IMPORTANT NOTICE OF POSSIBLE CHANGES

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# MSW STUDENT HANDBOOK

and

# FIELD EDUCATION MANUAL

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MESSAGE FROM FACULTY AND STAFF OF THE SOCIAL WORK DEPARTMENT

The faculty and staff of the Social Work Department at Lehman College welcome you to our MSW Program and welcome our Fieldwork Instructors and Educational Coordinators to Field Education. This Handbook provides information students will need as they proceed through the Program. It should be read carefully and will be discussed in classes and in Fieldwork. The Handbook contains important information about the policies, procedures, curriculum, governance, and resources that will guide you through the Program.

The Appendix to this Handbook includes important documents:

- The Code of Ethics of the National Association of Social Workers (NASW) is included in its entirety. It will be discussed at length in classes and in Field Education. The Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. Compliance with professional behavior, as described in the NASW Code of Ethics, is required of all social workers and social work students. Also included is the Ethics in Social Work, Statement of Principles of the International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW), to be used as applicable.

- The 2008 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards. CSWE establishes standards that guide undergraduate and graduate social work education, thereby ensuring high quality professional education.

- Lehman College and CUNY policies and procedures.

- Retention documents used by the Retention and Review Committee, including the Compliance Plan and Agreement and the Field Education Plan and Agreement. Review and appeals procedures of the Lehman College MSW Program are included in the Student Handbook and the Field Education Manual sections.

- Field Education documents, including the Application for Fieldwork, MSW Field Education Plan, Process Recording Form, and Fieldwork Instructors’ Evaluation forms.

The Social Work Department is situated within the School of Natural and Social Sciences. The Social Work Department works cooperatively with, and contributes to the social work community in the Bronx and other boroughs and neighboring areas.

The faculty and staff wish you a very productive and successful educational experience in the MSW Program at Lehman College.
INTRODUCTION

Program Overview

The Master of Social Work (MSW) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and develop social work skills in direct practice with individuals, families, groups, and communities, as well as skills in supervision, administration, research and policy practice. The MSW program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their MSW degree will have completed all requirements and be eligible to take the NYS licensing exam for the Licensed Master Social Worker (LMSW). Students who complete the two-year curriculum and earn their MSW degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Advanced Standing students, Track C, will need to take one additional course designated as having clinical content. The additional course can also be taken at another accredited MSW Program after graduation from Lehman. However, if the student chooses to take the course at another institution, the student needs to ensure that the elective course has been approved by the New York State Department of Education for clinical content. All electives in Lehman College's MSW Program have been approved for clinical content. Please note that the New York State Education Department has established post-graduate clinical supervision requirements to be eligible to take the LCSW exam; those requirements must be met after graduation.

The Department of Social Work has been designated by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) as an Education and Training Provider for MSW students who wish to obtain credentialing as a Credentialed Alcoholism and Substance Abuse Counselor (CASAC). See page 34 for a description.

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Mission of Lehman College

Our program embodies both the “Mission Statement” and the “Values Statement” of Lehman College; as stated in the Lehman College Graduate Bulletin. The “Mission Statement” of the College lays the foundation for the mission of our programs:

*Lehman College servers the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.*

*(Lehman College Graduate Bulletin, online, 2013)*

The “Values Statement” of the College articulates the values underpinning our Social Work programs:

*Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.*

*(Lehman College Graduate Bulletin, online, 2013)*

Mission of the MSW Program

The mission of our Graduate Program is consistent with the profession’s purpose and core values. It derives from the mission and values of the College and the context of the community served:

*The mission of the Master of Social Work (MSW) Program at Lehman College, City University of New York, the only graduate social work program in the Bronx, is to educate students to become ethical and competent graduate level social workers for practice in the urban environment. Through the implementation of an Advanced Generalist Practice curriculum, built on a liberal arts foundation and guided by a global perspective, scientific inquiry and the ethical imperative of respect for human rights and diversity, the program prepares students for leadership in urban communities. Graduates will strengthen opportunities, resources, and capacities of urban populations as they provide direct services, provide agency administration and supervision, utilize research, and formulate and promote policies that advance social and economic justice and human and community well-being within the context of the rich diversity of the Bronx and its surrounding urban areas.*
Goals of the MSW Program

The goals of the graduate Social Work Program derive from the mission of the program. Goals are focused on creating opportunities for learning that will prepare our graduates to assume leadership positions in agency-based practice in the complex urban environment in which we are located. The goals emphasize the importance of utilizing scientific inquiry while developing knowledge, core social work values, and skills that will enable graduates to provide ethical and competent services to the many diverse groups in our urban environment, and to assume leadership roles in the community and in the profession.

Specifically, the goals of the program are to:

1) Provide a curriculum for students, that builds on a liberal arts and interdisciplinary knowledge base and incorporates and reflects content based on current research;

2) Provide students with an Advanced Generalist Practice curriculum that is grounded in the profession’s history, purposes, and philosophy, and is based on a body of knowledge, core values, and skills of the profession;

3) Educate students for competent, effective, and ethical advanced professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals and communities, with particular attention to needs, potentials, and resources of clients and organizational systems in our complex urban environment;

4) Respond to the needs of urban communities such as the Bronx by preparing graduates to assume leadership positions in urban social service agencies and organizations and in the development of service delivery systems to promote policies, services, programs and allocation of resources, and alleviate injustices such as poverty, discrimination, and social and economic oppression;

5) Educate students for practice with a respect for human rights and diversity as they promote the well-being and enhance the functioning of urban populations, with special attention to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;

6) Utilize a range of current technologies to enhance learning;

7) Contribute to the development of leadership within the profession, to social work knowledge, and to the improvement of the effectiveness of social work practice, policies, and programs by

- creating an academic and professional context that furthers professional identification, participation, and intellectual and scientific inquiry, and
- promoting and supporting students, faculty, and practitioners in conducting and disseminating research.
**The New York State Licensing Exams**

*LMSW Exam* – Students who earn their MSW degree will have completed the requirements and be eligible to take the New York State licensing exam for the Licensed Master Social Worker (LMSW).

*LCSW Exam* – Students who complete the two-year curriculum and earn their MSW degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Advanced Standing Students (Track C) will need to take one additional course designated as having clinical content. This can be accomplished by taking one additional elective course in the Lehman College MSW program, or it can be completed at a later time. The additional course can also be taken at another accredited MSW Program after graduation from Lehman. However, if the student chooses to take the course at another institution, the student needs to ensure that the elective course has been approved by the New York State Department of Education for clinical content. All electives in Lehman College's MSW Program have been approved for clinical content. Please note that the New York State Education Department has established post-graduate clinical supervision requirements to be eligible to take the LCSW exam; those requirements must be met after graduation.
SECTION I

Student Handbook

Description of 3 Tracks

Three tracks are offered in the MSW Program. The curriculum is the same for all tracks, except for Advanced Standing, which includes only the concentration (second) year of study.

- Track A: 2-year full-time program, 65 credits
- Track B: Extended 3-year program, 65 credits
- Track C: Advanced standing program, 34 credits, for qualified graduates of baccalaureate social work programs accredited by the Council on Social Work Education

Track A: 2-Year Full-time Program

**Year One: Full-time student status**
- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

**Year Two: Full-time student status**
- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

Track B: 3-Year Extended Program

**Year One: Part-time student status**
- Classes meet 2 evenings per week

**Year Two: Part-time student status**
- Classes meet 1 evening per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

**Year Three: Full-time student status**
- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours each academic year

Track C: 1-Year Advanced Standing Program

*Students enter the second year curriculum and are full-time students.*
- Classes meet 2 evenings per week
- Fieldwork 3 full days, at least 2 of which are weekdays, (21 hours) per week: 600 hours in the academic year
## Curriculum by Track

### Track A: 2-Year Full-time

#### YEAR ONE

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 611</td>
<td>Generalist Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 605</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK 639</td>
<td>Social Welfare Institutions and Programs</td>
<td>3</td>
</tr>
<tr>
<td>*SWK 671</td>
<td>Fieldwork and Seminar I</td>
<td>5</td>
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**Spring Semester**

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<th>Course Title</th>
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<td>Generalist Social Work Practice II</td>
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<tr>
<td>SWK 606</td>
<td>Human Diversity and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK 643</td>
<td>Social Welfare Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 646</td>
<td>Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td>*SWK 672</td>
<td>Fieldwork and Seminar II</td>
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#### YEAR TWO

**Fall Semester**

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<tr>
<td>SWK 713</td>
<td>Advanced Social Work Practice in the Urban Environment I</td>
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<tr>
<td>SWK 707</td>
<td>Understanding Clinical Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 727</td>
<td>Supervision in Agency-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>*SWK 773</td>
<td>Fieldwork and Seminar III</td>
<td>5</td>
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<tr>
<td>SWK 680</td>
<td>Special Topics in Social Work OR one elective from SWK 681-694</td>
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**Spring Semester**

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<tbody>
<tr>
<td>SWK 714</td>
<td>Advanced Social Work Practice in the Urban Environment II</td>
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<tr>
<td>SWK 729</td>
<td>Administration in Urban Agencies</td>
<td>3</td>
</tr>
<tr>
<td>SWK 745</td>
<td>Social Welfare Policy Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 747</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>*SWK 774</td>
<td>Fieldwork and Seminar IV</td>
<td>5</td>
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</tbody>
</table>

*Students are required to complete 3 full days of fieldwork placement each semester.*

### Track B: 3- Year Extended Program

Students complete the first year curriculum in two years. The second year curriculum is on a full-time basis.

