housing over six thousand residents). Conditions of abuse and neglect at Willowbrook State School were the subject of investigative reporting leading to the dissolution of the institution and to reforms and civil rights legislation for people with disabilities. With the closing of this facility, residents were moved to community housing and many are still living in the Borough. Adjacent to the College of Staten Island are a few buildings from the original institution providing care for those persons with special needs who could not be placed in other settings. The relationship between the College and the community of people with disabilities and their advocates on Staten Island continues to be strong. The College of Staten Island prides itself on its overall commitment to the people of Staten Island, to the various agencies and programs, public and private, that support a vital and growing population.

Staten Island has nearly half a million residents and is a part of one of the most opportunity-filled cities of the world, but it is often called the forgotten Borough, receiving less attention than the rest of New York City, in part, because of its location and geographic isolation; it is the only area of the City not connected to the underground train system. Commutes on local buses, including those routed to the Staten Island Ferry to Manhattan, may involve multiple connections. Four toll bridges join Staten Island to Brooklyn and to New Jersey, but passage by car is expensive and time-consuming. Consequently, most Staten Islanders tend to use needed services in the Borough and rely heavily on the local schools, hospitals, and social service settings in the community.

As with all communities where access to needed resources is uneven, social problems abound, but what is most remarkable about Staten Island, at this juncture, is its

unparalleled growth in population: the population of foreign-born increased by 41% over the past 15 years. Also, in terms of race and ethnicity, it is the most rapidly diversifying borough. Staten Island has an enormous influx of new immigrants, many of whose primary language is not English and, consequently, who struggle to learn about their new environment and to access the resources that will assist them in adapting. The borough is home to refugees fleeing civil war and political oppression as well as those who are simply seeking better lives and relief from extraordinary economic hardship. Nigerians and Pakistanis, Mexicans and Poles, Koreans and Russians, Haitians and Chinese, all have substantial communities in the borough. Staten Island boasts one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population accounts for 30% of the foreign-born population of the borough, and the Hispanic population has increased 51% between the 2000 and 2010 census. The newcomers not only bring with them cultures that have enriched the community but also pose many challenges for the programs on Staten Island, straining an already overburdened, underfunded, and inadequately prepared social service network.

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

#### Policies to Assure Equal and Fair Treatment

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

#### Policy on Non-Discrimination

Every aspect of the MSW Program's organization and implementation is conducted in

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

The College operates an Office of Diversity and Compliance; the Director of the Office reports to the President of the College and serves as the College's Chief Diversity Officer. The Office of Diversity and Compliance is responsible for ensuring the College's compliance with University and College policy, and Federal, State, and municipal laws pertaining to equal employment, affirmative action, and diversity. An Affirmative Action plan is in place and all hiring must be conducted in a way that supports the commitment of the College to increased diversity.

The College's Center for Student Accessibility (CSA) facilitates reasonable accommodations for students with documented disabilities, striving to ensure equal access to academic and co-curricular programming in compliance with the Americans with Disabilities Act. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Center for Student Accessibility at 718.982.2510/ [CSA@csi.cuny.edu](mailto:CSA@csi.cuny.edu) or visit the Center in 1P-101. You can also check out the Website at the following web address: [www.csi.cuny.edu/csa/](http://www.csi.cuny.edu/csa/).

Through robust student support programming, comprehensive services, and a commitment to student learning, staff members work toward creating an environment that fosters empowered students who will realize their potential in a higher education setting.

### Policy on Absences for Religious Observance

Policy: Reasonable accommodations will be made for the religious needs of students who are missing class due to religious observance. However, students are required to make up any work that is missed due to the absence. Because our students encompass a diverse multi-cultural community, it is likely that some religious observances may be

less well known and requests will present opportunities to learn about the religious celebrations of many different cultures.

Procedure: Requests for absences for religious observances should be made in sufficient time prior to the observance to allow for the professor to make the appropriate accommodations (develop an assignment to be completed in lieu of the class session, etc.) In general, approval will not be considered unless requested at least five (5) working days prior to the day of religious observance.

## Policy on Sexual Harassment

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

## Social Work Organizations, Standards, & Ethics

### Social Work Organizations

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

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

### Accreditation Standards

The MSW program is accredited under the College's general accreditation by the regional accrediting body for Colleges and Universities: the [Middle States Commission on Accreditation](#). This is not the same as professional accreditation, which can only be granted by Council on Social Work Education (CSWE). The standards for the

curriculum of any professionally accredited BSSW or MSW program are set by CSWE. The Department of Social Work received full initial accreditation by CSWE for the MSW program in February, 2017.

### Licensing Standards

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

The MSW macro track at CSI has been approved as a non-clinical social work program by the New York State Department of Education. The macro track will prepare students for licensing at the LMSW level. Those who complete the macro track will not be eligible for the LCSW.

### Social Work Ethics

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

### Behavioral Contract and Professional Dispositions

Social work students are held to professional dispositions that reflect behavioral expectations for field agencies, practice settings and school settings, including but not limited to the classroom. These include professional demeanor and responsibility, commitment to diversity, communication, collaboration, self-reflection, and ethical



behavior. Students are first introduced to the Behavioral Contract and Professional Dispositions Inventory at the MSW New Student Orientation. After reviewing the two documents, all students are required to sign the Behavioral Contract indicating they have read and understood the statement of professional expectations of student behavior and consequences and, therefore, agree to adhere to these behaviors and professional dispositions throughout the MSW program. The Behavioral Contract lists the potential consequences that could result from not adhering to the behaviors and professional dispositions. The signed Behavioral Contracts are filed in the students files. The Professional Dispositions Inventory is to be used by faculty to highlight any specific concerns of behavior and/or professional disposition of the student during their time in the MSW program. See Behavioral Contract and Professional Dispositions Inventory, Appendix D.

## Admissions, Advisement, Retention, Termination

### Admissions

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

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

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

No credits in which a student earned less than 3.0 on a 4.0 scale (B) will be accepted for transfer.

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

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

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

Applicants will be notified of admission by letter sent via email and by postal mail. The admission offer will include any contingencies that need to be satisfied prior to admission, for example, completion of a statistics course or completion of a baccalaureate degree in progress. It will also include instructions for how and when the deposit has to be made to secure a place in the incoming class, and a notice that attendance at orientation is required.

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

Advisement: To support academic and professional advisement, each student admitted to the MSW Program is assigned a full-time social work faculty member or professional staff person to serve as the academic and professional advisor for the student for their remaining stay in the program. Each student is also informed of the requirement to make an appointment to see their advisor every semester, prior to

registration, to assure that the student is making the appropriate choices in pursuit of the MSW degree. Of course, social work academic advisors are available throughout every semester for any concerns or questions a student may have regarding academic studies or matters related to professional development.

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

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

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

A full time Manager of Professional Student Services advises students on academic and professional issues, assists students in preparing for the licensing exam, coordinates child abuse reporting certification, and coordinates a range of student service functions including the honor society, new student orientation, and commencement.

**Cumulative Grade Point Average:** To be awarded a master's degree, a graduate student must finish the program with a cumulative Grade Point Average of 3.0 (B) or better.

**Grade Appeals:** The College of Staten Island policy on grade appeals is as follows: Students wishing to appeal a grade other than WU or FIN must do so within 60 school

days, excepting summer session, following the end of the semester. Appeals must be submitted in writing to the Chairperson of the department in which the course was offered. Upon receipt of the appeal, the Chairperson shall direct the student to discuss the issue with the instructor who assigned the grade. If the issue remains unresolved, the student may request a review by the Department Committee on Grade Appeals.

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

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

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

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

Probation: Students may be placed on probation for academic or professional reasons. Graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. Students on academic probation must raise their GPA to 3.0 within the next semester to continue in the MSW program. Graduate students whose GPA remains below 3.0 at the end of the probationary semester will be allowed to continue in the MSW program only upon successful review by the Academic Review Committee. This policy is applicable regardless of the number of credits earned by the student. Students who have been identified as not meeting professional requirements of the program may also be placed on probation by recommendation of the Academic Review Committee.

Continuation and repeat of courses: Graduate students whose GPA falls below 2.7 will not be eligible for graduation, and will not normally be permitted to continue in the MSW program. These students will only be allowed to continue in the MSW program upon successful review by the Academic Review Committee. Students who receive less than a B in any practice or seminar course, or who do not pass Field, can only continue in the MSW program upon successful review by the Academic Review

Committee. Students who receive below a B in a practice or seminar course, or below a C in any other MSW course, cannot continue in any course for which the course is a prerequisite. For a course in which the minimum grade is not achieved, students have one opportunity to repeat the course, if their GPA meets the criteria for continuation, but credit may only be earned once. An Advanced Standing student who fails a course might be required to remediate, depending on assessment by the Program Director and/or the Academic Review Committee.

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

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

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

**Readmission after withdrawal or dismissal:** A student who withdraws in good standing is eligible for readmission within two years but must notify the Program six weeks prior to the semester in which they intend to return. A student who withdraws or is dismissed due to failure to meet minimum GPA expectations may reapply for admission during the regular admissions process. The student will have to participate in an interview with the Admissions Committee and it must be determined that the student is capable of

academic success. A student who is dismissed due to a serious violation or a pattern of violations of the NASW Code of Ethics or other professional misconduct will not be considered for readmission.

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

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

Students may be dismissed from field education for the following criteria:

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

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

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

### Academic Review Committee

The Academic Review Committee (ARC) members include the Director of the MSW program, a minimum of two faculty members and a student representative. The student representative is elected, one from each year, that is, Foundation Year and Concentration Year, and may also include both day student and evening student

representation. The representative is neither an advocate for nor against the student, but represents a student perspective and listens with an open mind to the proceedings, participating in deliberations without bias. Faculty members are appointed on a case-by-case basis by the Director of the MSW program, based on knowledge of and involvement in the circumstances under consideration. If the issue of concern involves the field placement, the faculty liaison will attend the meeting and, where possible, the field supervisor will also attend. The student about whom the committee is meeting is present throughout the meeting, but is not present during deliberations and decision-making. The student does not bring any advocate, representative, or guest to the ARC. Refusal of the student to participate in the ARC is grounds for dismissal from the program.

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

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

#### Process for Academic Review

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

## Possible Recommendations

1. Continuing in courses and field with no changes
2. Continuing in the program with conditions:
  - a. Where there are problems in the field, conditions may include, but will not be limited to:
    - i. Change in assignment, field instructor, and/or faculty advisor;
    - ii. A trial period to be followed with a progress report, by a specified date, to the ARC;
    - iii. An extension of time beyond the planned ending date of the field practicum;
    - iv. Change in field practicum;
    - v. Repeating the year of field practicum when a student has a field practicum grade of Incomplete or No-Credit, or it appears that the student is not able to achieve a grade of Pass;
    - vi. Termination from Field. A student who is terminated from Field by the ARC is terminated from the Social Work program, unless the reason for termination is due to problems in the field placement that are unrelated to student function or capacity.
  - b. Where there are academic problems, conditions may include but are not limited to:
    - i. Setting dates for the completion of incomplete work;
    - ii. Intermit from the program.
3. Termination from the program:
  - a. A student can be terminated from the program due to serious problems or a pattern of problems in the field.
  - b. A student can be terminated from the program due to academic issues.
  - c. A student convicted of a felony during the time of enrollment at the program may be permanently dismissed.

ARC decisions are subject to appeal. The ARC does not change grades (see Grade Appeal Process p. 19).

## ARC Appeals

Students have the right to appeal the ARC's decision. Written requests to appeal an ARC decision must be submitted to the Department Chair within ten working days after



written notification of the ARC's decision. If that appeal is denied, the student may appeal to the Graduate Studies Committee during its next regularly scheduled meeting, or the subsequent meeting. The grounds for appeal are: new information has become available that was not available during the first appeal and/or the program violated its stated procedures or those of the College.

### Appeals Process

1. The student must send a letter stating a desire to appeal the decision of the ARC to the Department Chair that gives the date of decision and the grounds for the appeal as above. This letter must be received within ten working days after the ARC's written notification of its decision.
2. This request is read by the Chairperson. If the Chairperson decides to go forward with the appeals process, the student must submit all potentially helpful material consistent with the grounds for appeal.
3. First, a decision is made, based on written material submitted, as to whether to consider the appeal further, or reject consideration of the appeal.
  - a. If the decision is to reject consideration of the appeal, the Chairperson notifies the student in writing.
  - b. If the decision is to hear the appeal, the Chairperson decides whether to meet with the student, the faculty advisor, or the field instructor as part of the review of the decision of the ARC.
4. If the appeal has been considered, the Chairperson notifies the student of the outcome in writing within ten working days after submission of the request for an appeal.
5. If the appeal has not been considered at the Department level, or if the appeal was not sustained at the Department level, the student may appeal to the Academic Standing Sub-Committee of the Graduate Studies Committee. The Graduate Studies Committee reviews student records and considers student appeals related to admission, readmission, and graduation. Students can petition the Committee through a counselor in the Division of Student Affairs. The process is as follows:
  - a. The student requests assistance from an Academic Counselor in the Counseling Center to prepare the appeal.
  - b. The appeal is submitted to the Graduate Studies Committee, with notification by the student to the Department that an appeal will be filed, since the Graduate Studies Committee will only hear an appeal if both the student and the department have submitted documentation.
  - c. The notice of plan to appeal must be sent by registered mail and be received by the College within ten working days of the receipt of the notice from the ARC or the Department chair.
  - d. Neither the student nor a student representative is present at the Academic Standing Sub-Committee of the Graduate Studies Committee. The Graduate Studies Committee Chair notifies the Department and the

student of the result. The student is notified by registered mail, sent within three business days of the Graduate Studies Committee decision

## MSW Curriculum

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

The graduate program in social work leads to a Master of Social Work degree (MSW) in two years of full time study or a maximum of four years of part time study. The Master of Social Work program requires the successful completion (at 3.0 GPA or above on a 4.00 scale) of 60 credit hours of graduate courses. The foundation curriculum consists of 27 credits of foundation courses, one readiness for field course, two field internships, and two seminars, for a total of 34 credits.

The concentration curriculum consist of another 26 credits which includes 18 credits of advanced concentration courses, two field internships, one seminar, and an advanced elective. Across the curriculum, students complete 18 credits of concentration courses (including 3 credits of Introduction to Disability Studies for Social Work; 3 credits of Social Work and Disability Studies Policy Practice; and 12 credits specific to either the clinical or macro track), 8 credits of field practicum, and 3 credits of field seminar. The field and field seminar courses provide the means to integrate classroom knowledge, values and skills with practice in the field internship.

### Advanced Standing

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

Advanced standing students normally complete 32 credit hours of advanced courses, including a summer bridge course, Introduction to Disability Studies for Social Work, Social Work and Disability Studies Policy Practice, two field internships, one field seminar, two graduate electives, and 12 credits of advanced practice in either the clinical track or macro track. Advanced standing students normally complete 720 hours of field internship (24 hours per week).

## The Professional Foundation Curriculum

The social work curriculum is designed to integrate and overlap with the professional content on values and ethics, diversity, populations-at-risk, and social and economic justice as applied to systems and interpersonal interactions. The professional foundation curriculum prepares students for the beginning level of professional generalist social work practice by providing the students with the social work knowledge, values, ethics, and skills needed as a foundation for advanced professional study in social work. The College of Staten Island MSW program provides the student with an opportunity for mastery of the core competencies recognized by CSWE. At the foundation level, students complete professional foundation courses (34 credits), which includes 480 hours of field internship and two integrative seminars.

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

## The Concentration Curriculum

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

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

**Clinical Track:** The clinical track within the Disability Studies concentration curriculum consists of 12 credits of the following advanced practice courses which meet New York State guidelines for clinical content: The Range of the Human Condition Encountered in Social Work Practice; Assessment and Formulation in Social Work Practice With People With Disabilities; Modalities of Practice With People With Disabilities; and Integrative Social Work Practice With People With Disabilities. In addition, students

take the following two courses: Introduction to Disability Studies for Social Work; and Social Work and Disability Studies Policy Practice (course descriptions are included below after the study plans). Advanced standing students take two electives to expand their practice knowledge, values and skills. They complete two semesters of field internships for a total of 720 hours, in an agency that serves people with disabilities. One seminar is taken concurrently with field to allow for the integration of classroom knowledge, values, and skills with practice in the field.

Macro Track: The macro track within the Disability Studies concentration curriculum consists of 12 credits of the following advanced practice courses: Social Work Macro Practice in Organizations; Social Work Macro Practice: Program Planning And Evaluation; Social Work Macro Practice: Community Organizing & Development; and Financial Management (FNC 600) OR The Administrative Process (MGT 600) OR SWK 8XX: Resource Development and Grant Writing in Social Work (to be developed). All courses except the macro track The Administrative Process and Financial Management courses were developed specifically for this program. In addition, students take the following two courses: Introduction to Disability Studies for Social Work; and Social Work and Disability Studies Policy Practice (course descriptions are included below after the study plans). Advanced standing students take two electives to expand their practice knowledge, values and skills. They complete two semesters of field internships for a total of 720 hours. One seminar is taken concurrently with field to allow for the integration of classroom knowledge, values, and skills with practice in the field.

Capstone Project: Per New York State regulations for all master's degrees, the MSW at the College of Staten Island will require a special project for graduation. This capstone project will be submitted in the student's final semester in either SWK 762: Integrative Social Work Practice with People with Disabilities (clinical track) or SWK 714: Social Work Macro Practice: Community Organizing & Development (macro track). The clinical and macro capstone projects require the students to demonstrate their knowledge, values, skill and/or cognitive and/or affect processes of the nine CSWE EPAS competencies. The students will submit a written paper as well as present their work through oral presentations. The case analysis will also be used for assessment of student learning in the program.

Training for Identification and Reporting of Child Abuse and Maltreatment: As part of the registration of the College of Staten Island MSW Program with the Office of the Professions of the New York State Education Department, prior to graduation, all MSW students must complete the state-mandated two-hour training in identification and reporting of child abuse and maltreatment. A Certificate of Completion for this training is also required for application to the New York State Department of Education for the LMSW license. This training will be offered by the College of Staten Island MSW Program for concentration year MSW students during the spring semester; there is no charge for the training. A Certificate of Completion will be issued only to those who are in attendance for the entire two hours. Students' transcripts will include information indicating completion of the training.

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

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

**Study Plans:** Study plans for students pursuing the Master of Social Work as traditional or Advanced Standing students follow. Full time and part time options are shown for both the clinical and macro tracks. Students must complete the professional foundation courses in the sequence outlined. Do not take courses out of sequence.

**IMPORTANT:** Students must be enrolled in a practice course whenever they are in the field. Taking required practice courses prior to participation in the field practicum will result in additional courses and additional tuition expense, as the field practicum must be supported by concurrently taking both the integrative seminar and a practice course.

Study Plans

**Full Time MSW Program (60 Credit hours)**

<b>FOUNDATION YEAR – BOTH TRACKS</b>	
<b>FALL 16 credits</b>	<b>SPRING 15 credits</b>
SWK 600 MSW Research I (3)	SWK 602 MSW Research II (3)
SWK 601 Readiness for Field (1) (1 <sup>st</sup> two weeks; T (9 – 1)/TH (11:30-3:30))	SWK 605 MSW Ethics & Diversity (3)
SWK 611 MSW Human Behavior in the Social Environment (HBSE) (3)	SWK 612 MSW HBSE II (3)
SWK 651 MSW Social Work Practice I: Introduction to Integrative Social Work Practice with Individuals and Families (3)	SWK 660 MSW Practice II: Groupwork (3)
SWK 654 MSW Integrative Seminar I (1)	SWK 674 MSW Integrative Seminar II (1)
SWK 655 MSW Internship I (2)	SWK 675 MSW Internship II (2)
SWK 732 Intro to Disability Studies for Social Work	

<b>CONCENTRATION YEAR – CLINICAL TRACK</b>	
<b>FALL 15 credits</b>	<b>SPRING 14 credits</b>
SWK 665 MSW Social Work Practice III: Practice with Communities and Organizations (3)	SWK 706 Modalities of Practice with People with Disabilities (3)
SWK 670 MSW Policy (3)	SWK 740 Social Work and Disability Studies Policy Practice (3)
SWK 702 The Range of the Human Condition Encountered in Social Work Practice (3)	SWK 755 MSW Internship IV (2)
SWK 704 Assessment and Formulation in Social Work Practice with People with Disabilities (3)	SWK 762 Integrative Social Work Practice with People with Disabilities (3)
SWK 754 MSW Internship III (2)	Approved Graduate Elective (3)
SWK 764 MSW Integrative Seminar III (1)	

<b>CONCENTRATION YEAR - MACRO TRACK</b>	
<b>FALL 15 credits</b>	<b>SPRING 14 credits</b>
FNC 600 Financial Management (background in accounting needed) <b>OR</b> MGT 600 The Administrative Process <b>OR</b> SWK 8XX Resource Development and Grant Writing in Social Work (3)	SWK 710 Social Work Macro Practice in Organizations (3)
SWK 665 MSW Social Work Practice III: Practice with Communities and Organizations (3)	SWK 712 Social Work Macro Practice: Program Planning and Evaluation (3)
SWK 670 MSW Policy (3)	SWK 714 Social Work Macro Practice: Community Organizing & Development (3)
SWK 754 MSW Internship III (2)	SWK 740 Social Work and Disability Studies Policy Practice (3)
SWK 764 MSW Integrative Seminar III (1)	SWK 755 MSW Internship IV (2)
Approved Graduate Elective (3)	

**Part Time 4-year MSW Program (60 Credit hours)**

**YEAR ONE (FOUNDATION YEAR 1) Both Tracks**

<b>FALL 9 credits</b>	<b>SPRING 9 credits</b>
SWK 600 MSW Research I (3)	SWK 602 MSW Research II (3)
SWK 611 MSW HBSE I (3)	SWK 605 MSW Ethics & Diversity (3)
SWK 732 Intro to Disability Studies for Social Work	SWK 612 MSW HBSE II (3)

**YEAR TWO (FOUNDATION YEAR 2) Both Tracks**

<b>FALL 7 credits</b>	<b>SPRING 6 credits</b>
SWK 601 Readiness for Field (1) (1 <sup>st</sup> two weeks; T (9 – 1)/TH (11:30-3:30))	SWK 660 MSW Practice II: Groupwork (3)
SWK 651 MSW Social Work Practice I: Introduction to Integrative Social Work Practice with Individuals and Families (3)	SWK 674 MSW Integrative Seminar II (1)
SWK 654 MSW Integrative Seminar I (1)	SWK 675 MSW Internship II (2)
SWK 655 MSW Internship I (2)	

**Clinical Track**

**YEAR THREE (CONCENTRATION YEAR 1)**

<b>FALL 9 credits</b>	<b>SPRING 6 credits</b>
SWK 665 MSW Practice III: Practice with Communities and Organizations (3)	SWK 740 Social Work and Disability Studies Policy Practice (3)
SWK 670 MSW Policy (3)	Approved Graduate Elective (3)
SWK 702 The Range of the Human Condition Encountered in Social Work Practice (3)	

**YEAR FOUR (CONCENTRATION YEAR 2)**

<b>FALL 6 credits</b>	<b>SPRING 8 credits</b>
SWK 704 Assessment and Formulation in Social Work Practice with People with Disabilities (3)	SWK 706 Modalities of Practice with People with Disabilities (3)
SWK 754 MSW Internship III (2)	SWK 755 MSW Internship IV (2)
SWK 764 MSW Integrative Seminar III (1)	SWK 762 Integrative Social Work Practice with People with Disabilities (3)

**Macro Track**

**YEAR THREE (CONCENTRATION YEAR 1)**

<b>FALL 9 credits</b>	<b>SPRING 9 credits</b>
SWK 665 MSW Practice III (3)	SWK 710 Social Work Macro Practice in Organizations (3)
SWK 670 MSW Policy (3)	SWK 712 Social Work Macro Practice: Program Planning and Evaluation (3)
Approved Graduate Elective (3)	SWK 740 Social Work and Disability Studies Policy Practice (3)

**YEAR FOUR (CONCENTRATION YEAR 2)**

<b>FALL 6 credits</b>	<b>SPRING 5 credits</b>
FNC 600 Financial Management (background in accounting needed) <b>OR</b> MGT 600 The Administrative Process <b>OR</b> SWK 8XX Resource Development and Grant Writing in Social Work (3)	SWK 714 Social Work Macro Practice: Community Organizing & Development (3)
SWK 754 MSW Internship III (2)	SWK 755 MSW Internship IV (2)
SWK 764 MSW Integrative Seminar III (1)	