#### YEAR ONE

**Fall Semester**

<table>
<thead>
<tr>
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<tr>
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**Spring Semester**

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<td>SWK 646</td>
<td>Social Work Research I</td>
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**YEAR TWO**

*Fall Semester*

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*Spring Semester*

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<tbody>
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<tr>
<td>*SWK 672</td>
<td>Fieldwork and Seminar II</td>
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</table>

**YEAR THREE**

*Fall Semester*

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>Advanced Social Work Practice in the Urban Environment I</td>
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<td>SWK 727</td>
<td>Supervision in Agency-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>*SWK 773</td>
<td>Fieldwork and Seminar III</td>
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*Spring Semester*

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<tr>
<td>SWK 747</td>
<td>Social Work Research II</td>
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</tr>
<tr>
<td>*SWK 774</td>
<td>Fieldwork and Seminar IV</td>
<td>5</td>
</tr>
</tbody>
</table>

*Students are required to complete 3 full days of fieldwork placement each semester.*

Track C: Advanced Standing Program

**YEAR TWO**

*Fall Semester*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<tr>
<td>SWK 680</td>
<td>Special Topics in Social Work OR one elective from SWK 681-694</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students are required to complete 3 full days of fieldwork placement each semester.*
Part 1: ADMISSIONS POLICIES AND PROCEDURES

Requirements for Admission

Admission Requirements for all Tracks

Bachelor’s degree from an accredited college or university, including 45 liberal arts credits;

- Minimum undergraduate grade point average of 3.0;
- Electronic application to the program, including a personal statement that addresses the student’s preparation for the program, career goals and commitment to social work values;
- Three letters of recommendation, at least two of which should be from college faculty and/or professionals in fields related to social work. Letters should address applicant’s suitability for the social work profession and preparedness to enter a rigorous academic program;
- Resume;
- An interview may be required.

Additional Admission Requirements for Track C, Advanced Standing Program

In addition to the above, candidates must:

- Have completed a bachelor's degree with a social work major from a social work program accredited by the Council on Social Work Education;
- Have attained a minimum 3.2 cumulative index in the major;
- Include, among the three recommendations, one from the most recent Faculty Advisor or from the Program Director of the baccalaureate social work program, and another recommendation from a fieldwork instructor;
- Complete additional essay questions that focus on an illustration from the field.

Admissions Policies

Policy on Selection of Track and Class Schedules

Students accepted into the MSW Program remain in the same Track (A, B, or C) throughout their time in the Program. All courses require permission to register for the MSW Program.

Policy on Transfer of Credits to the MSW Program

The MSW Program at Lehman College does not accept transfer credits, except the 3-credit elective with approval of the Social Work Graduate Advisor. This policy differs from and takes precedence over the College policy on transfer of graduate credits.

Policy on Life Experience Credit

The program does not grant social work course credit for life experience or previous work experience.
Policy on Non-Matriculated Students

All students in the MSW Program must be matriculated in either Track A, B, or C.

Admissions Procedures

The Graduate Admissions Committee reviews all completed applications. The Committee includes the MSW Program Director, the Admissions Director, the Social Work Graduate Advisor, and at least two full-time faculty members. The MSW Program Director chairs the Committee. Criteria on which applications are evaluated include:

a) Academic history;
b) Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the social work profession, and ability to communicate effectively in writing;
c) References.
d) An interview may be required.
Part 2: ACADEMIC, CONTINUATION, AND CLASSROOM POLICIES AND PROCEDURES

Grade Appeals, Probation, and Continuation Criteria

Grade Appeals Procedures

As stated in the current online Lehman College Graduate Bulletin:

A graduate student dissatisfied with his/her course grade should first discuss the situation with the instructor who assigned the grade. If the student is still not satisfied that the grade is fair, he/she should then consult the Graduate Program Advisor for the department in which the course was offered. The Graduate Program Advisor will then attempt to resolve the disagreement.

If the student is still dissatisfied, or if the program Advisor was the instructor who assigned the grade originally, the student should appeal in writing to the department chair. If the chair is the instructor of the course in question, the senior member of the department Personnel and Budget Committee will act for the chair.

The chair will appoint a Graduate Grade Appeal Committee consisting of three faculty members from the department, all of whom have taught graduate courses. The Graduate Program Advisor may not serve on this committee.

The committee will examine all materials relevant to the appeal, submitted by both the instructor and the student, and will prepare a written report of its findings, either sustaining the original grade or recommending a change.

The chair will notify the student, the instructor, and the Office of Graduate Studies of the Committee's decision. If the Committee recommends a grade change, the chair will forward a grade change form reflecting the decision.

Grade appeals must be initiated in the semester following the entry of a permanent grade, and no grades can be changed after the date of graduation. The decision of the Graduate Grade Appeal Committee is binding on all parties.

Academic Probation

As per the Lehman College Graduate Bulletin, the lowest passing grade is a C. Graduate students whose G.P.A. falls between 2.7 and 3.0 will be placed on academic probation. Students on academic probation must raise their G.P.A. to 3.0 within the next semester in order to continue in the MSW program. Graduate students whose G.P.A. remains below 3.0 at the end of the probationary semester will be allowed to continue in the MSW program only upon successful appeal to the Graduate Studies Committee.

Continuation in the MSW Program

Graduate students whose G.P.A. falls below 2.7 will not be eligible for probation and will not be permitted to continue in the MSW program. These students may only continue in the MSW program upon successful appeal to the Graduate Studies Committee. Students who receive less
than a C in Fieldwork and Seminar (SWK 671, 672, 773, 774) may only continue in the MSW program upon successful appeal to the Graduate Studies Committee. Students who receive a failing grade in a course may not continue in any course for which the failed course is a prerequisite. They may enroll in the class for which they received the failing grade in the semester in which it is offered if their G.P.A. meets the criteria for probation and continuation.

**G.P.A. Requirement for Graduation**

According to the current online Lehman College Graduate Bulletin:

In order to be awarded a Masters degree, a graduate student must finish his/her program with a cumulative grade point average (G.P.A.) of 3.0 (B) or better.

**Classroom Policies and Procedures**

*Policy Regarding Use of Tape-Recorders and Electronic Devices in Classes*

Due to the confidential nature of classroom discussions, tape recording in classes is not allowed. Any student who has registered with the Office of Student Disability Services and has a documented need for this accommodation must discuss the need for this accommodation with the classroom instructor. In such cases there must be an agreement about confidentiality of the classroom material.

Beepers, cellular telephones, and all other electronic devices must be turned off during classes and during exams.

**Rules and Regulations on Campus Conduct; College Policies, Procedures and Regulations; and CUNY Policy on Academic Integrity**

Students who violate rules and regulations on *Campus Conduct; College Policies, Procedures, and Regulations;* or the *CUNY Policy on Academic Integrity,* will be subject to due process guidelines of the Board of Trustees Bylaws, as they appear in the Lehman College Graduate Bulletin and in the Appendix of this *Handbook.* In situations related to conduct or activity encompassed by the College and CUNY Rules and Regulations, the classroom instructor will refer the situation to the Vice-President for Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws, of the online 2012-2015 *Lehman College Graduate Bulletin.*

**Social Work Department Retention Requirements and Procedures for Review and Termination for Violation of Professional Behavior**

All students in the Social Work Programs are required to demonstrate professional behavior consistent with the NASW *Code of Ethics,* (included in the Appendix of this Handbook). This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. *Failure to do so supersedes any grade earned in a Social Work*
course and supersedes a student's current standing in the Social Work Program. Failure to comply with the Code of Ethics may result in dismissal from the MSW Program.

The faculty of the MSW Program is aware that becoming a professional social worker is a complex process requiring the student to make commitments to the mission of the profession; to the policies of fieldwork agencies; to personal growth and development, including exploration of one’s feelings as they pertain to issues of professionalism, diversity, and social justice; and to adhering to the NASW Code of Ethics. While most students pursuing social work education will be successful in these areas, there are situations that arise that require the attention of the Retention and Review Committee of the MSW Program.

Purpose of the Retention and Review Committee

The Retention and Review Committee reviews situations that are of a professional, rather than academic nature, or that involve conduct contrary to the rules and regulations of the College and University addressed above. The Retention and Review Committee of the MSW Program reviews situations that have to do with violations of professional or ethical conduct. The Committee can recommend the dismissal of a student from the MSW Program. Students have the right to appeal this decision as described below under Appeals Procedure.