**PART TIME 3- YEAR MSW PLAN**

<b>YEAR ONE (FOUNDATION YEAR 1) Both Tracks</b>	
<b>FALL 12 credits</b>	<b>SPRING 9 credits</b>
SWK 600 MSW Research I (3)	SWK 602 MSW Research II (3)
SWK 611 MSW HBSE I (3)	SWK 605 MSW Ethics & Diversity (3)
SWK 651 MSW Social Work Practice I: Introduction to Integrative Social Work Practice with Individuals and	SWK 612 MSW HBSE II (3)
SWK 732 Intro to Disability Studies for Social Work (3)	
<b>YEAR TWO (FOUNDATION YEAR 2) Both Tracks</b>	
<b>FALL 10 credits</b>	<b>SPRING 9 credits</b>
SWK 601 Readiness for Field (1) (1 <sup>st</sup> two weeks; T (9 – 1)/TH (11:30-3:30)	SWK 660 MSW Practice II: Groupwork (3)
SWK 654 MSW Integrative Seminar I (1)	SWK 674 MSW Integrative Seminar II (1)
SWK 655 MSW Internship I (2)	SWK 675 MSW Internship II (2)
SWK 665 MSW Practice III: Practice with Communities and Organizations (3) ( <b>macro</b> ) <b>OR</b> SWK 702 The Range of the Human Condition Encountered in Social Work Practice (3) ( <b>clinical</b> )	SWK 740 Social Work and Disability Studies Policy Practice (3)
SWK 670 MSW Policy (3)	

<b>YEAR THREE (CONCENTRATION YEAR 1) CLINICAL TRACK</b>	
<b>FALL 9 credits</b>	<b>SPRING 11 credits</b>
SWK 665 MSW Practice III: Practice with Communities and Organizations (3)	SWK 706 Modalities of Practice with People with Disabilities (3)
SWK 704 Assessment and Formulation in Social Work Practice with People with Disabilities (3)	SWK 755 MSW Internship IV (2)
SWK 754 MSW Internship III (2)	SWK 762 Integrative Social Work Practice with People with Disabilities (3)
SWK 764 MSW Integrative Seminar III (1)	Approved Graduate Elective (3)

<b>YEAR THREE (CONCENTRATION YEAR 1) MACRO TRACK</b>	
<b>FALL 9 credits</b>	<b>SPRING 11 credits</b>
FNC 600 Financial Management (background in accounting needed) <b>OR</b> MGT 600 The Administrative Process <b>OR</b> SWK 8XX Resource Development and Grant Writing in Social Work	SWK 710 Social Work Macro Practice in Organizations (3)
SWK 754 MSW Internship III (2)	SWK 712 Social Work Macro Practice: Program Planning and Evaluation (3)
SWK 764 MSW Integrative Seminar III (1)	SWK 714 Social Work Macro Practice: Community
Approved Graduate Elective (3)	SWK 755 MSW Internship IV (2)

**Full-Time Advanced Standing Program Clinical Track (32 credit hours)**

<b>CONCENTRATION YEAR</b>	
<b>SUMMER 3 credits</b>	
SWK 700 Bridge to the Concentration Year for Advanced Standing Students (3)	
<b>FALL 15 credits</b>	<b>SPRING 14 credits</b>
SWK 702 The Range of the Human Condition Encountered in Social Work Practice (3)	SWK 706 Modalities of Practice with People with Disabilities (3)
SWK 704 Assessment and Formulation in Social Work Practice with People with Disabilities (3)	SWK 740 Social Work and Disability Studies Policy Practice (3)
SWK 732 Intro to Disability Studies for Social Work (3)	SWK 755 MSW Internship IV (2)
SWK 754 MSW Internship III (2)	SWK 762 Integrative Social Work Practice with People with Disabilities (3)
SWK 764 MSW Integrative Seminar III (1)	Approved Graduate Elective (3)
Approved Graduate Elective (3)	

**Part Time Advanced Standing Program Clinical Track (32 credit hours)**

<b>YEAR ONE (CONCENTRATION YEAR 1)</b>	
<b>SUMMER 3 credits</b>	
SWK 700 Bridge to the Concentration Year for Advanced Standing Students (3)	
<b>FALL 9 credits</b>	<b>SPRING 6 credits</b>
SWK 702 The Range of the Human Condition Encountered in Social Work Practice (3)	SWK 740 Social Work and Disability Studies Policy Practice (3)
SWK 732 Intro to Disability Studies for Social Work (3)	Approved Graduate Elective (3)
Approved Graduate Elective (3)	
<b>YEAR TWO (CONCENTRATION YEAR 2)</b>	
<b>FALL 6 credits</b>	<b>SPRING 8 credits</b>
SWK 704 Assessment and Formulation in Social Work Practice with People with Disabilities (3)	SWK 706 Modalities of Practice with People with Disabilities (3)
SWK 754 MSW Internship III (2)	SWK 755 MSW Internship IV (2)
SWK 764 MSW Integrative Seminar III (1)	SWK 762 Integrative Social Work Practice with People with Disabilities (3)

**Full-Time Advanced Standing Program Macro Track (32 credit hours)**

<b>CONCENTRATION YEAR</b>	
<b>SUMMER 3 credits</b>	
SWK 700 Bridge to the Concentration Year for Advanced Standing Students (3)	
<b>FALL 15 credits</b>	<b>SPRING 14 credits</b>
FNC 600 Financial Management (background in accounting needed) <b>OR</b> MGT 600 The Administrative Process <b>OR</b> SWK 8XX Resource Development and Grant Writing in Social Work (3)	SWK 710 Social Work Macro Practice in Organizations (3)
SWK 732 Intro to Disability Studies for Social Work (3)	SWK 712 Social Work Macro Practice: Program Planning and Evaluation (3)
SWK 754 MSW Internship III (2)	SWK 714 Social Work Macro Practice: Community Organizing & Development (3)
SWK 764 MSW Integrative Seminar III (1)	SWK 740 Social Work and Disability Studies Policy Practice (3)
Approved Graduate Elective (3)	SWK 755 MSW Internship IV (2)
Approved Graduate Elective (3)	

**Part Time Advanced Standing Program Macro Track (32 credit hours)**

<b>YEAR ONE (CONCENTRATION YEAR 1)</b>	
<b>SUMMER 3 credits</b>	
SWK 700 Bridge to the Concentration Year for Advanced Standing Students (3)	
<b>FALL 9 credits</b>	<b>SPRING 9 credits</b>
SWK 732 Intro to Disability Studies for Social Work (3)	SWK 710 Social Work Macro Practice in Organizations (3)
Approved Graduate Elective (3)	SWK 712 Social Work Macro Practice: Program Planning and Evaluation in Disability Services (3)
Approved Graduate Elective (3)	SWK 740 Social Work and Disability Studies Policy Practice (3)
<b>YEAR TWO (CONCENTRATION YEAR 2)</b>	
<b>FALL 6 credits</b>	<b>SPRING 5 credits</b>
FNC 600 Financial Management (background in accounting needed) <b>OR</b> MGT 600 The Administrative Process <b>OR</b> SWK 8XX Resource Development and Grant Writing in Social Work (3)	SWK 714 Social Work Macro Practice: Community Organizing & Development (3)
SWK 754 MSW Internship III (2)	SWK 755 MSW Internship IV (2)
SWK 764 MSW Integrative Seminar III (1)	

## Required Courses

### SWK 600 MSW Research I

3 credits; 3 hours

First in a two course sequence. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research re-ports. The emphasis in the course is on equipping students with the research knowledge and skills needed to engage in the evidence based practice process at all levels of social work practice. As part of that process, students learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research.

Prerequisite: Admission to the MSW program

### SWK 601 Readiness for Field

1 credit; 1 hour

Readiness for the MSW Field Practicum. This required course will introduce students to the expectations for practice in the Foundation Year Field Practicum. It will include a self-assessment of strengths and areas for improvement, a brief overview of social work ethics and confidentiality, the development of the professional self, an overview of psychosocial assessment, an introduction to empathic response, and the use of basic assessment tools such as a genogram.

Prerequisite: SWK 654 and SWK 655

### SWK 602 MSW Research II

3 credits; 3 hours

Second in a two course sequence. This course deals with evaluating and applying standard social science methods to a student-designed research project. Qualitative and quantitative data collection and analysis methods are explored. Descriptive and inferential statistics are presented. The course covers data collection, data preparation and computer assisted analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and fosters an awareness and sensitivity for social work practice research with diverse groups based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability.

Prerequisite: SWK 600

### SWK 605 Ethics and Diversity

3 credits; 3 hours

Explores social work ethics and diversity. This course is directed to social work ethics addressing the moral quality of societal arrangements and the values and ethical principles that guide social policies that deal with the ethical obligations of society. Students will examine their self-identity, cultural and social patterns, and ideas regarding justice, oppression and privilege. The student will develop the analytical and critical skills necessary to assist clients with equal access to services within organizations and institutions. Particular focus is on institutional racism, sexism, homophobia/heterosexism, poverty, and other oppressive constructs.

Prerequisite: Admission to the MSW program.

### SWK 611 MSW HSBE I: The Sociocultural Construction of the Human Experience

3 credits; 3 hours

First of a two course sequence. Introduction to the sociocultural concepts that define the context of human experience. This course will explore the areas of culture, social structures, inter-group relationships and identity, concepts of ethnicity, race, class, gender, sexual orientation, religion, age, and disability. Students will learn how these variables impact the lives of groups, communities, families and individuals. The implications of a sociocultural construction of the human experience for social work practice will be explored. This course will examine the uses and misuses of power in constructing social identities and social meanings as well as personal and group experiences. It will explore how social identity and position affect access to services and resources.

Prerequisite: Admission to the MSW program

### SWK 612 MSW HSBE II: The Culture and Development Across the Life Course

3 credits; 3 hours

Second course in a two course sequence. This course explores similarities and differences in development across cultures. Emphasis will be placed on developing an understanding of the interaction between the biological/maturational aspects of development and the way cultural values, ideals and practices shape, and give meaning to, development. The course will use a history of ideas approach to explore the continuing debate on the intersection between universalist and cultural pluralist approaches to understanding development, and the relevance to social work practice. Students will use a global perspective to develop the ability to use paradigm development and critical thinking skills in their practice with clients.

Prerequisite: SWK 611

### SWK 651 MSW Social Work Practice I: Introduction to Integrative Social Work Practice with Individuals and Families

3 credits; 3 hours

First of three foundation social work practice courses. This course emphasizes individual and family practice through integration of theory, methods, values and skills

as they apply to practice with diverse individuals and families. The student will develop skills of practice: engagement, assessment, intervention, prevention and evaluation within a framework of collaboration with related disciplines of practice. Included will be an examination of theories within the bio-psycho-social paradigm and interdisciplinary issues from strengths, systems and ecological perspectives related to the delivery of social work services for populations at risk; exploration and data gathering for understanding differential assessment for differential understanding, intervention and evaluation. The focus is on collaboration, the interdisciplinary role of social work, and practice perspectives to address social and economic issues to empower individuals and families.

Prerequisite: Admission to the MSW program

Corequisite: SWK 654 and SWK 655

### SWK 654 MSW Integrative Seminar I

1 credit; 1 hour

First of two foundation integrative seminar courses. This course is designed to support the educational focus of students' agency-based practicum. The sessions assist students in applying in their agencies the knowledge acquired throughout the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings. The Field Seminar must be taken concurrently with the Internship. A grade of B or better is required in this course.

Prerequisite: Admission to the MSW program

Corequisites: SWK 651 and SWK 655

### SWK 655 MSW Internship I

2 credits; 2 hours

First of two foundation social work internship/practicum courses. Students are placed in a social work setting for 16 hours per week for a total of 480 hours for the academic year. Students will work under the supervision of licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.

Prerequisite: Admission to the MSW program

Corequisites: SWK 654

### SWK 660 MSW Social Work Practice II: Social Work Practice with Groups

3 credits; 3 hours The second of three foundation courses in social work practice that

provide an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this second course emphasizes the development of group work skills and analyses, focusing on the use of self, communication techniques, and the problem-solving process in groups varying from those intended to provide supportive counseling to those designed to meet social action goals. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity and other differences among those served. A grade of B or better is required in this course.