Composition of the Retention and Review Committee

The full Retention and Review Committee is comprised of six full-time faculty members within the Social Work Department. The Chair of the Social Work Department will not serve on the Committee. For any given situation, the Chair of the Social Work Department will appoint three of the members of the Retention and Review Committee to serve on a review panel, and will designate one of the three members to serve as Committee Chair.

The full Committee will meet once per academic year to review the policies and procedures of their charge and to ensure that the Committee remains sensitive to the needs of the students and the College. The Social Work Club is asked to designate a student representative for this annual review.

Procedure for Review

1. The student, in conjunction with the classroom instructor, attempts to resolve any issues prior to being referred for review by the Retention and Review Committee.

2. At any point during the discussions referred to above, the student or the classroom instructor may invite the student’s faculty advisor and, in the case of an issue related to Fieldwork, the Director of Field Education, to facilitate a resolution of the issues. If the classroom instructor is also the student’s faculty advisor or is also the Director of Field Education, the student may request another full-time faculty member who is on the Retention and Review Committee of the MSW Program to attend in place of the advisor or the Director of Field Education. If the issue is related to a classroom situation, a
Compliance Plan and Agreement will be completed. If the issue is related to Fieldwork, a Field Education Plan and Agreement will be completed (see Appendix).

3. If the Compliance Plan and Agreement or the Field Education Plan and Agreement is not adequate to resolve the situation, the classroom instructor will make a written request for a review by the Retention and Review Committee. The written request is submitted to the Department Chair, who appoints three members of the Retention and Review Committee to serve on the review panel and designates one of the three members to serve as Committee Chair. The Department Chair will inform the student of the Committee composition, and will also provide the student with this written procedure for the review and with the procedure for an appeal, as found below.

4. The Chair of the Committee will contact the student and may request that the student provide supporting documents.

5. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the student and the following individuals to attend and participate in the discussion at the review meeting:

   The student’s current faculty advisor
   An advocate of the student’s choosing
   The Director of Field Education (if relevant)

6. Upon completion of the Committee’s review and deliberation, Committee members will vote and the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the faculty advisor, and to the Department Chair. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 school days. The Committee Chair places supporting documents and a copy of the determination in the secure Retention File.

             Appeals Procedure

The student has five school days to submit a written appeal to the Department Chair and the Office of Graduate Studies, where the appeal will be heard. The decision will be final.

**Note:** If the situation relates to conduct or activity encompassed by the CUNY Rules and Regulations on Campus Conduct, the classroom instructor will refer the situation to the Vice-President of Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws, included in the Appendix of the Lehman College Graduate Bulletin and in the Appendix of this Handbook.
There are two levels of advisement within the MSW program, and in addition there is advisement by the college’s Office of Graduate Studies:

**Role of the MSW Graduate Advisor**

The *MSW Graduate Advisor* provides professional advisement to help students maximize their potential as graduate social work students and graduate social workers. The Graduate Advisor performs the following:

- assists with registration and program planning
- serves as Faculty Advisor to Track B students during their first year in the Program
- meets with students who are experiencing academic difficulties that may jeopardize their continuation in the Program
- works closely with the College Graduate Advisor in the event that a student is placed on academic probation
- meets with individual students for consultation around planning for employment and post-graduate education.

*Note: Students are encouraged to contact the MSW Graduate Advisor as early in the semester as possible if circumstances arise that make it difficult for them to continue in the Program.*

**Role of the MSW Faculty Advisor**

*MSW Faculty Advisors* are faculty members teaching Fieldwork and Fieldwork Seminar I-IV (SWK 671, 672, 773, 773). Faculty Advisors serve as liaison between students and the professional community and also provide academic advisement for those students in their sections of Fieldwork and Fieldwork Seminar. Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of each academic year. Faculty Advisors guide students through the course of study for the year, including discussion of issues related to academic performance, and write letters of reference for their advisees. As noted in the section above, the MSW Graduate Advisor serves as Faculty Advisor to Track B students during their first year in the Program.

**Role of the Graduate Studies Advisor**

The College’s Graduate Studies Advisor, who supervises the Office of Graduate Studies, is available to clarify policies and procedures related to graduate studies, and helps students through the appeals process if they do not meet the grade point average requirements.
Part 4: Student Participation in Decision-Making and in the Formulation of Program and Departmental Policies

Students play an important role in decision-making and in the formulation of policies of the Social Work Department. In addition, students are encouraged to participate in college-wide student government activities, See Lehman College/CUNY policies on Extracurricular Activities and Programs in the Appendix of this Handbook. Students are represented in the following Departmental committees and meetings:

**Social Work Club**

The MSW Social Work Club serves as a conduit for exchange of ideas between students and faculty. The Club has a Faculty Advisor, however, it is self-governed. Student representatives participate in various committees including:

- Social Work Department Faculty and Administrative Staff Meetings
- Faculty Search Committee
- Departmental Personnel and Budget Committee
- Social Work Department Advisory Committee
- Annual Evaluation of Retention and Review Procedures
- Common Day Committee
- Celebration Committee
- Alumni Activities

In addition, the MSW Club serves as a bridge between graduate and undergraduate students’ needs and interests, and the two Clubs sponsor joint activities. These may include activities such as sponsoring guest speakers and conferences; Holiday Toy Drives; fundraisers, such as bake sales to raise money for special projects; and other activities.

Student representatives also consult with the MSW Program Director and the Graduate Advisor about programmatic issues.

In addition to the MSW Social Work Club, students are encouraged to form campus-based clubs reflecting their interests, in accordance with the College policies on Extracurricular Activities and Programs (see Appendix), or to join existing clubs on the campus.

**Social Work Department Faculty and Administrative Staff Meetings**

Social Work Department meetings are held weekly to discuss student matters, policies, procedures, curriculum, programmatic and professional issues. All full-time Social Work faculty members, as well as the Director and Assistant Director of Field Education, the MSW Admissions Coordinator, and the Undergraduate Program Coordinator are in attendance. Student representatives are invited to attend those meetings that are concerned with policies, procedures, curriculum, and program issues.
Social Work Department Advisory Committee

The function of the Advisory Committee is to address policy and program issues that bridge the graduate and undergraduate Lehman Social Work Programs with educational and professional institutions in the community. The Advisory Committee meets every Fall and Spring semester, and may meet at other times as needed. The Social Work Advisory Committee includes student representatives and representatives from:

- social welfare agencies in the public and private sectors
- public and private social work education programs
- professional and government organizations
- undergraduate and graduate students currently in the Lehman College Social Work Programs
- alumnae/i of the undergraduate and graduate Social Work Programs
- faculty and staff of the Social Work Department
- College faculty and administration

Personnel and Budget Committee

This Departmental committee meets as needed to make recommendations to the College administration on faculty matters, including hiring, re-appointments, tenure, and promotion. Student representatives are also invited to interviews of candidates for faculty and staff positions. While the students are non-voting members, their suggestions are highly valued.

Student Evaluation of Courses, Fieldwork, and the Program

A variety of evaluation instruments are utilized each semester to inform faculty about students’ responses to the curriculum and the educational experience. These instruments also offer faculty opportunities at the close of each Spring semester to assess the success of the Program in achieving the Competencies and Practice Behaviors and to assess students’ response to the Fieldwork experience. This information is continuously used by the faculty to affirm and improve the educational program. Evaluation instruments include:

- In accordance with College policy, all students complete an anonymous university-wide evaluation of each instructor and course taken. Faculty member review these evaluations during the semester following the evaluation.

- At the close of each semester, all students complete anonymous outcome instruments for each Social Work course taken; these are designed by the Department’s Evaluation Committee. These instruments are part of the overall evaluation component of the Social Work Department.

- At the close of the Spring semester of each year, students complete an anonymous evaluation of their achievement of the Competencies and Practice Behaviors of the MSW Program. This is analyzed statistically and utilized by faculty to improve the curriculum.
• At the close of the Spring semester, students complete an evaluation of their fieldwork agency and fieldwork experience. The Director of Field Education takes these recommendations into consideration in determining fieldwork placements for the following year.
Part 5: The MSW CURRICULUM

Foundation Year Curriculum

With its grounding in the liberal arts, the first year of the two-year program, known as the Foundation Year, offers students entering the program with varied academic backgrounds the opportunity to share in a common academic framework as they are introduced to the profession and develop the knowledge, values, and skills that serve as the foundation of ethical and competent professional social work practice. An understanding of social work values and ethics, of diversity, and of diverse urban populations experiencing oppression and deprivation of social and economic justice is necessary for the assessment of, and intervention with, all client systems. Social service agencies and political and economic systems also are the focus of social workers. Students will be educated to practice with respect for others and value human diversity, including clients’ age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.