Prerequisite: SWK 651

Corequisites: SWK 674 and SWK 675

### SWK 665 MSW Social Work Practice III: Social Work Practice with Communities & Organizations

3 credits; 3 hours

Third of three foundation courses in social work practice. The social work practice sequence provides an introduction to the basic theory and methods of generalist social work practice with individuals, families, groups, organizations and communities. As a preparation for practice in the field, this third course emphasizes practice with organizations, neighborhoods and communities. Change strategies such as social action, legislative policy, citizen participation, advocacy and service development are explored. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity. A grade of B or better is required in this course.

Prerequisite: SWK 650

Corequisites: SWK 754 and SWK 764

### SWK 670 MSW Social Welfare Policy

3 credits; 3 hours

Introduces students to the evolution of social welfare beginning with early human societies through to current day social welfare systems in the United States and globally. The course examines issues surrounding the development, implementation and evaluation of social welfare policies. Students are introduced to a framework for policy analysis and advocacy. The course is designed to help social workers learn to work effectively within the social welfare system and fulfill their ethical obligation to promote social and economic justice.

Prerequisite: Admission into the MSW program

### SWK 674 MSW Integrative Seminar II

1 credit; 1 hour

Second of two course foundation integrative seminar courses. This course is designed to support the educational focus of students' agency-based practicum. The seminar meets weekly over the course of the first year foundation practicum placement. The course assists students in applying in their agencies the knowledge acquired throughout

the MSW foundation curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their practicum education beyond their individual placements and gain a basic understanding of social work practice in diverse settings. The Field Seminar must be taken concurrently with the Internship. A grade of B or better is required in this course. Prerequisite: A grade of B or better in SWK 654  
Corequisites: SWK 660 and SWK 675

#### SWK 675 MSW Internship II

2 credits; 2 hours

Second of two foundation social work internship/practicum courses. Students will be placed in a social work setting for 16 hours per week for a total of 480 hours for the academic year. Students will work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College. Direct interaction with individuals, families, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. The Internship must be taken concurrently with the Field Seminar.

Prerequisite: SWK 655

Corequisites: SWK 660 and SWK 674

#### SWK 700 Bridge to Concentration Year for Advanced Standing Students

3 credits; 3 hours

Promotes a smooth transition from generalist baccalaureate social work programs to the College of Staten Island's advanced curriculum in disability studies. The knowledge, skills and values learned at the undergraduate level will be reviewed and supplemented, to prepare Advanced Standing students to begin the concentration year in either direct or indirect practice at CSI.

Prerequisite: Admission to the Advanced Standing MSW Program

#### SWK 732 Introduction to Disability Studies for Social Work

3 credits; 3 hours

First of four courses in the Social Work with People with Disabilities concentration. It introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements, eugenics, policy that impacts people with disabilities, legal issues, self-advocacy, and disability culture. This course provides the foundation for the three courses on social work practice with people with disabilities across the life span.



### SWK 740 Social Work and Disability Studies Policy Practice

3 credits; 3 hours

Provides an opportunity to understand and evaluate many aspects of public policy and social issues that affect the lives of persons with disabilities and their families, including state, regional, national and international forces and trends, the principles of self-determination, and participation of persons with disability in planning and implementation. Students will explore a broad range of disability policies from intersectional, interdisciplinary and transnational perspectives that will equip them to navigate various systems and to advocate for disability rights and justice. The course will introduce students to the historical development of disability public policy and to contemporary issues, so as to work effectively with various stakeholders—the state and the community. It will cover major policy areas including but not limited to employment, education, health, income supports, transportation, community housing, accessibility, and in-dependent living. Students will also explore the role of the disability rights movement in shaping different legal systems, and will learn tools for advocating for legislative change and reform to enhance well-being and equal opportunity.

Prerequisite: SWK 670 with a grade of C or above

### SWK 754 MSW Field Internship III

2 credits; 2 hours

First of two advanced year field internship courses. Students are placed in a social work setting that specializes in an area of disabilities – physical, neurological, sensory, developmental, alcohol/drugs, and/or mental health – for 24 hours per week for a total of 720 hours for the academic year. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College of Staten Island. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. This course is graded Pass/Fail.

Prerequisite: Admission to the Advanced Standing or successful completion of the first year curriculum.

Corequisites SWK 764

### SWK 755 MSW Field Internship IV

2 credits; 2 hours

Second of two advanced year field internship courses. Students continue in their placements in a social work setting that specializes in an area of disabilities – physical, neurological, sensory, developmental, alcohol/drugs, and/or mental health – for 24 hours per week for a total of 720 hours for the academic year across SWK 754 and SWK 755. This field internship provides students with the opportunity to further integrate and build upon the knowledge, values and skills learned in the previous placement and

to adequately prepare students for professional employment within the social work field. Students work under the supervision of a licensed MSW professional who provides guidance for learning in cooperation with the student's faculty liaison at the College of Staten Island. Advanced direct interaction with individuals, groups and communities from diverse backgrounds aid the student with integrating concepts and principles from the classroom into their field setting. This course is graded Pass/Fail.

Prerequisite: SWK 754

### SWK 764 MSW Integrative Seminar III

1 credit; 1 hour

Supports the educational focus of students' agency-based internship. The course assist students in applying in their agencies the knowledge acquired throughout the MSW advanced curriculum, and in acquiring new knowledge to inform their practice. The seminar provides opportunities to analyze and critically reflect upon placement experiences and to link these experiences with ideas and concepts from class and related readings. Students discuss practice concerns and examine issues of professional development. By exchanging information in the seminar, students broaden their internship education beyond their individual placements and gain an understanding of social work practice in diverse settings.

Prerequisites: SWK 674 and SWK 675 or Advanced Standing

Corequisite: SWK 754

### Required Clinical Track Courses

#### SWK 702 The Range of the Human Condition in Social Work Practice

3 credits; 3 hours

First of four advanced practice courses in the clinical track. This course will provide the student with the knowledge of the major issues in diagnosis of people with disabilities across the lifespan. The focus will include a broad range of human physical, psychological and neurodiversity within CSI's framework of disability studies and social construction-ism. The DSM-5 is used as an organizing framework for reviewing major mental disorders. The arrangement of this course follows the lifespan framework of the Manual. Discussion of the strengths and weaknesses of the DSM-5, the role of social workers in psychiatric diagnosis, the relationship of diagnosis to social work assessment and issues of ethical practice are a critical part of the course. The roles that social workers occupy within interdisciplinary practice will be covered. This class will utilize a case study modality of applying diagnostic categories to people with disabilities from a critical perspective. A grade of B or better is required in this course.

Pre/corequisite: SWK 651 or Admission to the Advanced Standing Program

#### SWK 704 Assessment and Formulation in Social Work Practice with People with Disabilities

3 credits; 3 hours

Second of four advanced practice courses in the clinical track of the Social Work Practice with People with Disabilities concentration. The course examines assessment and formulation from both the social constructionist and medical models across the life span using disability studies and strengths perspectives. Utilizing the DSM-5 and other diagnostic tools and classification schemes, students learn to formulate and apply assessment hypotheses and evaluate their utility for people with disabilities. Students apply the intersection of race, ethnicity, social class, age, gender, and other sociocultural variables to the diagnostic process. The class will be taught utilizing case studies. A grade of B or better is required in this course.

Pre/corequisite: Completion of the foundation year of the MSW program or Advanced Standing status

### SWK 706 Modalities of Practice with People with Disabilities

3 credits; 3 hours

Third of four advanced practice courses in the clinical track of the disability studies concentration. This course builds on professional values, ethics, principles, practice methods, and the person-in-environment perspective of the profession. This is a clinical practice course focused on individuals, couples and families and requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, couples and families. The course will cover the application of advanced social work knowledge and skills in multidimensional assessment, diagnosis, and interventions. It covers a wide range of interventions including, but not limited to cognitive behavioral therapies, crisis intervention/trauma therapies, narrative therapy, family therapy, solution focused/problem solving, Screening, Brief Intervention, and Referral to Treatment (SBIRT), and motivational interviewing. Critical perspectives and evaluation of the interventions are covered. Interventions responsive to all dimensions of diversity are applied within the context of the therapeutic relationship guided by best practices and evidence-based guidelines. The intersectionality of disability and other diversity factors will be explored. A grade of B or better is required in this course.

Prerequisites: Advanced Standing or SWK 651.

Corequisite: SWK 754 or SWK 755

### SWK 762 Integrative Social Work Practice with People with Disabilities

3 credits; 3 hours

Third of four courses in the Social Work Practice with People with Disabilities concentration. This is an advanced practice course on social work practice with people with disabilities. The course covers a wide range of interventions or treatments including but not limited to CBT, narrative, task-centered, crisis/trauma interventions, family therapy, solution focused/problem solving, SBIRT, and motivational interviewing. The intersectionality of disability and other diversity factors will be explored critically. A grade of B or better is required in this course.

Prerequisite: Completion of the foundation year of the MSW program or Advanced Standing Status

## Required Macro Track Courses

### SWK 710 Social Work Macro Practice In Organizations

3 credits; 3 hours

Advanced practice course that addresses and applies social work macro practice concepts within the context of social service agencies and legislation. The social construction model frames best practices for strategic planning, communication philosophy and practice, organizational governance, and networking and supervision, that also promote policies and programs for inclusion and full inclusion of people with individual differences.

Prerequisite: Admission to the MSW Program

Pre/corequisite: SWK 732

### SWK 712 Social Work Macro Practice: Program Planning and Evaluation

3 credits; 3 hours

Equips the student with knowledge and skills necessary to develop, implement, and evaluate disabilities-related pro-grams, services, and interventions. Evidence-based program development is potentially powerful in helping to legitimize and advance practice and services that ensure the inclusion, acceptance and flourishing of people with disabilities. This course will enhance the student's ability to provide leadership in advancing program development within organizations and communities. Emphasis is placed on the importance of developing the skills that are required to (1) conduct needs assessment, (2) develop, implement and monitor programs, (3) evaluate the effectiveness and efficiency of programs that serve people with disabilities, and (4) analyze research results as a basis in advocating for programs delivered by social work practitioners.

Prerequisite: Admission to the MSW Program and SWK 732

### SWK 714 Social Work Macro Practice: Community Organizing and Development

3 credits; 3 hours

Provides a framework of systems, power, and inter-organizational network theories, and defines communities in terms of issues, identity and place. Social work values of social and economic justice, participation, democratic practices, social inclusion, empowerment, and capacity building with communities inclusive of people with disabilities, will serve as a foundation for this course. This course will explore models of community organizing, including: locality development, social planning and social action, as well as transformative, participatory, feminist, community building and power-based models. Students will examine consensus, campaign, and contest strategies and tactics relative to these models and the techniques for recruiting and mobilizing citizens and constituencies to address social issues and build on local assets. This course also examines methods for blending participative community organization and local programs with knowledge and an understanding of community-based resource development. Assessment is made of a community development corporation as a

model for revitalizing and cultivating local resources (economic & human capital) that serve to advance human rights, social justice and the well-being of people with disabilities

Prerequisite: Admission to the MSW Program and SWK 732

#### FNC 600 Financial Management

3 hours; 3 credits

Topics presented in this course include an examination of analytical issues that surround long-term and short-term financing, financial ratio analysis, current asset management, capital budgeting, present value concepts, the cost of capital, mergers/acquisitions, and new ventures. Material related to for-profit, not-for-profit, and global environments is presented.

#### MGT 600 The Administrative Process

3 hours; 3 credits

This course introduces students to the key issues involved in the management of organizations. Major topics include the nature of management and the skills required for success, the organization's internal and external environment, organizational ethics, and the functions of managers (planning, organizing, leading/motivating, and controlling).