Foundation Year courses in Social Work Practice, Human Behavior and the Social Environment, Human Diversity and the Social Environment, Social Welfare Policy, Fieldwork and Fieldwork Seminar, and Social Work Research combine to offer students content that supports the core competencies of the program and is relevant to the mission and goals, as well as the purposes, values, and ethics of the social work profession. Content related to values and ethics, diversity, and vulnerable urban populations and social and economic justice is integrated in all the courses:

During the Foundation Year students gain an understanding of individuals, families, groups, organizations and communities in the Generalist Social Work Practice sequence and the two courses in the Human Behavior and the Social Environment sequence. Students gain knowledge of the historical and philosophical roots of social welfare and the social work profession, and gain skills in analyzing social welfare policies in the two courses in the Social Welfare Policy sequence. Students are introduced to the importance of research for professional practice and development in Social Work Research, and Fieldwork and Seminar give students the opportunity to utilize their new skills under supervision, and to integrate their learning with their practice.

The entire curriculum is grounded in liberal arts. For example, courses in HBSE utilize theories from human development, psychology, sociology, biology, and environmental studies; practice courses call on research containing information on psychology, sociology, communication arts; policy courses refer to material from history, political science, and economics; research refers to material from sociology, statistics, and computer technology; administration and supervision refer to content from sociology, political science, economics, and communications arts; field education calls on material from communications arts, sociology, political science, and economics. This makes it possible for all students, regardless of whether or not they share the same academic background, to have a common reference point as they understand the mission and goals of our MSW program and fulfill its objectives.
The broad generalist approach of the Foundation Year prepares students for the more intensive second year, the Concentration Year, where the focus of the Lehman College MSW Program is Advanced Generalist Social Work Practice in the Urban Environment.

### Competencies and Practice Behaviors of the Foundation Year

**Foundation Year Core Competencies and Expected Learning Outcomes (Practice Behaviors)**

Program graduates are expected to master the ten core competencies of the Foundation Year, listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Expected Learning Outcomes (Practice Behaviors)</th>
</tr>
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</table>
| 1. Identify as a professional social worker and conduct oneself accordingly | 1. Identify need and advocate for client access to the services of social work.  
2. Practice personal reflection and demonstrate positive change that assures continual professional development.  
3. Recognize and attend to professional roles and boundaries.  
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.  
5. Engage in career-long learning.  
6. Utilizes supervision and consultation. |
| 2. Apply social work ethical principles to guide professional practice. | 7. Recognize and manage personal values in a way that allows professional values to guide practice.  
8. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, the “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.  
9. Tolerate ambiguity in resolving ethical conflicts.  
10. Apply strategies of ethical reasoning to arrive at principled decisions. |
| 3. Apply critical thinking to inform and communicate professional judgments. | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues. |
<p>| 4. Engage diversity and difference in practice in | 14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize |</p>
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<th>The urban environment. Including clients' age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.</th>
<th>15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups. 16. Recognize and communicate an understanding of the importance of differences in shaping life experiences. 17. Utilize themselves as learners and engage those with whom they work.</th>
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<tr>
<td>5. Advance human rights and social and economic justice.</td>
<td>18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment. 19. Advocate for human rights and social and economic justice. 20. Participate in practices that advance social and economic justice.</td>
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<tr>
<td>7. Apply knowledge of human behavior and the social environment.</td>
<td>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. 24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</td>
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<tr>
<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>25. Analyze, formulate and advocate for policies that advance social well-being. 26. Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<td>9. Respond to contexts that shape practice in the urban environment.</td>
<td>27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities. 30. Use empathy and other interpersonal skills. 31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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| communities. | 32. Collect, organize, and interpret client data.  
33. Assess client strengths and limitations.  
34. Develop mutually agreed-on intervention goals and objectives.  
35. Select appropriate intervention strategies.  
36. Initiate actions to achieve client and organizational goals.  
37. Implement prevention strategies and enhance client capacities.  
38. Help clients resolve problems.  
39. Negotiate, mediate, and advocate for clients.  
40. Facilitate transitions and endings.  
41. Social workers critically analyze, monitor, and evaluate interventions. |

**Advanced Year Curriculum**

Through the *Advanced Generalist Curriculum* of the *Concentration Year*, students become competent in working with diverse urban populations who are at risk as they face not only personal problems but also a variety of social problems commonly found in the cities. The curriculum prepares students for leadership positions in urban social work agencies and organizations. During the Advanced Year, all students take two courses in Advanced Generalist Practice in the Urban Environment, where they focus on practice with systems of all sizes with greater depth, breadth, and specificity. The course *Clinical Assessment and Diagnosis* stresses bio-psycho-social-cultural issues of diverse urban populations. In addition, students take the course, Policy Practice; a second course on Social Work Research; a course on Supervision and one on Administration; and an elective. Two semesters of Fieldwork and Fieldwork Seminar during the Concentration Year provide all students with opportunities for assignments in direct practice with systems of various sizes, in agency administration and supervision, and in policy practice.

The second practice course, Advanced Generalist Practice in the Urban Environment II includes a capstone assignment that requires students to use critical thinking skills as they integrate the learning that has taken place in all their courses, including their fieldwork experience.

This comprehensive curriculum provides the scope of professional knowledge, values, and skills that is necessary for social workers who work in underserved urban areas. Many community agencies in this and other urban areas are understaffed and supervision is not available for staff…in fact, new MSW’s are often expected to provide supervision. Our curriculum is designed to develop students’ abilities to work effectively with a variety of responsibilities and with the spectrum of diverse urban populations, and ultimately to do so with a high degree of autonomy. Many community agencies also are in need of staff with administrative skills. There is a need in this community to work on a political level to advance policies reflecting social and economic justice, particularly in areas where there are large numbers of new immigrant groups and other vulnerable population groups. The curriculum is designed to provide graduates with the understanding and skills needed to achieve greater social and economic justice for all groups. Research efforts are minimal in many community agencies and the curriculum is designed to facilitate graduates’ abilities to both utilize and conduct research that develops social work
knowledge and improves the effectiveness of social work practice, policies, and programs. In sum, students are prepared to assume leadership positions in urban social work agencies.

**Conceptualization of Advanced Generalist Practice**

The Lehman College MSW program, located in The Bronx, New York, utilizes an *Advanced Generalist Practice* approach for the Advanced Year. Building on the generalist perspective of the Foundation Year and the liberal arts, the advanced generalist curriculum prepares students for competent and ethical advanced generalist practice in this urban community.

Our MSW Program conceptualizes the advanced generalist practice approach as a synthesis of advanced social work knowledge, advanced skills, and a deeper commitment to the values that underpin the profession. While advanced generalist practice is a universally effective approach, it is uniquely suited for work in the urban community of the Bronx, which, as other urban environments, is complex, diverse, and ever-changing. This approach facilitates the fulfillment of the mission of our program, as it prepares practitioners for leadership in diverse fields of practice, to utilize the range of practice methodologies, and to intervene with a variety of client systems. This approach fosters both critical thinking and the capacity for creativity in responding to the needs of clients and the complex community.

This community is a multidimensional environment consisting of often conflicting priorities, values, and mandates. It is therefore essential that social workers in this urban community, are prepared to practice effectively, creatively, and with an ever-increasing degree of confidence and autonomy in a variety of contexts.

Advanced generalist social workers perform the full range of social work activities and master the knowledge, values, and skills that enable them to assume leadership roles in the community. They seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including roles as clinicians, supervisors, administrators, policy practitioners, and researchers. Advanced generalist practitioners are aware of the critical linkages between practice and policy, and in their capacity as policy practitioners they are prepared to work to advocate for policies that promote social justice. They are aware that the role of the social worker is always a process of learning, exploration, and continuing analysis in an often challenging environment.