#### Electives

##### SWK 630 Topics in Intimate Partner Violence

3 credits; 3 hours

Addresses intimate partner violence (IPV) which continues to be a persistent social problem, tragically affecting large segments of our population. As social workers and other human services workers may encounter families experiencing IPV in a variety of settings, the focus of this course will be on models of service delivery to address the impact of IPV across the lifespan including children exposed to IPV, dating violence, and older women. Because women are disproportionately affected by IPV, there will be an emphasis on the special needs of this population. The course will provide an overview of conceptual models of violence, consider risk factors and trauma affects of victimization, and discuss interventions from various societal institutions including social services, criminal justice, health and mental health, and education. Theories for abusive behavior including socio-cultural theories, psychological theories, and ecological frameworks will be reviewed. The intersectionality of culture, ethnicity, place, age, (dis) ability, sexual orientation, immigration status as well as global issues will be also addressed.

##### SWK 680 Immigration and Social Work Practice (3 credits)

Explores the global dimensions of refugee and immigrant status. This course will increase students' awareness of working with immigrants and refugees by exploring the knowledge that social workers must have to work effectively with newcomer populations of Staten Island.

Students will gain working knowledge of various experiences people may have prior to arrival in the United States, as well as cultural adjustment, culture shock, post-traumatic stress, and war and refugee trauma. Advanced social work students of the 21<sup>st</sup> Century are required to utilize a global, multicultural lens when working with consumers in the macro, mezzo and micro domains. Newcomers to the U.S. need social workers with specific expertise to serve the communities in which they reside. The course will help develop that expertise.

#### SWK 682 Social Work and Child Welfare (3 credits)

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

#### SWK 684 Drugs and Alcohol (3 credits)

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

#### SWK 686 Human Sexuality and Social Work Practice (3 credits)

An examination of human sexuality from historical and diverse perspectives to increase the helping professional's ability to respond effectively to human sexuality issues. To accomplish this, the student will be helped toward understanding and becoming comfortable with her or his own sexuality and sexual behavior. This course will be taught with an emphasis on the ways that laws, policies, culture, and mores work to control, constrain and influence human sexuality. Topics covered in the course include: anatomy and reproduction; sexual development; sexual behavior, sexual orientation; gender identity and expression, sexual victimization; sex work; sexual rights as human rights; forced and/or early marriage of girls; bodily integrity; family planning; HIV and STIs; stigmatized sexualities; and sexual pleasure.

### SWK 845 Disability & Health Systems (3 credits)

Provides knowledge and skills necessary to understand the United States health care system and major legislation established to support the health care needs of people with disabilities. The course analyzes disability related legislation, policies, and politics that influence practice in social work and allied health professions, with a particular focus on disparities in health and health care access. In particular, this course provides knowledge and skills to understand how major services and programs in the disability and health sector are organized, resourced, and delivered, and emphasizes the need for collaboration and networking between the disability and health systems.

Additionally, the course provides tools for advocating for change and reform to enhance health and well-being of people with disabilities.

### Independent Study

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

1. Contact a full time faculty member to seek a sponsor for your project and discuss your idea for an independent study. The faculty member should have expertise in the area of proposed study.
2. Complete both the CSI Application for Independent Study and the Department of Social Work Independent Study Description Form (see Appendix E). Include details of the product that will result from the course. Each section must be completed thoroughly. Additional pages can be added to the department form, as needed, to fully describe the proposed project. Plan for a minimum of three hours per week per credit. This does not include supervision time spent with the faculty sponsor.
3. The student submits both forms along with a copy of the current transcript to the faculty sponsor. The faculty sponsor will sign the forms and give them to the department chair for processing. If approved by the faculty member and chair, the student will be given copies of the form along with a course and section number.
4. Upon receiving the approved forms, the student should register for the independent study as soon as possible, but before the end of the drop/add period.
5. The final project must be submitted to both the sponsoring faculty member and to the department for the student file.

## Overtally

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



## Students Rights and Responsibilities

### Academic Responsibilities and Student Class Participation

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

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

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

### City University of New York and College of Staten Island Student Rights and Responsibilities

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

Smoking Policy, The City University of New York Workplace Violence Policy and Procedures.

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

### MSW Student Representatives

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

### Role of MSW Student Representatives

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

There are three primary responsibilities.

1. The Student Representative is a liaison between social work faculty/administration and students. The Representative meets periodically with social work administrators to help keep lines of communication open. The Representative is asked to help peers engage in professional advocacy and self-advocacy, with the goal of strengthening the social work programs and the department. The Representative assists peers in formulating thoughts and proposals about what the program and faculty are doing well, and should continue to do; what the program and faculty should start doing; what the program and faculty should stop doing; and suggests steps for solving any problems that may arise. The Representative assists students, as needed, to advocate in a professional manner. The Representative does not simply bring a list of complaints, but works with peers to practice professional advocacy and self-advocacy by proposing possible solutions and potential steps to move forward, and helping students to formulate their thoughts in a respectful, solution-focused manner.
2. The Student Representative is a member of the Academic Review Committee, without vote. The Representative is neither an advocate for nor against the student under review, but represents the student perspective and listens with an

open mind to the proceedings, participating in deliberations without bias, and maintaining strict confidentiality.

3. The Student representative is a non-voting member of the Curriculum Committee. Scheduling conflicts propose challenges in attendance at meetings. The department requests that students review and comment on curriculum proposals, suggest curricular additions or changes, and ensure, among themselves, that at least one student representative attends each departmental curriculum committee meeting. Student representatives are also invited to attend monthly Faculty Senate meetings to hear the discussions and learn how curriculum is managed at the college level.

### Field Practicum

The field practicum is the signature pedagogy of Social Work programs at the College of Staten Island and nationally. It is in the field practicum where students develop their competence within the framework of social work values and ethics. These values and ethics are inherent in the Council on Social Work Education's (CSWE) nine competencies and 31 practice behaviors. Students develop these competencies under the supervision of a qualified master's level Field Supervisor in a College of Staten Island MSW program approved agency. It is here that students integrate and apply the social work theories, competencies, and practice behaviors learned in both the classroom and the field placement site. The agency based Field Supervisor provides the supervision and education that can only be gained in the agency setting.

Upon completion of the MSW program, a student will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Enhance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities

The Department, Field Practicum Agency, and students work together in the College of Staten Island's Master of Social Work Program to assure that the students graduate with the professional competence to practice social work.

The following describes the agreement among all the participants of the College of

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

### Roles and Responsibilities

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

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

## 16. Provide continuing education opportunities to Field Supervisors.

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

### Process for Assignment of Students to Field Placements

The choice of matching students to agencies is a professional assessment made by faculty and agency supervisors, but takes students' preferences into account. Students will not be placed in the same or similar settings for both internships as students must have two contrasting placements, which could be in terms of population, setting, or service needs.

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

The Director of Field Education places clinical track concentration year students in agencies where they can be trained in clinical social work with people with disabilities, and places macro track concentration year students in agencies where they will have an opportunity to be trained in social work practice at the macro level. Although not all macro placements will be in disability settings, course assignments will require students to apply theory, knowledge, and skills to disability issues.

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

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

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

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

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

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

### Field Liaisons

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

### Educational Consultation

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

Educational Contracts, written by Field Supervisors and students together must be submitted to the Field Liaison by the end of the sixth week of the semester. The educational contract is the road map that guides students in developing the required competencies and practice behaviors of our profession. Field Supervisors are provided with examples of assignments that can be undertaken to demonstrate mastery of the practice behaviors. All Educational Contracts and other documentation, including time sheets, will be submitted using the Sonia Field Work Software program. Please see Sonia for copies of the learning contracts and field evaluation forms.

### Evaluation

Field Liaisons are responsible for working with Field Supervisors in monitoring and

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

#### Contact with Field Liaisons

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

#### Agency Field Visit

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

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

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

### Problems in the Field Placement

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

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

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

### Student Performance

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

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

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

### Change in Field Liaison

Students requesting a change in Field Liaison should make the request in writing directly to the Director of Field Education. A request for a change in Field Liaison is not



automatically granted and is only agreed to if a problem or concern cannot be remedied in any other way.

### Evaluation of Field Agency

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

### Field Agencies

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

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

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

### Process for Departmental Affiliation with Agencies

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

An agency completes a Field Placement Application/Field Supervisor's Data form, providing the Director of Field Education with a description of the agency's programs,

projected learning opportunities, fields of practice in which the student will be placed, number of students the agency can take and the qualifications of prospective Field Supervisors. The application will be reviewed by Director of Field Education and if deemed suitable, the College and the Field Practicum agency will enter into a mutual affiliation agreement. The Director of Field Education will then add the agency to the school's database.

## Field Supervisors

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

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

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

- The agency maintains policies and procedures that are consistent with those of the College including non-discrimination and sexual harassment policies.

For policies on Equal Opportunity and Nondiscrimination, and Against Sexual Harassment, please see link:

[http://www.csi.cuny.edu/diversity\\_and\\_compliance/pdf/nondiscrimpolicy.pdf](http://www.csi.cuny.edu/diversity_and_compliance/pdf/nondiscrimpolicy.pdf)

- The agency maintains policies, procedures, and practices in accord with the

NASW Code of Ethics and NASW Standards for Cultural Competence.

- The agency provides a program that has a clear purpose, sufficient stability, and a structure that enables it to carry out its mission and conveys this to the student.
- The agency understands the importance of keeping all information concerning College of Staten Island MSW students placed in their agency as confidential, including evaluations.
- The agency agrees to provide assignments on an on-going basis that will enable students to acquire foundation and/or advanced practice behaviors, depending on the student's status in the program.
- The agency agrees to provide the student with privacy and physical supports that will allow the student to perform professional roles and responsibilities.
- The agency agrees to provide office and storage space, access to a telephone and computer (if electronic charting is used), and reimbursement for expenses incurred in the performance of assignments.
- In addition to selecting approved staff to serve as Field Supervisors, the agency agrees to provide MSW supervisory staff with adequate time to carry out supervisory/educational functions.
- The agency agrees to collaborate with the Department to assess and revise learning goals for competency in practice behaviors when a student's performance does not achieve the standards for competence in the practicum.
- The agency agrees to the timely submission of a written fieldwork evaluation prepared by the Field Supervisor according to the College of Staten Island MSW Program's educational calendar.

#### Field Supervisors Minimum Qualifications

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

1. An MSW degree with a minimum of three years of post-master's social work experience, and the skill set needed to supervise an MSW student;
2. Licensed and registered as either an LMSW or an LCSW in New York State. If the placement is outside of New York State, the Field Supervisor needs to be duly licensed at the appropriate level in that jurisdiction;

3. The ability and desire to teach students, including the capacity for integrating and articulating theory and practice;
4. Skill in the assessment of competency, self-aware and committed to adherence to the values, ethics, and standards for cultural competence and the Code of Ethics established by NASW and the competencies established by CSWE;
5. A commitment to supervise a student throughout the assigned period of the student's field placement for the CSI MSW program; and
6. Successfully completed the Seminar in Field Instruction (SIFI). If a supervisor has not completed the SIFI they must agree to enroll in the SIFI class offered at CSI for new field supervisors.

### Field Supervisor Responsibilities

Field Supervisors will:

1. Provide a timely orientation of the student to agency policies and, services that the agency provides, and clearly define responsibilities for the student's practicum experience.
2. Meet individually in a regularly scheduled supervisory session for at least one hour weekly. Students are expected to present the supervisor with process recordings (see Appendix F for details on process recordings and example templates), logs, or journals in a timely manner. The supervisor needs enough time to review the student's work prior to the weekly supervisory session.
3. Develop with the student an educational contract by the 6<sup>th</sup> week of the semester.
4. Provide evaluation and feedback to the student. This includes a formal end of semester written evaluation of the student's performance.
5. Monitor practicum-related documentation, particularly activity time logs, student evaluations, and documents specific to the student's role in the agency.
6. Ensure the student has access to guidance and consultation from other agency professionals in the agency in the event of the Field Supervisor's absence (e.g., during vacation or illness).
7. Notify the Department if there is a significant change in the agency Field Supervisor's availability due to a change of employment status, staffing, etc.

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

### Task Supervisors Responsibilities

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

1. Task Supervisors may be qualified Field Supervisors, other social workers, or members of other disciplines. In constructing a task supervisory plan it is expected that task supervisors adhere to the following:
  - a. The Field Supervisor retains overall responsibility for the administration of the student's practicum experience.
  - b. The Field Supervisor and Task Supervisor will work together collaboratively.
  - c. If there are concerns with the task supervision, the Field Supervisor will work towards remediation of these concerns. If remediation is not fruitful the Field Liaison will meet with the Field Supervisor, Task Supervisor, and student. The basic knowledge, skills, and values of the social work profession will be adhered to by the Task Supervisor.
  - d. Task Supervisors are expected to meet with the student individually for a minimum of one half to one hour weekly
  - e. The Task Supervisor's input is essential to the Field Liaison's formal evaluations.
  - f. If the Task Supervisor is not a social worker, it is the Field Supervisor's responsibility to advise the student of the Task Supervisor's discipline, professional values and ethics, and any differences between social work and the other discipline. It is also the Field Supervisor's responsibility to ensure that a student is being educated from a social work perspective.

## Expectations of Students

1. The student is expected to adhere to the values, ethics, and standards for cultural competence embodied in the NASW Code of Ethics (see Appendix A) and NASW Standards for Cultural Competence.
2. The student is to be an active and responsible participant in an ongoing learning process in field work. This includes the preparation of an agenda and timely presentation of required recordings (see Appendix F), logs or journals. The department suggest students complete 1 process recording per week. Students are to adhere to the time and attendance policies, and standards of behavior, including dress, set by the field practicum.
3. The student is expected to become a self-reflective learner and to be able to evaluate both use of self and the learning opportunities afforded by the agency. The student understands the responsibility to be accountable to the Department, College, and agency for achieving learning goals, objectives, and foundation, and advanced practice behaviors in the practicum.
4. The student is expected to understand and practice the policies and procedures of the agency, which should be consistent with the ethics, values, and standards of the profession.
5. The student is accountable to the Department and agency for completion of hours required for fieldwork (480 hours in the foundation year and 720 in the concentration year.). The student must continue in the field placement until at least May 1<sup>st</sup> regardless of whether the hours have already been met prior to this date.
6. The student will attend the foundation year placement two days per week and will attend the concentration year placement three days per week.
7. The student is a participant in the advisement process. The student is responsible for attendance at regular meetings with the Field Liaison and completion of assignments (process recordings [see Appendix F], logs, journals, etc.) as requested.
8. The student must maintain professional confidentiality in all activities. All agency material being used for class assignments should be disguised. In addition, audio and video tapes of field practicum practice can be used for teaching in the classroom only with written permission of clients and the agency
9. It is the policy of the Department and a professional ethical principle that students identify themselves as a student or intern in any work with clients and agency

representatives.

10. The student must disclose any dual relationships within the placement (e.g., friend; relative; partner/spouse, etc.).

#### Notice to Students on Criminal Background Checks

Current laws generally permit a state licensing board or agency to deny a license to practice social work if the applicant has been convicted of a felony or other specified crime. Like many state licensing boards, the Office of the Professions of the New York State Education Department requires that a criminal background check be conducted prior to granting a license to practice social work.

The Department of Social Work at the College of Staten Island does not require a criminal background check for admittance, but the Department's educational requirements include placement at partner agencies that may require a student to undergo a criminal background check before the student can be placed. If, based upon the results of a criminal background check, the site determines that a student's placement would not be in the best interest of the agency, the agency may deny the student a placement. Even if the student has already begun the placement when the results are received, the agency may elect to dismiss the student, regardless of the student's performance while at the agency.

Each agency that requires a criminal background check sets its own standards and procedures, and a student may be asked by the agency to pay the cost of the background check. A student may also have to complete more than one criminal background check during the course of the Social Work program at the College of Staten Island, depending on the number of agencies where the student is placed and the requirements of each agency.

Please note that if an agency determines that a student may not be placed based on the results of a criminal background check, the Director of Field Education will make every effort to find a suitable placement, but the student might be unable to complete course requirements and to continue in the Social Work program if a background check does not permit placement in an affiliated agency or setting. It is important for students to consider this before enrolling in the Social Work program. The College of Staten Island has no obligation to refund tuition or fees or to otherwise accommodate a student in the event of ineligibility to complete program requirements based on the results of a criminal background check, or if a graduate is denied a license to practice social work.

#### Confidentiality

As previously mentioned, strict adherence to confidentiality is essential to ethical social

work practice. The student must adhere to the understanding that the confidential nature of all information about clients or community members must be respected whether information is provided orally, in writing (such as a medical or agency record), or in an agency's electronic information system. The student must comply with all applicable Federal, State, and local laws and regulations, including, but not limited to, Health Insurance Portability and Accountability Act (HIPAA) regulations governing the field practicum in which the student is placed.

The client information used in recordings and the content of recordings needs to be considered in relation to protecting clients' privacy. All information that could compromise the client's confidentiality must be obliterated or disguised. The process of obliteration is referred to as redaction.

## Students with Disabilities

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

What services are available for students with disabilities?

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

How Does a Student Receive Services?

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



## Field Practicum Policies

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

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

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

Students are allowed a maximum of three documented absences per academic year. These absences are not an entitlement to time off, rather they function like an insurance policy to be used only when necessary. Students may not take time off from field placement to complete class projects or other assignments. Absences due to observance of religious holidays are allowed, with prior approval of field instructors. For unavoidable and essential reasons, students may be absent from internships up to three days over the course of the year without incurring an obligation to make up lost time as long as 480 (foundation year) or 720 (concentration year) hours are completed and the absence was for religious reasons, serious health concerns or other documented emergencies. If the number of absences exceeds three days, regardless of the reason for the absences, students must arrange with field instructors a plan to make up missing time. Students who have excessive absences, repeated tardiness, leave early repeatedly, or have insufficient hours in field placement risk removal from the agency and dismissal from the program.

Students are to observe agency hours and the calendar followed by agency. After

consultation with Field Supervisors, students are allowed to follow the academic calendar for Thanksgiving and designated College holidays during the semester. Students are expected to be in field during the winter semester break, resuming placement after the holidays on or around January 2. Students should be excused for prayer observances during the day, as needed.

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

- In high risk areas, visit with an escort or co-worker.
- Plan a route in advance. Use main streets for walking.
- When traveling by subway, enter the car of the train where the conductor is present.
- Consider meeting a client in a community meeting place (e.g., church, community center) if it is appropriate and feasible for the client.
- If it is unsafe to enter a building alone, ask a community member or client to meet and accompany you.
- Carry official identification or a letter that establishes your status as an agency representative.
- Use care in displaying valuable items such as cell phones.
- Use caution in entering empty elevators.
- In planning trips for client groups, arrangements should be made to have someone available to help in emergencies, for example, another worker.

### Transportation and Reimbursement

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

### Professional Liability Insurance

The City University of New York provides liability insurance to all students in professional programs who are placed in settings that have affiliation agreements with the college. If students are granted permission to extend their field hours outside of the Fall or Spring semesters they will be given a grade of Incomplete until their hours have been completed. This extension is only given in with documentation of a medical condition or other extreme circumstance that has been discussed prior with the Director

of Field Education and permission has been given.  
Guidelines for Assisting Students with Field Assignments

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

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

### Education Contract

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

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

The CSWE core competencies and practice behaviors, as well as the program-specific practice behaviors (see Appendix B), are addressed in the template.

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

### Grades in Field Practicum

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

Occasionally a grade of "Incomplete" may be given for field placement. This occurs when students have not developed the minimum competency expected of students at the end of the semester, and/or students have missed several days of field for legitimate reasons and need to make up time. In these cases, a plan for completing the required hours and/or achieving specified learning objectives will be developed, along with a

timeline for completion. Unlike Incomplete grades in other courses, for which the College policy, described in the Graduate Catalog apply, a grade of Incomplete in the Social Work Field Practicum I, II, III or IV requires a written agreement signed by the student and Field Supervisor, and approved by the Field Liaison and the Director of Field Education. The time allowed to make up the missing work will be determined collaboratively. If students fail to make up missing hours or acquire needed skills as assessed by the agency Field Supervisor and Field Liaison, students may be removed from the program and receive a failing grade for the course. Failing Field Practicum prevents students from obtaining a degree in Social Work.

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

### Field Evaluations

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

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

Before submitting evaluations to Field Liaisons, Field Supervisors should discuss the evaluation with students, who must sign the report indicating that students have read it. Should students disagree with any aspect of the evaluation, they have the opportunity to prepare a written addendum to accompany the report.

Students cannot receive grades for fieldwork until signed evaluations have been submitted to Field Liaisons. Students are responsible for making arrangements in a timely manner for evaluations to be completed before the end of the semester. End-of-the semester Field Evaluations are due by the end of finals week in December and May. Field Evaluations should be submitted following full discussions between students and the Field Supervisors. Field Evaluations are based on student performance with respect to nine competencies and the associated foundation and/or advanced practice behaviors. Field evaluations are populated based on Education Contract assignments.

The Field Evaluation uses a seven point Likert-type scale, with ratings from 1 (failure) to 7 (excellent). If Field Supervisors are unable to identify policy, group, or research opportunities, they should consult with Field Liaisons. Field Supervisors are expected to

have observed and rated students in every item on the evaluation by the end of the second semester. Field Supervisors and students are required to sign the last page of the evaluation. Signatures indicate that students have read and discussed the evaluation with Field Supervisors; signatures by students do not imply agreement with the contents of the evaluation.

In order to receive a passing grade in the field practicum, students at the end of the first semester must achieve a grade of “average” (4 on the scale), which indicates they are doing average work in most areas and that the student is functioning at a level to be expected at the end of the first semester of field placement. Point total would be 124 – 154 in foundation year and 136 – 169 in the concentration year. If the student does not achieve the necessary points, the field liaison and the student must be notified and a meeting will be held to discuss next steps. At the end of the spring semester, it is expected that students will achieve higher scores of “good” (5 on the scale). Point total would be 155 – 185 for foundation year and 170 – 203 for the concentration year. It is expected that field supervisors will notify field liaisons at the end of the Fall semester if the student is not making necessary progress and in the spring semester by March 15<sup>th</sup> as this jeopardizes the student’s standing in the program.

#### Evaluation of Field Agencies

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

#### Field Education Forms and Recording Procedures

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

Appendix A NASW Code of Ethics

## NASW Code of Ethics

The MSW program subscribes to the National Association of Social Work Code of Ethics.

All students are held to this code.

## National Association of Social Workers (NASW) Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

### Preamble

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

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

## Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, 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.

\*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

## Ethical Principles

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

### Value: Service

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

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

### Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

## Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

### 1. Social Workers' Ethical Responsibilities to Clients

#### 1.01 Commitment to Clients

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

#### 1.02 Self-Determination

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

#### 1.03 Informed Consent

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

#### 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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

#### 1.05 Cultural Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

#### 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 the 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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

#### 1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion

should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.



- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

#### 1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about 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 decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

#### 1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

#### 1.16 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 other services are 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.

#### 1.17 Termination of Services

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

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

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

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

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

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

## 2. Social Workers' Ethical Responsibilities to Colleagues

### 2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic 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 ability.

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

### 2.02 Confidentiality

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

### 2.03 Interdisciplinary Collaboration

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

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

### 2.04 Disputes Involving Colleagues

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

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

## 2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## 2.06 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

## 2.07 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, written, electronic, or physical contact of a sexual nature.

## 2.08 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## 2.09 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## 2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

### 3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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 supervision.

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

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

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

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

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

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

##### 4.03 Private Conduct

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

##### 4.04 Dishonesty, Fraud, and Deception

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

##### 4.05 Impairment

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

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

##### 4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work

profession, a professional social work organization, or the social worker's employing agency.

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

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

#### 4.07 Solicitations

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

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

#### 4.08 Acknowledging Credit

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

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

### 5. Social Workers' Ethical Responsibilities to the Social Work Profession

#### 5.01 Integrity of the Profession

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

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

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

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and 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 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) 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.
- (h) 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.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) 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.
- (m) 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.

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

(o) 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.

(p) 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.

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

## 6. Social Workers' Ethical Responsibilities to the Broader Society

### 6.01 Social Welfare

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

### 6.02 Public Participation

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

### 6.03 Public Emergencies

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

### 6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote

policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

Appendix B MSW Competencies and Practice Behaviors

## College of Staten Island

### MSW Competencies and Practice Behaviors

The EPAS Core Competencies are the College of Staten Island competencies used in curriculum design and assessment. The Core Competencies are followed by a descriptor of the competency that details the knowledge, values, skills, and/or cognitive and/or affective processes that students will demonstrate while in the MSW program. The Core Competencies are further operationalized as the practice behaviors provided in EPAS, as shown below. The competency descriptors and practice behaviors listed below are for all foundation year students. For students in the clinical and macro concentration years, the competency descriptors have been adapted to reflect the MSW program concentration of “disability studies” as well as either the clinical or macro track of this specialization and some practice behaviors have been added to demonstrate more advanced practice. These are reflected in the clinical and macro concentration learning contracts (see Sonia) and clinical and macro concentration field evaluations (see Sonia).