**Competencies and Practice Behaviors of the Advanced Year**

The advanced year curriculum builds on the foundation year curriculum to provide students with a body of knowledge, values, and skills to function as advanced practitioners in the urban environment.
<table>
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<tr>
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<th>Expected Learning Outcomes (Practice Behaviors)</th>
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<td>1. Identify need and advocate for client access to the services of social work.</td>
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<td></td>
<td>2. Practice personal reflection and demonstrate positive change that assures continual professional development.</td>
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<td>3. Recognize and attend to professional roles and boundaries.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.</td>
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<td>5. Engage in career-long learning.</td>
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<td>6. Utilize supervision and consultation.</td>
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<td><strong>7. Provide effective supervision and consultation within the context of agency-based practice.</strong></td>
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<td></td>
<td><strong>8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for</strong></td>
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<td><strong>advanced generalist practice in the urban environment.</strong></td>
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<tr>
<td>2. Apply social work ethical principles to guide professional practice.</td>
<td>9. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<td>11. Tolerate ambiguity in resolving ethical conflicts.</td>
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<td>12. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<td></td>
<td><strong>13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.</strong></td>
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<tr>
<td>3. Apply critical thinking to inform and communicate professional judgments.</td>
<td>14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>15. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<td><strong>17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.</strong></td>
</tr>
<tr>
<td>4. Engage diversity and difference in practice in the urban environment, including clients’ age,</td>
<td>18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</td>
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<td></td>
<td>19. Be sufficiently self-aware to eliminate the influence of personal</td>
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</table>
| Class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation. | Biases and values in working with diverse groups.  
20. Recognize and communicate an understanding of the importance of differences in shaping life experiences.  
21. Utilize themselves as learners and engage those with whom they work.  
22. **Demonstrate the knowledge, skills and values essential for advanced generalist social work in agency-based practice with diverse urban populations, recognizing their inherent strengths and resilience.** |
|---|---|
| 5. Advance human rights and social and economic justice. | 23. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.  
25. Participate in practices that advance social and economic justice.  
26. **Exercise leadership in efforts to advance human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities.** |
| 6. Engage in research-informed practice and practice-informed research. | 27. Use practice experience to inform scientific inquiry.  
28. Use research evidence to inform practice.  
29. **Apply research findings to practice with diverse urban clients.** |
| 7. Apply knowledge of human behavior and the social environment. | 30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.  
32. **Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.** |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 33. Analyze, formulate and advocate for policies that advance social well-being.  
34. Collaborate with colleagues and clients for effective policy action.  
35. **Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.**  
36. **Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.** |
| 9. Respond to contexts that shape practice in the urban environment | 37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
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<tr>
<td><strong>39.</strong> Apply the knowledge, values, and skills of advanced generalist practice when responding to the broad range of urban social issues addressed in agency-based practice. <strong>40.</strong> Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.</td>
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<tr>
<td><strong>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</strong></td>
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<tr>
<td><strong>41.</strong> Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities. <strong>42.</strong> Use empathy and other interpersonal skills. <strong>43.</strong> Develop a mutually agreed-on focus of work and desired outcomes. <strong>44.</strong> Collect, organize, and interpret client data. <strong>45.</strong> Assess client strengths and limitations. <strong>46.</strong> Develop mutually agreed-on intervention goals and objectives. <strong>47.</strong> Select appropriate intervention strategies. <strong>48.</strong> Initiate actions to achieve client and organizational goals. <strong>49.</strong> Implement prevention strategies and enhance client capacities. <strong>50.</strong> Help clients resolve problems. <strong>51.</strong> Negotiate, mediate, and advocate for clients. <strong>52.</strong> Facilitate transitions and endings. <strong>53.</strong> Social workers critically analyze, monitor, and evaluate interventions. <strong>54.</strong> Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment. <strong>55.</strong> Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems. <strong>56.</strong> Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice. <strong>57.</strong> Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.</td>
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Organization of the Curriculum (see note below)

The curriculum is developed and organized as a coherent and integrated whole so that students are well-prepared to fulfill the goals of the program and implement its objectives. Courses are organized in sequences in order to provide a framework for broadening and deepening students’ understanding of conceptual material, for developing self-awareness and a full understanding of the values of the profession and of ethical behavior for professional practice as described in the Code of Ethics of NASW, and for developing professional skills.

Note: All 3-credit MSW courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of graded asynchronous learning each week.
## Foundation (1st Year) Curriculum

All two-year students will take the following sequences and courses during the foundation year:

### Human Behavior and the Social Environment:

- SWK 605: *Human Behavior and the Social Environment* (3 credits)
- SWK 606: *Human Diversity and the Social Environment* (3 credits)

### Social Work Practice:

- SWK 611: *Generalist Social Work Practice I* (3 credits)
- SWK 612: *Generalist Social Work Practice II* (3 credits)

### Social Work Research:

- SWK 646: *Social Work Research I* (3 credits)

### Social Welfare Policy:

- SWK 639: *Social Welfare Institutions and Programs* (3 credits)
- SWK 643: *Social Welfare Policy Analysis* (3 credits)

### Fieldwork and Fieldwork Seminar:

- SWK 671: *Fieldwork and Fieldwork Seminar I* (5 credits)
- SWK 672: *Fieldwork and Fieldwork Seminar II* (5 credits)
# Advanced (2nd Year) Curriculum

All second year and advanced standing students will take the following sequences and courses during the advanced year:

## Human Behavior and the Social Environment:

- **SWK 707:** Understanding Clinical Assessment (3 credits)

## Social Work Practice:

- **SWK 713:** Advanced Generalist Practice in the Urban Environment I (3 credits)
- **SWK 714:** Advanced Generalist Practice in the Urban Environment II (3 credits)

## Social Work Research:

- **SWK 747:** Social Work Research II (3 credits)

## Social Welfare Policy:

- **SWK 745:** Social Welfare Policy Practice (3 credits)

## Supervision and Administration:

- **SWK 727:** Supervision in Agency-Based Practice (3 credits)
- **SWK 729:** Administration in Urban Agencies (3 credits)

## Elective:

- **SWK 680:** Special Topics in Social Work OR SWK 681-694

## Fieldwork and Fieldwork Seminar:

- **SWK 773:** Fieldwork and Fieldwork Seminar III (5 credits)
- **SWK 774:** Fieldwork and Fieldwork Seminar IV (5 credits)
## TYPICAL PROGRAM, WITH PRE- AND CO-REQUISITES
### YEAR ONE

*Fall Semester, 14 credits*

<table>
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<tr>
<th>Course Number and Course Title</th>
<th>No. of Credits</th>
<th>Pre-Requisites (Course Number and Course Title)</th>
<th>Co-Requisites (Course Number and Course Title)</th>
<th>Pre- OR Co-Requisites (Course Number and Course Title)</th>
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<tbody>
<tr>
<td>SWK 611: Generalist Social Work Practice I</td>
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<td>SWK 671: Fieldwork and Seminar I</td>
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<tr>
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<td>SWK 611: Generalist Social Work Practice I</td>
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**Spring Semester - 17 credits**

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<th>Course Number and Course Title</th>
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<tr>
<td>SWK 612: Generalist Social Work Practice II</td>
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<td>SWK 611: Generalist Social Work Practice I</td>
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<td>SWK 672: Fieldwork and Seminar II</td>
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<tr>
<td>SWK 646: Social Work Research I</td>
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<tr>
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(Note: Courses will be offered only during the semester indicated)
### YEAR TWO

*Fall Semester - 17 Credits*

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<th>Course Number and Course Title</th>
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<td></td>
<td></td>
<td>SWK 672: Fieldwork and Seminar II</td>
<td>SWK 773: Fieldwork and Seminar III</td>
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<td>SWK 713: Advanced Social Work Practice in the Urban Environment I</td>
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<td>and SWK 773: Fieldwork and Seminar III</td>
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<tr>
<td>SWK 727: Supervision in Agency-Based Practice</td>
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<td>SWK 713: Advanced Social Work Practice in the Urban Environment I</td>
<td>SWK 707: Understanding Clinical Assessment,</td>
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<td>SWK 773: Fieldwork and Seminar III</td>
<td>5</td>
<td>SWK 672: Fieldwork and Seminar II</td>
<td>SWK 727: Supervision in Agency-Based Practice</td>
<td>SWK 707: Understanding Clinical Assessment</td>
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(Note: Courses will be offered only during the semester indicated)
## YEAR TWO
### Spring Semester - 17 credits
(Note: Courses will be offered only during the semester indicated)

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<th>Course Number and Course Title</th>
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<td></td>
<td></td>
<td>SWK 773: Fieldwork and Seminar III</td>
<td>SWK 774: Fieldwork and Seminar IV</td>
<td>SWK 747: Social Work Research II</td>
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<td>SWK 774: Fieldwork and Seminar IV</td>
<td>SWK 747: Social Work Research II</td>
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<tr>
<td>SWK 747: Social Work Research II</td>
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<td>SWK 646: Social Work Research I</td>
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Optional Certification

Preparation for Credentialed Alcoholism and Substance Abuse Counselor (CASAC) Certificate

The Department of Social Work has been designated by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) as an Education and Training Provider for MSW students who wish to obtain credentialing as a Credentialed Alcoholism and Substance Abuse Counselor. Lehman College M.S.W. students in Tracks A and B who complete the full MSW curriculum plus the following requirements will have completed all educational requirements for the CASAC-T in New York State and will be issued the OASAS CASAC 350-Hour Standardized Certificate of Completion by the Lehman College Social Work Department:

1) Successful completion of the following 2 social work elective courses at Lehman College
   SWK 688: Social Work Practice with Substance Abusing Clients in the Urban Environment
   SWK 692: Social Work and Substance Abuse: Theories and Interventions

2) Completion of the New York State mandated two-hour training, “Identification and Reporting of Child Abuse and Maltreatment.” Training is offered by the Social Work Department each Spring semester; if completed elsewhere, a certificate of completion must be presented to the Lehman College Social Work Department.

Other requirements for the CASAC will include:
- Work experience in the field of substance abuse;
- Successful completion of the N.Y. State CASAC credentialing examination;
- Submission of an application and required fee to OASAS Credentialing Unit staff.

Arrangements to meet those requirements will be made individually by the student with the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS).