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;



- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

#### Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions

- with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## Appendix C Academic Integrity

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

### 1. Definitions and Examples of Academic Dishonesty.

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

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

1.2. Plagiarism is the act of presenting another person's ideas, research or writing as your own. Examples of plagiarism include:

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

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

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

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

Examples of falsification include:

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

### 2. Methods for Promoting Academic Integrity

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

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

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

### 3. Reporting

3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer

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

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

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

#### 4. Procedures for Imposition of Sanctions

##### 4.1. Determination on academic vs. disciplinary sanction.

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

access to the academic integrity file, if any, at such other CUNY college.

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

#### 4.2. Procedures in Cases Involving Only Academic Sanctions.

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

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

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

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

##### 4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the College's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each

college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article IX procedures.) These procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

#### 4.3. Procedures in Cases Involving Disciplinary Sanctions.

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

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

#### 4.4. Required Action in Cases of No Violation

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

### 5. Implementation

Each college shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the



policy and procedures described in the Policy.

CUNY BOT adopted a revised “Policy on Academic Integrity” on June 27, 2011, which went into effect on July 1, 2011 (6.27.2011.Cal.5.L).

## Appendix D Behavioral Contract and Professional Dispositions Inventory

### Behavioral Contract

#### MSW Program: College of Staten Island

The Department of Social Work at the College of Staten Island (CUNY) is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

#### Expectations

1. **Accountability:** Attend class, arrive on time, return from breaks in a timely manner and remain until class ends.

Participate in group activities and assignments.

Complete work in a timely fashion and according to directions provided.

Come to class prepared, with readings and other homework completed.

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

Listen while others are speaking.

Give feedback to peers in a constructive manner.

Approach conflict with peers or instructors in a cooperative manner.

Use positive and nonjudgmental language.

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

Maintain any information shared in class, dyads or smaller groups within that unit.

Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)

Never use names of clients or disclose other identifying information in the classroom.

4. Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

Come to class with books, handouts, syllabus, and pens.

Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

Demonstrate an ability to work independently.

5. Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

Academic: Commit yourself to learning the rules of citing other's work properly.

Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback.

6. Diversity: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

7. Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. Social Justice: Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

## Consequences

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

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism including failing to accurately report practicum hours.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty or staff (at the College or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Frequent absences, tardiness or leaving early from class or field practicum.

## Agreements

- I have read and understand this statement of Professional Expectations of Student Behavior and Consequences.
- I understand I must have weekday, daytime (8-hour shifts, two days for foundation; three for concentration) availability during my Social Work program in order to be placed in field practicum.

---

Printed Name

---

EMPL ID Number

---

Signature

---

Date

## Professional Dispositions Inventory\*

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

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

Professional Behaviors or Dispositions
<p>1. Professional Demeanor &amp; Responsibility</p> <ul style="list-style-type: none"><li>• Punctual and prepared for classes and/or field experiences</li><li>• Dresses appropriately in professional settings</li><li>• Responsible for meeting deadlines</li><li>• Following instructions</li><li>• Accepts responsibility for own actions</li><li>• Appropriately deals with disappointment</li><li>• Adapts to change</li><li>• Reacts appropriately under stress</li></ul>
<p>2. Commitment to Diversity</p> <ul style="list-style-type: none"><li>• Shows sensitivity to others</li><li>• Respects individual differences</li><li>• Responds appropriately in class and agency assignments</li><li>• Embraces diversity</li><li>• Demonstrates respect, compassion, patience, and fairness</li></ul>
<p>3. Communication</p> <ul style="list-style-type: none"><li>• Demonstrates responsive listening skills</li><li>• Able to communicate with a variety of audiences effectively and in a professional and ethical manner</li></ul>

### 1. Collaboration

- Is skilled in expressing self in groups
- Works effectively with others to facilitate completion of tasks.
- Is able to accept and respect different points of view.

### 2. Self-Reflection

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

### 3. Ethics

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

\*Adopted from Brandman University

Appendix E Independent Study

Independent Study Forms

A. College of Staten Island Application for Independent Study

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

B. Department of Social Work Independent Study Description Form

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

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

Faculty Name \_\_\_\_\_  
Faculty email \_\_\_\_\_  
phone \_\_\_\_\_

Project Title  
\_\_\_\_\_  
\_\_\_\_\_

Student Name and EMPLID \_\_\_\_\_  
Student email \_\_\_\_\_  
phone \_\_\_\_\_

A minimum of three hours per week per credit are required. This is in addition to meetings with faculty member supervising the project. # of credits requested:  
\_\_ 1 \_\_ 2 \_\_ 3 \_\_ 4

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



Student Signature

Date

Purpose of the project:

---

---

Description of project including learning objectives. Include readings:

---

---

---

---

---

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

---

---

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

---

---

---

Basis of grade: How will this course be evaluated?

---

---

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

---

---

\* Faculty Signature

Date

\* Once a faculty member signs the form, it should go directly to the Chair, not to the student.

## Appendix F Process Recordings

### Description and Purpose of Process Recordings

- I. What is a Process Recording? A process recording is a written record of an interaction with a client.
- II. Why are Process Recordings required? Process recording is a major learning tool in social work. Social work is unique in its heavy reliance on process recording to teach intervention skills. Because in social work the practitioner's major tool is one's self and one's ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective. Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students' work by both agency and school.
- III. What do you learn from them?
  - a. To pay attention
  - b. To be aware of your own experience
  - c. To describe behavior, affect, content and recognize its significance
  - d. To analyze your responses and those of your clients
  - e. To recognize the consequences of an intervention
  - f. To develop the ability to intervene purposefully
- IV. How do you learn from them?
  - a. Writing a process recording allows you to pay attention and to reflect on and analyze your own work
  - b. Reviewing process recordings with your field instructor allows you to identify learning patterns, access your field instructor's factual and clinical knowledge and experience, and recognize results of interventions
- V. What is appropriate to process in a recording?
  - a. A face to face session with an individual client
  - b. A telephone contact with a client
  - c. A brief interaction in a waiting room, hall, community room, etc. with a client
  - d. A group session
  - e. A contact with a family member or a family meeting
  - f. A contact with a service provider
- VI. Practical Concerns
  - a. How do I remember all that stuff? Although your recall will improve as you have more experience, the purpose of process recordings is not perfect recall. All interactions are reconstructed in the reporting process. Your impressions of significant events are most relevant. It can help to write notes of the interaction after the session.

- b. How much should I document? The more information you are willing to provide the more opportunity you will have to learn. Omitting or changing the process to fit what you think is your field instructor's expectation is not helpful. Everyone makes mistakes in this kind of work, even experienced practitioners, and it is in examining your mistakes that you will generally learn the most.
- c. How do I respect confidentiality? Omit all names but yours from process recordings. Do not leave process recordings in public areas where other clients or agency staff has access to them.

Reference: Columbia University School of Social Work Department of Field Education. (n.d.) *Handbook for Student Social Work Recording*. Retrieved August 20, 2017, from [http://socialwork.columbia.edu/wp-content/uploads/2015/06/Process\\_Recordings\\_Handbook1.pdf](http://socialwork.columbia.edu/wp-content/uploads/2015/06/Process_Recordings_Handbook1.pdf).

## Example of Clinical Process Recording Outline

### I. Identifying Information:

Date of Recording		Date of Session	
Student		Field Instructor	

### II. Background:

Initials or Fictitious Name of Person (People) Served:	
Gender Identity, Ethnic Identity, and Age:	
Source and Reason for Referral:	
Family Background	
Setting and Who is Present:	
Brief Summary of Work with Person (People) to Date:	

#### For Therapeutic Group, Describe:

What is the purpose of the group?	
How was the group formed and when?	
What are the characteristics of those who attend the group?	

### III. Summary of Clinical Impressions (Analytical Thinking About the Experience of the Entire Interview)

### IV. Summary of Affective Process (Feelings Associated with the Experience of the Entire Interview)

### V. Next Steps (Unaddressed Issues, Identification of Short- and Long-Term Goals)

### VI. Questions for Field Instructor, Field Liaison or Peers During Seminar Related to Convening?

### Example of Clinical Process Recording Format

Record and Analyze a 15 Minute Interaction with a Person or Group Receiving Services.

Interview interaction (record exact words spoken by both you and the client during the 15-minute interaction)	Automatic Thoughts, Feelings or Biases- These can be thoughts, images or memories.	Observations and analytical thoughts during an interview	What core social work skills (establishing rapport, displaying empathy, interviewing techniques, reflecting, etc.) and theories, models or frameworks for intervention (i.e., the social work "tool box") were observed or used during this interaction?	Relevant Competencies and Practice Behaviors	Field Instructor's comments
<b>EXAMPLE:</b>					
<b>Maria: Hello, how are you today?</b>	<i>I think this will be easy.</i>	<i>I didn't think she looked very happy so I hoped she would tell me what was going on.</i>			
<b>P.A. Fine, but I would be better if I did not have to be here.</b>	<i>I wonder why this client doesn't want to be here. I wonder what made him come in.</i>	I wonder if he shows this kind of annoyance a lot			
<b>Student</b>					
<b>Client</b>					
<b>Student</b>					
<b>Client</b>					
<b>Etc.</b>					

## Example of Macro Process Recording

<b>I. Identifying Information:</b>	
Student	
Field Instructor	
Date of Recording	
Date of Observed Macro Intervention	
<b>II. Background Information:</b>	
a. Name of Convening or Meeting	
b. Type of Convening (ex. Organization Board of Directors, Multidisciplinary Team Meeting, Topic-Specific Work Group, Community Collaborative/Networking Event, Advocacy Meeting, Community Organizing Meeting, Town Hall, Legislative Session)	
c. History Preceding Convening or Meeting. (Why is the event occurring? What is the mission and vision? What are the goals? What have been previous outcomes from this group?)	
d. Describe the setting. (Who is in attendance? Who are key stakeholders who are not in attendance? Who is leading? What are the roles of the participants? Where is the meeting being held? Do any barriers exist that may prevent key stakeholders from participating, such as time and location of meeting?)	
e. Describe student's role during this convening.	

(What is student's involvement to date? Is the student facilitating, participating, or observing?)	
III. Summary of Impressions. (Student's analysis of the experience, group dynamics, reflections on social justice and equity among participants.)	
IV. Next Steps. (How was the content of the convening translated to action? On what next steps did the participants agree? How will impact be measured/evaluated? Any major changes in the dynamic of participants during this meeting and how will they be addressed moving forward?)	
V. What is the role of the student in supporting action? How will student integrate learning from the convening into their macro practice moving forward?	
IV. Questions for Field Instructor, Field Liaison or Peers during Seminar related to convening?	