Track C students who completed the undergraduate Social Work major at Lehman College after 2008 and who did not complete SWK 251: Introduction to Social Work Practice with Substance Abusing Clients and SWK 351: Theories and Social Work Practice Interventions with Substance Abusing Clients, will be eligible for the CASAC-T after completing SWK 688 and SWK 692 in the M.S.W. program. Track C students who completed the undergraduate Social Work major at Lehman College after 2008 and who did complete SWK 251: Introduction to Social Work Practice with Substance Abusing Clients and SWK 351: Theories and Social Work Practice Interventions with Substance Abusing Clients, can receive the CASAC-T through the undergraduate program.

The arrangement between the Lehman College Social Work Program and OASAS is based on the curriculum provided to students in our undergraduate and graduate programs. Track C students who completed the undergraduate Social Work major in another college will not have had the full curriculum at Lehman and will not be eligible for the CASAC-T through the Social Work Department.
Part 6: COLLEGE RESOURCES

The College provides a range of resources that may be helpful to students. Additional information about these and other resources are available on the College website at www.Lehman.edu. The resources that are briefly described here include:

APEX | MSW Academic Support Center | Library
Career Counseling | Information Technology Center | Parking
Child Care Center | Instructional Support Services Program | Health Center
Counseling Center | Student Disability Services | Student Life

APEX

The APEX, the Athletics and Physical Education Complex at Lehman College is a state-of-the-art physical education/athletics and recreational facility. It features a fully equipped fitness center, an extensive free weight room supervised by an exercise physiologist, an auxiliary gym, a swimming pool, four racquetball courts, an indoor track, an aerobics/dance studio, a ballet studio for teaching and performances, and five outdoor tennis courts. The APEX is free of charge to all currently registered students (except students participating in the Continuing Education Program). Call (718) 960-1117 for further information.

Career Counseling

Individuals have the opportunity to discuss career planning issues, resumes and cover letters, search strategies, and other career related topics. All personal information will be kept confidential. Workshops are also offered. Call (718) 960-8366 for more information.

Child Care Center

The Child Care Center is committed to providing an environment where a child’s growth is supported and stimulated in all areas of development. It is rich with experiences in Art, Music, Movement, Science, Language Arts, and Math, with plenty of room for nurturing individual interests. Eligibility to use the Child Care Center is contingent upon the parent’s current enrollment as a matriculated student at Lehman College. The Child Care Center offers rates which are designed for students attending college and are below the market rate. There is a Federal Grant (based on family size and income) available for qualifying students which will help with tuition; however, it will not cover the entire amount and is not a guaranteed grant.
Counseling Center

The Lehman College Counseling Center offers a variety of services in English and Spanish, including confidential individual and group counseling, crisis intervention, consultations, and referrals to campus services and outside mental health agencies. Screening evaluations for depression, anxiety, bipolar disorder, post-traumatic stress disorder, eating disorder and alcohol abuse are also offered. Services are free to all Lehman College students and are provided by qualified professionals. In addition, personal development workshops and educational support groups for students are offered: The Counseling Center is located in the Old Gym Building, next to the Library; phone number is 718-960-8761.

Student Disability Services

Students with disabilities may register with the Office of Student Disability Services, which is located in Shuster Hall, Room 238. The main entrance on Goulden Avenue is equipped with a ramp that enables the wheelchair assisted and others with mobility impairments to gain access to all offices. The elevator is equipped with keypads that contain Braille coding. The Office of Student Disability Services provides a broad range of assistive technology for students who provide documentation of a disability. Services include advocacy; advisement; assistance during registration; individual test administration, both timed and unlimited; tutoring, note-taking, provision of technical equipment, and referrals to outside agencies. The Office of Student Disability Services also arranges for the hiring of trained specialists, such as sign language interpreters, note-takers, proctors, and learning disability specialists.

Specialized technical equipment is available for students who are deaf and hard-of-hearing, visually impaired and those with learning disabilities. The equipment includes computers with specialized software, such as JAWS, LP Windows, and Windows Eyes. When indicated, students are referred to agencies such as the Office of Vocational and Educational Services for Individuals with Disabilities, the Commission for the Blind and Visually Handicapped, the International Center for the Disabled, and the New York State Reader’s Aid Program.

It is the responsibility of the student registered with the Office of Student Disability Services to notify instructors for each course taken at the start of each semester so that accommodations can be planned. Notification must include a letter from the Disability Services Office, which is given to the instructor by the student.

Information Technology Center

Located in Carman Hall, the Information Technology Center has over 100 freestanding computers for students to use on a first-come, first-served basis. Other computers available for student use on a first-come, first-served basis can be found in the Library and in the Student Life Building.
Instructional Support Services Program (ISSP)

The Instructional Support Services Program (ISSP) provides tutoring, workshops, and additional resources to support classroom learning. The Academic Support Center for Excellence (ACE) offers workshops and tutoring for students who seek to improve their proficiency in writing, reading, and research. ACE’s staff of peer tutors and skills specialists work with students at all academic levels. PLATO learning software is also available at ACE’s computer center for students who want to improve their writing and language skills. ACE is located in the Old Gym Building (next to the Library), Room 205. The phone number is 718-960-8175.

Library

The Leonard Lief Library is housed in a modern four-story building located adjacent to the Concert Hall. Named for the first President of Lehman College, the Library is equipped with a fully automated CUNY-wide catalog and circulation system, electronic databases and Internet workstations. The open stack book collection now contains 530,000 books and is supplemented by 500,000 microform items. The Library subscribes to 1,500 periodicals and is a designated depository for state and federal government documents. The Library is open to all currently enrolled students, faculty and staff of Lehman College and any currently enrolled student in any of the other CUNY Colleges. Lehman alumni can also enter the library with the appropriate ID cards. Government Publications may be viewed by the public. Copy machines are located in the café, directly to the left of the entrance of the Library.

MSW Academic Support Center

The Academic Support Center, located in Carman Hall, Room B-18, provides support for development of academic skills. Students are encouraged to contact the Academic Support Center Coordinator for an appointment (718-960-8854.) The Center also provides Lehman College MSW students with preparation for the New York State Licensed Master Social Worker (LMSW) exam. Small groups, and weekend and evening workshops are available to students in all Tracks. All students are encouraged to sign up for workshops during their final year in the Program.

There is no charge to students for services through the MSW Academic Support Center.

Parking

Parking facilities are available for students in the Student Lot on Goulden Avenue, along the Reservoir. Parking stickers may be purchased in Shuster Hall, Room 080.

Health Center

The Student Health Center is a primary health care facility available to all Lehman College students with a valid ID. Most of the services are free of charge due to the student activity fee included in your tuition. Other services are available for a small fee. The team of providers is
experienced in treating common medical problems, offering initial diagnosis and treatment for a broad spectrum of illnesses and injuries with appropriate follow-up care. The Medical Director provides clinical leadership for the staff. The Health Center Director is a Physician's Assistant and the Women's Health provider is a Nurse Practitioner. A Health Educator offers health education and counseling to students in one-to-one sessions, class lectures, workshops and on-campus outreach events. The Medical Administrative Assistant is trained in the health-service needs of the adult population.

**Student Life**

Student life at Lehman College is enriched by its many student clubs and organizations, which celebrate the cultural, intellectual, and spiritual diversity of Lehman College. Joining or forming a club or organization gives all students the opportunity to become involved in campus life, to develop leadership potential, and to interact with fellow students and faculty members. Students interested in starting a new campus organization are encouraged to discuss this with the staff of the Student Activities Office. Clubs provide a forum for their members and help create an awareness of the diversity of Lehman's student body. Each year, the college Club Fair, organized by the Office of Student Activities, gives all students the opportunity to get to know, join, and interact with the various clubs and organizations, to appreciate differences, and to find common ground. Directories of current organizations are available in the Student Activities Office.

**Alumni Activities**

Graduates of our program are encouraged to participate in the Alumni activities sponsored by Lehman College. This provides a vehicle for renewing friendships and for networking. In addition, the faculty is always eager to know how and what you are doing. We also would like to know how we can reach you. Follow-up questionnaires are sent out periodically, and since many of our graduates move after becoming social workers, we would appreciate it if you could let us know your address and keep in touch with us!
Part 7: ADDITIONAL TRAINING FOR MSW STUDENTS

Training for Identification and Reporting of Child Abuse and Maltreatment

As part of the registration of the Lehman College 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 is offered by the Lehman College MSW Program for second year MSW students during the Spring semesters, 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; however that will be at the student’s own expense. The Certificate of Completion must be given to the MSW Program Director in Carman Hall, B-18 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 MSW Program Director in Carman Hall, B-18 no later than May 1st. Students may choose to repeat the training.

The New York State Licensing Exams

LMSW Exam

Students who earn their MSW degree will have completed all requirements and be eligible to take the New York State licensing exam for the Licensed Master Social Worker (LMSW).

LCSW Exam

Students in Tracks A and B who complete the two-year and three-year curriculum and earn their MSW degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Advanced Standing Students (Track C) will need to take one additional course designated as having clinical content. This can be accomplished by taking one additional elective course in the Lehman College MSW program, or it can be completed at a later time. The additional course can also be taken at another accredited MSW program which has identified certain courses with approved clinical content by the New York State Department of Education. Please note that the New York State Education Department has established additional post-graduate clinical supervision requirements to be eligible to take the LCSW exam; those requirements must be met after graduation.
Preparation for the LMSW Licensing Exam

In order to help students prepare for the LMSW licensing exam, Lehman College provides a program for licensing preparation for its own MSW students through the MSW Academic Support Center. There is no charge to students for this preparation program. While it is not required, most people find it useful and participation is strongly recommended. Alumni of the Lehman MSW program are also invited to participate in the program.
SECTION II

Field Education Manual

Field Education Overview

All students in the MSW Program must complete an internship providing a range of social work services under the supervision of a qualified fieldwork instructor. This fieldwork has been called the “signature pedagogy” of social work education.

According to the Council on Social Work Education, the national accrediting body for social work education:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of the curriculum – classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on the criteria by which students demonstrate the achievement of Program competencies. (2008)

The Lehman College Department of Social Work provides students with fieldwork opportunities in social service agencies and organizations in the greater New York City area and neighboring counties. Fieldwork placements are arranged through the Field Education office of the Social Work Department.

Note: All graduate Social Work students are required to schedule at least two full days of their total of 21 hours per week during regular agency hours between Monday and Friday.

Contact Information:

Mr. Peter Niedt, MSW, Director of Field Education
Carman Hall, Room B-16
718.960.7749
peter.niedt@lehman.cuny.edu

Julie Aquilato, Assistant Director of Field Education
Carman Hall, Room B-16
718.960.7249
julie.aquilato@lehman.cuny.edu
Part 1: CURRICULUM FOR FIELD EDUCATION

Foundation Year Curriculum

With its grounding in the liberal arts, the first year of the two-year program, known as the Foundation Year, offers students entering the program with varied academic backgrounds the opportunity to share in a common academic framework as they are introduced to the profession and develop the knowledge, values, and skills that serve as the foundation of ethical and competent professional social work practice. An understanding of social work values and ethics, of diversity, and of diverse urban populations experiencing oppression and deprivation of social and economic justice is necessary for the assessment of, and intervention with, all client systems. Social service agencies and political and economic systems also are the focus of social workers. Students will be educated to practice with respect for others and value human diversity, including clients’ age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.

Foundation Year courses in Social Work Practice, Human Behavior and the Social Environment, Human Diversity and the Social Environment, Social Welfare Policy, Fieldwork and Fieldwork Seminar, and Social Work Research combine to offer students content that supports the core competencies of the program and is relevant to the mission and goals, as well as the purposes, values, and ethics of the social work profession. Content related to values and ethics, diversity, and vulnerable urban populations and social and economic justice is integrated in all the courses:

During the Foundation Year students gain an understanding of individuals, families, groups, organizations and communities in the Generalist Social Work Practice sequence and the two courses in the Human Behavior and the Social Environment sequence. Students gain knowledge of the historical and philosophical roots of social welfare and the social work profession, and gain skills in analyzing social welfare policies in the two courses in the Social Welfare Policy sequence. Students are introduced to the importance of research for professional practice and development in Social Work Research, and Fieldwork and Seminar give students the opportunity to utilize their new skills under supervision, and to integrate their learning with their practice.

The entire curriculum is grounded in liberal arts. For example, courses in HBSE utilize theories from human development, psychology, sociology, biology, and environmental studies; practice courses call on research containing information on psychology, sociology, communication arts; policy courses refer to material from history, political science, and economics; research refers to material from sociology, statistics, and computer technology; administration and supervision refer to content from sociology, political science, economics, and communications arts; field education calls on material from communications arts, sociology, political science, and economics. This makes it possible for all students, regardless of whether or not they share the same academic background, to have a common reference point as they understand the mission and goals of our MSW program and fulfill its objectives.
The broad generalist approach of the Foundation Year prepares students for the more intensive second year, the Concentration Year, where the focus is on Advanced Generalist Social Work Practice in the Urban Environment.

**Advanced Year Curriculum**

Through the *Advanced Generalist Curriculum* of the *Concentration Year*, students become competent in working with diverse urban populations who are at risk as they face not only personal problems but also a variety of social problems commonly found in the cities. The curriculum prepares students for leadership positions in urban social work agencies and organizations. During the Advanced Year, all students take two courses in Advanced Generalist Practice in the Urban Environment, where they focus on practice with systems of all sizes with greater depth, breadth, and specificity. The course Clinical Assessment and Diagnosis stresses bio-psycho-social-cultural issues of diverse urban populations. In addition, students take the course, Policy Practice; a second course on Social Work Research; a course on Supervision and one on Administration; and an elective. Two semesters of Fieldwork and Fieldwork Seminar during the Concentration Year provide all students with opportunities for assignments in direct practice with systems of various sizes, in agency administration and supervision, and in policy practice.

The second practice course, Advanced Generalist Practice in the Urban Environment II includes a capstone assignment that requires students to use critical thinking skills as they integrate the learning that has taken place in all their courses, including their fieldwork experience.

This comprehensive curriculum provides the scope of professional knowledge, values, and skills that is necessary for social workers who work in underserved urban areas. Many community agencies in this and other urban areas are understaffed and supervision is not available for staff…in fact, new MSW’s are often expected to provide supervision. Our curriculum is designed to develop students’ abilities to work effectively with a variety of responsibilities and with the spectrum of diverse urban populations, and ultimately to do so with a high degree of autonomy. Many community agencies also are in need of staff with administrative skills. There is a need in this community to work on a political level to advance policies reflecting social and economic justice, particularly in areas where there are large numbers of new immigrant groups and other vulnerable population groups. The curriculum is designed to provide graduates with the understanding and skills needed to achieve greater social and economic justice for all groups. Research efforts are minimal in many community agencies and the curriculum is designed to facilitate graduates’ abilities to both utilize and conduct research that develops social work knowledge and improves the effectiveness of social work practice, policies, and programs. In sum, students are prepared to assume leadership positions in urban social work agencies.

**Conceptualization of Advanced Generalist Practice**

The Lehman College MSW program, located in The Bronx, New York, utilizes an *Advanced Generalist Practice* approach for the Advanced Year. Building on the generalist perspective of the Foundation Year and the liberal arts, the advanced generalist curriculum prepares students for competent and ethical advanced generalist practice in this urban community.
Our MSW Program conceptualizes the advanced generalist practice approach as a synthesis of advanced social work knowledge, advanced skills, and a deeper commitment to the values that underpin the profession. While advanced generalist practice is a universally effective approach, it is uniquely suited for work in the urban community of the Bronx, which, as other urban environments, is complex, diverse, and ever-changing. This approach facilitates the fulfillment of the mission of our program, as it prepares practitioners for leadership in diverse fields of practice, to utilize the range of practice methodologies, and to intervene with a variety of client systems. This approach fosters both critical thinking and the capacity for creativity in responding to the needs of clients and the complex community.

This community is a multidimensional environment consisting of often conflicting priorities, values, and mandates. It is therefore essential that social workers in this urban community, are prepared to practice effectively, creatively, and with an ever-increasing degree of confidence and autonomy in a variety of contexts.

Advanced generalist social workers perform the full range of social work activities and master the knowledge, values, and skills that enable them to assume leadership roles in the community. They seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including roles as clinicians, supervisors, administrators, policy practitioners, and researchers. Advanced generalist practitioners are aware of the critical linkages between practice and policy, and in their capacity as policy practitioners they are prepared to work to advocate for policies that promote social justice. They are aware that the role of the social worker is always a process of learning, exploration, and continuing analysis in an often challenging environment.