**Macro Process Recording Format**  
**Record and Analyze a 15 Minute Interaction During a Meeting or Convening**

Participant Interaction (Record exact words spoken by both you and the participants during the 15 minute interaction)	Automatic Thoughts, Feelings or Biases- Situation specific reaction to what was being said.	The student's observations and analytical thoughts regarding what has been happening during the dialogue. Are you aware of any biases you may have regarding other professionals' paradigms	What theories, models or frameworks for intervention did you use to guide you in this interaction?	Relevant Practice Behaviors	<b>Field Instructor's comments</b>

**Resources for Theories, Perspectives and Frameworks Utilized in Community and Policy Practice:**

Tan, A. (2009). Community development theory and practice: Bridging the divide between 'micro' and 'macro' levels of social work. Retrieved 10/11/17 from <https://www.nacsw.org/Publications/Proceedings2009/TanACommunity.pdf>

New Mexico State University School of Social Work Field Education Program, 2018-2019

Macro Process Theory (n.d.). Retrieved 10/11/17 from <http://home.apu.edu/~ksetterlund/2012-2013/MACRO%20PRACTICE%20THEORIES.pdf>



## Index

abandoning clients, 82  
absence, 59, 64  
absences, 22, 23, 64  
Absences, 63, 64  
absent, 48, 64  
Academic dishonesty, 22  
Academic Integrity, 48, 127  
Academic Review Committee, 20, 21, 23, 26, 55, 64, 126  
accept responsibility for actions, 126  
accreditation, 15, 51  
active listening, 48  
ADA, 63, See Americans with Disabilities Act  
addendum to Field Evaluation, 67  
additional courses, 30  
Admission requirements, 18  
Admissions, 18  
Admissions Committee, 19  
Admissions Process, 19  
advanced practice courses, 28, 29  
advanced social work practitioner, 27, 48  
Advanced Standing, 18, 21, 30, 34, 35  
Advanced Standing Admissions, 18  
advisement, 19, 61  
Advisement, 19  
advisor, 19, 20, 24, 26, 53  
advocacy, 49, 55  
age, 13, 14  
Agency Affiliation, 56  
agency hours, 64  
alcohol, 23, 46  
Americans with Disabilities Act, 14, 63, See ADA  
Appeals Process, 25  
ARC Appeals, 25  
ARC statement, 24  
assessment of competency, 59  
assessment of student learning, 29  
assigned readings, 48  
attend placement, 23  
attendance, 19, 30, 61, 64  
basic human needs, 5  
Behavior Code, 48  
behavioral expectations, 16  
biological, 46

biopsychosocial, 46  
capacity to function, 23  
Capstone, 29  
Center for Student Accessibility, 63  
Certificate of Completion, 29, 30  
Chairperson, 20, 25, 26  
challenges to learning, 66  
cheating, 22, 127  
Child Abuse, 29  
child abuse reporting certification, 20  
child welfare, 46  
Class Participation, 48  
clinical social work, 16, 52  
Collaboration, 127  
colleagues, 22, 23  
College holidays, 64  
**College of Staten Island Mission, Vision, & Values, 10**  
Commitment to Diversity, 126  
communicate effectively, 126  
communicate professionally, 126  
Communication, 126  
compassion, 126  
competence, 50, 53, 58  
competencies, 50, 53, 59, 66, 67, 94  
complete assignments, 23  
completing all assignments, 48  
concentration curriculum, 27, 28, 29  
Concentration Curriculum, 28  
Concentration Year, 23  
concentration year students, 52  
concentration year supervisors, 58  
conditional admission, 48  
confidentiality, 49, 61, 62, 63  
constructive criticism, 127  
consultation, 28, 51, 54, 59, 64  
Continuation, 21  
continuing education, 51  
core competencies, 28, 66  
Council on Social Work Education. See CSWE  
critical disabilities perspective, 9  
critical thinking, 8, 48  
CSWE, 15, 18, 19, 27, 28, 50, 59, 64, 66  
cultural competence, 59, 60  
deal with disappointment, 126  
demeaning behavior, 22

**Department Mission, 8**  
**Department of Social Work Goals, 8**  
**Department Vision, 8**  
 diagnosis, 28  
 dignity, 5  
 Director of MSW Field Education, 20, 51, 52, 53, 54, 55, 56, 57, 60, 65, 66  
 disabilities, 9, 12, 13, 14, 28, 52, 56, 63  
 disability, 14, 56, 63  
 discrimination, 14, 28  
 disguised material. See confidentiality  
 dismissal, 16, 22, 64  
 Dismissal, 21  
 dismissed from field education, 23  
 disruptive behavior, 22  
 diversity, 8, 10, 13, 14, 16, 28, 54, 57, 126  
 Division of Student Affairs, 26, 63  
 documentation, 21, 26, 53, 63, 68  
 documentation in field, 59  
 documented emergencies, 64  
 dress, 61  
 Drugs and Alcohol, 46  
 Dues dates for Field Evaluation. See Field Evaluation, Field Grades  
 Education Contract, 66, 67  
 Education Contracts, 66  
 educational contract, 53, 54, 59  
 Educational Contracts, 53  
 effective practice, 23  
 Electives, 45  
 emergencies, 65  
 emotional stability, 22  
 EPAS, 94  
**Equal and Fair Treatment, 13**  
 ethical. See ethics  
 ethical standards, 20  
**Ethics, 15, 16, 19, 22, 31, 32, 33, 48, 56, 57, 59, 60, 69, 70, 71, 127**  
 ethnic and racial diversity, 13  
 ethnicity, 13, 56  
 ethnicity or race, 56  
 Evaluation, 53, 56, 67, 68, 109  
 Evaluation of Field Agencies, 68  
 Expectations of Students in Field, 60  
 expertise, 45, 47  
 Failing Field Practicum, 67  
 families, 8, 9, 27  
 Field agencies, 52

Field Agencies, 56, 68  
Field Education Forms, 68  
Field Evaluations, 67  
Field grade, 21  
field instructors, 54, 64, 67  
Field Liaison, 20, 53, 55, 56, 60, 61, 66, 67  
Field Liaison, Change in, 55  
Field Liaisons, 51, 53, 54, 55, 66, 67, 68  
field practicum, 22, 24, 25, 27, 30, 50, 51, 54, 55, 57, 61, 63, 64  
Field Practicum Policies, 63  
Field Seminar, 23  
Field Supervisor Qualifications, 58  
field supervision, 59  
Field Supervisor, 50, 51, 53, 54, 55, 56, 57, 58, 59, 60, 64, 66, 67  
Field Supervisors, 51, 53, 54, 55, 57, 58, 59, 60, 64, 66, 67  
field visit, 54  
field work evaluation, 58  
Foreign degrees, 18  
foundation curriculum, 27, 28  
foundation practice, 51  
foundation year supervisors, 58  
gatekeepers, 19  
gender, 14, 46, 56  
gender identity and/or expression, 56  
generalist social work practice, 28, 52  
good academic standing, 55  
GPA, 18, 21, 22, 27  
Grade Appeals, 20  
grade in Field, 66  
Grade Point Average, 20  
grades for fieldwork. See Grades in Field  
Graduate Admission Office, 19  
Graduate Catalog, 48, 66  
Graduate Center, 12  
Graduate Studies Committee, 25, 26  
**HBSE II**, 31, 32, 33  
helping process, 67  
high risk areas, 65  
HIPAA, 63, See Health Insurance Portability and Accountability Act  
Home visits, 65  
honesty, 11, 127  
hours required for field work, 61  
**Human Behavior in the Social Environment (HBSE) I**, 31  
human rights, 8, 15  
human sexuality, 46

Human Sexuality and Social Work Practice, 46  
identification, 29, 65  
identify self as a student or intern, 61  
illicit substances, 23  
illness, 59, 64  
Immigration and Social Work Practice, 45  
immigration status, 56  
Immunization Requirement, 48  
impairments, 28, 56  
Incomplete, 25, 55, 66  
Independent Study, 46, 47, 128  
injustice, 8  
insurance coverage, 65  
integrate theory and practice, 58  
integrative seminar, 29, 30  
**Integrative Seminar I**, 31, 32, 33  
**Integrative Seminar II**, 31, 32, 33  
integrity, 5, 22, 127  
Integrity, 11  
intellectual property, 127  
internships, 11, 18, 27, 29, 52, 64  
intervention, 28  
Introduction to Disability Studies for Social Work, 27  
issues in the Field, 22  
journals, 54, 59, 61  
lateness, 64  
LCSW, 16, 57, 58  
learning goals, 58, 61  
learning objectives, 51, 66, 129  
leaving early, 22, 64  
liability insurance, 65  
liberal arts, 12, 27  
licensed, 19, 57, 58  
Licensed Clinical Social Work, 16  
Licensed Master of Social Work, 16  
licensing exam, 20  
licensure, 16  
Life Experience, 19  
LMSW, 29, 57, 58  
logs, 54, 59, 61, 66  
lying, 22  
macro practice, 45  
Manager of Professional Student Services, 19, 20, 30, 51  
marital status, 14  
matching students to agencies, 52

media, 46  
medical model, 28  
meeting place, 65  
mezzo practice, 45  
micro practice, 45  
minimum competency, 66  
**MSW Curriculum**, 27  
**MSW Integrative Seminar III**, 31, 32, 33, 34, 35  
**MSW Mission**, 9  
**MSW Research I**, 31, 32, 33  
NASW Code of Ethics, 16, 57  
NASW Standards for Cultural Competence, 57, 61  
National Association of Social Workers, 15, 70, See NASW  
national origin, 13, 56  
New York State Department of Education, 16  
No Smoking Policy, 49  
non-discrimination, 15, 57  
Non-Discrimination, 13  
non-English speaking universities, 18  
nonjudgmental, 23  
number of assignments in Field, 66  
Office of Diversity and Compliance, 14  
oppression, 8, 28  
orientation, 20, 51, 59  
overtally, 47  
paying student for field, 53  
permission of clients, 61  
personal integrity, 22  
plagiarism, 22, 127  
policies and procedures of the agency, 61  
political affiliation, 56  
poverty, 5, 46  
practice behaviors, 50, 53, 54, 56, 58, 61, 66, 67, 94  
practice course, 30  
Practicum Hours, 63  
prayer observances, 64  
preparedness, 126  
privacy, 22, 58, 63  
Probation, 21  
problem solving, 127  
Problems in the Field, 54  
professional comportment, 64  
professional conduct, 22, 23  
Professional Demeanor & Responsibility, 126  
professional dispositions, 16, 48, 126

Professional Dispositions, 16, 17, 122, 126  
professional dress, 126  
professional growth, 127  
professional judgment, 21  
professionalism, 23  
Program Director, 20, 21, 22, 24, 52  
progress report, 24  
psychological, 28, 56  
punctuality, 126  
race, 13  
racism, 46  
Readmission, 22  
reason for the absences, 64  
reasonable safeguards, 65  
recordings, 54, 61, 63, 66  
redaction, 63  
reimbursement, 58, 65  
relationships, 11, 46, 51  
religion, 14, 56  
religious holidays, 64  
Religious Observance, 63  
report internship hours, 22  
research, 10, 11, 15, 16, 46, 47, 129  
respect, 5, 11, 15, 48, 67, 126, 127  
respect individual differences, 126  
responsive listening skills, 126  
Retention, 19  
Retention and Completion, 20  
Richmond College, 12  
Rudeness, 22  
Safety and Security, 48  
Section 504, 48  
seek own field placement, 52  
self-advocacy, 49  
self-awareness, 23  
self-evaluation, 127  
Self-Reflection, 127  
self-reflective learner, 61  
Seminar in Field Instruction, 59, See SIFI  
seminars, 18, 27, 28  
Sexual Harassment, 15, 48, 57  
sexual orientation, 14, 46, 56  
SIFI. See Seminar in Field Instruction  
signing the field evaluation, 67  
social and economic justice, 5, 8, 15, 28, 48

social change, 28  
social construction, 46  
social constructionism, 8, 60  
social constructionist, 28  
social justice, 46  
Social Work and Child Welfare, 46  
social work practice, 9, 15, 16, 28, 46, 62  
Sonia, 53, 66, 68  
standard business practices, 64  
standards of behavior, 61  
Staten Island Community College, 12  
Student responsibility for Field Evaluation, 67  
Student Performance, 55  
student representative, 23, 26  
Student Representative, 49  
Student Rights and Responsibilities, 48  
Students Rights and Responsibilities, 48  
students with disabilities, 63  
Study Plans, 31  
subway, 65  
tardiness, 22, 23, 52, 64  
Task Supervisor, 57, 60  
teaching, 8, 9, 10, 54, 61  
terminated from placement, 23  
termination, 19, 22, 25  
Termination from Field, 25  
Termination from the program, 25  
theory, 46, 58, 60  
time off, 64  
timeline for completion, 66  
TOEFL, 18  
Transfer students, 18  
transformative social work practice, 9  
transport clients, 65  
Transportation and Reimbursement, 65  
tuition expense, 30  
type of assignments in Field, 66  
unprofessional conduct, 52  
unsafe, 65  
use of job site for field placement, 53  
use of self, 61, 67  
Uses feedback, 127  
Vacations, 63  
values, 5, 8, 9, 10, 16, 27, 28, 50, 59, 60, 61, 67  
violations, 22, 23, 127



weekday daytime hours, 64  
Willowbrook, 12, 28  
winter break, 64  
Workplace Violence, 49  
Works effectively with others, 127  
writing tutor, 20  
written agreement for Incomplete, 55, 66