**Competencies and Practice Behaviors of the Fieldwork and Fieldwork Seminar Curriculum**

Fieldwork placements during the foundation and advanced years reinforce students’ identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of professional competence. The competency-based curriculum identifies 41 practice behaviors during the foundation year and 57 practice behaviors during the advanced year. The syllabus for each course lists the competencies and practice behaviors appropriate to that year of study; the bolded competencies and practice behaviors specify the competencies and practice behaviors that apply to that particular course.
FIELDWORK AND FIELDWORK SEMINAR DURING THE FOUNDATION YEAR: DESCRIPTION OF COURSES INCLUDING COMPETENCIES AND PRACTICE BEHAVIORS:

SWK 671 FIELDWORK AND SEMINAR I FALL
CO-REQUISITE: SWK 611, Generalist Practice I

COURSE DESCRIPTION

Students complete 280 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. 5 credits.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Program graduates are expected to master the ten core competencies listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

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<th>Competencies</th>
<th>Expected Learning Outcomes (Practice Behaviors)</th>
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<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Identify need and advocate for client access to the services of social work. 2. Practice personal reflection and demonstrate positive change that assures continual professional development. 3. Recognize and attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context. 5. Engage in career-long learning. 6. Utilize supervision and consultation.</td>
</tr>
<tr>
<td>2. Apply social work ethical principles to guide professional practice.</td>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice. 8. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, the “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work. 9. Tolerate ambiguity in resolving ethical conflicts. 10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td>3. Apply critical thinking to inform and</td>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice</td>
</tr>
<tr>
<td>Competencies</td>
<td>Expected Learning Outcomes (Practice Behaviors)</td>
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</tbody>
</table>
| communicate professional judgments. | wisdom.  
13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.  
14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.  
15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.  
16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.  
17. Utilize themselves as learners and engage those with whom they work.  |
| 4. Engage diversity and difference in practice in the urban environment, including clients’ age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation. |  
18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.  
19. Advocate for human rights and social and economic justice.  
20. Participate in practices that advance social and economic justice.  
21. Use practice experience to inform scientific inquiry.  
22. Use research evidence to inform practice.  |
| 5. Advance human rights and social and economic justice. |  
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.  
25. Analyze, formulate and advocate for policies that advance social well-being.  
26. Collaborate with colleagues and clients for effective policy action.  |
27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
28. Provide leadership in promoting sustainable changes in service |
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<th>Competencies</th>
<th>Expected Learning Outcomes (Practice Behaviors)</th>
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<tbody>
<tr>
<td>delivery and practice to improve the quality of social services.</td>
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</tbody>
</table>
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | 29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.  
30. Use empathy and other interpersonal skills.  
31. Develop a mutually agreed-on focus of work and desired outcomes.  
32. Collect, organize, and interpret client data.  
33. Assess client strengths and limitations.  
34. Develop mutually agreed-on intervention goals and objectives.  
35. Select appropriate intervention strategies.  
36. Initiate actions to achieve client and organizational goals.  
37. Implement prevention strategies and enhance client capacities.  
38. Help clients resolve problems.  
39. Negotiate, mediate, and advocate for clients.  
40. Facilitate transitions and endings.  
41. Social workers critically analyze, monitor, and evaluate interventions. |
SWK 672  FIELDWORK AND SEMINAR II  SPRING
CO-REQUISITE: SWK 611, Generalist Practice I

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. 5 credits.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Program graduates are expected to master the ten core competencies listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

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<th>1. Identify as a professional social worker and conduct oneself accordingly.</th>
<th>1. Identify need and advocate for client access to the services of social work.</th>
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<tr>
<td>2. Apply social work ethical principles to guide professional practice.</td>
<td>2. Practice personal reflection and demonstrate positive change that assures continual professional development.</td>
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<td>3. Apply critical thinking to inform and communicate professional judgments.</td>
<td>3. Recognize and attend to professional roles and boundaries.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.</td>
<td>4. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, the “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.</td>
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<td>5. Engage in career-long learning.</td>
<td>5. Tolerate ambiguity in resolving ethical conflicts.</td>
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<td>6. Utilize supervision and consultation.</td>
<td>6. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>8. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td>10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<td>4. Engage diversity and difference in practice in the urban environment, including clients’ age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.</td>
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<td>14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</td>
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<td>15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.</td>
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<td>17. Utilize themselves as learners and engage those with whom they work.</td>
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<td>7. Apply knowledge of human behavior and the social environment.</td>
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<td>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<td>24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</td>
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<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
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<td>25. Analyze, formulate and advocate for policies that advance social well-being.</td>
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<td>26. Collaborate with colleagues and clients for effective policy action.</td>
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<td>9. Respond to contexts that shape practice in the urban environment.</td>
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<td>27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</td>
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<td>30. Use empathy and other interpersonal skills.</td>
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FIELDWORK AND FIELDWORK SEMINAR DURING THE advanced year: DESCRIPTION OF COURSES INCLUDING COMPETENCIES AND PRACTICE BEHAVIORS:

SWK 773 FIELDOVRK AND SEMINAR III FALL

PREREQUISITE: SWK 612 & SWK 672 or admission into Advanced Standing Program
CO-REQUISITE: SWK 713, SWK 727
PRE OR CO-REQUISITE: SWK 707

COURSE DESCRIPTION

Students complete 280 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. 5 credits.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Program graduates are expected to master the ten core competencies listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

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<th>Competencies</th>
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2. Practice personal reflection and demonstrate positive change that assures continual professional development.  
3. Recognize and attend to professional roles and boundaries.  
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.  
5. Engage in career-long learning.  
6. Utilize supervision and consultation.  
7. Provide effective supervision and consultation within the context of agency-based practice.  
8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment. |
| 2. Apply social work ethical principles to guide | 9. Recognize and manage personal values in a way that allows professional values to guide practice. |
11. Tolerate ambiguity in resolving ethical conflicts.
12. Apply strategies of ethical reasoning to arrive at principled decisions.
13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice. |
| --- | --- |
| 3. Apply critical thinking to inform and communicate professional judgments. | 14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
15. Analyze models of assessment, prevention, intervention, and evaluation.
16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.
17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies. |
| 4. Engage diversity and difference in practice in the urban environment, including clients’ age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation. | 18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.
19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.
20. Recognize and communicate an understanding of the importance of differences in shaping life experiences.
21. Utilize themselves as learners and engage those with whom they work.
22. Demonstrate the knowledge, skills and values essential for advanced generalist social work in agency-based practice with diverse urban populations, recognizing their inherent strengths and resilience. |
| 5. Advance human rights and social and economic justice. | 23. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.
25. Participate in practices that advance social and economic justice.
26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities. |
| 6. Engage in research-informed practice and practice-informed research. | 27. Use practice experience to inform scientific inquiry.  
28. Use research evidence to inform practice.  
29. Apply research findings to practice with diverse urban clients. |
|---|---|
| 7. Apply knowledge of human behavior and the social environment. | 30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.  
32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities. |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 33. Analyze, formulate and advocate for policies that advance social well-being.  
34. Collaborate with colleagues and clients for effective policy action.  
35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.  
36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations. |
| 9. Respond to contexts that shape practice in the urban environment | 37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.  
39. Apply the knowledge, values, and skills of advanced generalist practice when responding to the broad range of urban social issues addressed in agency-based practice.  
40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies. |
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | 41. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.  
42. Use empathy and other interpersonal skills.  
43. Develop a mutually agreed-on focus of work and desired outcomes.  
44. Collect, organize, and interpret client data.  
45. Assess client strengths and limitations.  
46. Develop mutually agreed-on intervention goals and objectives.  
47. Select appropriate intervention strategies.  
48. Initiate actions to achieve client and organizational goals.  
49. Implement prevention strategies and enhance client capacities.  
50. Help clients resolve problems. |
51. Negotiate, mediate, and advocate for clients.
52. Facilitate transitions and endings.
53. Social workers critically analyze, monitor, and evaluate interventions.
54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.
55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.
56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.
57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.
PREREQUISITES: SWK 713, SWK 773  
COREQUISITES: SWK 714, SWK 729  
PRE- or CO-REQUISITE: SWK 745, SWK 747  

COURSE DESCRIPTION

Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. 5 credits.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (PRACTICE BEHAVIORS)

Program graduates are expected to master the ten core competencies listed below (left column) and integrate and apply these competencies in their associated professional practice behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, and values-based learning outcomes identified below in bold type.

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<td>3. Recognize and attend to professional roles and boundaries.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.</td>
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<td>7. Provide effective supervision and consultation within the context of agency-based practice.</td>
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<td></td>
<td>8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment.</td>
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<td>2. Apply social work ethical principles to guide professional practice.</td>
<td>9. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<td>10. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, “Ethics in Social Work, Statement of Principles” of</td>
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| 3. Apply critical thinking to inform and communicate professional judgments. | 14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
15. Analyze models of assessment, prevention, intervention, and evaluation.  
16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.  
17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies. |
| --- | --- |
| 4. Engage diversity and difference in practice in the urban environment including clients’ age, class, perception of physical appearance, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation. | 18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.  
19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.  
20. Recognize and communicate an understanding of the importance of differences in shaping life experiences.  
21. Utilize themselves as learners and engage those with whom they work.  
22. Demonstrate the knowledge, skills and values essential for advanced generalist social work in agency-based practice with diverse urban populations, recognizing their inherent strengths and resilience. |
| 5. Advance human rights and social and economic justice. | 23. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.  
25. Participate in practices that advance social and economic justice.  
26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities. |
| 6. Engage in research-informed practice and practice-informed research. | 27. Use practice experience to inform scientific inquiry.  
28. Use research evidence to inform practice.  
29. Apply research findings to practice with diverse urban clients. |
| 7. Apply knowledge of human behavior and the social environment. | 30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.  
32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities. |
|---|---|
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 33. Analyze, formulate and advocate for policies that advance social well-being.  
34. Collaborate with colleagues and clients for effective policy action.  
35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.  
36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations. |
| 9. Respond to contexts that shape practice in the urban environment | 37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.  
39. Apply the knowledge, values, and skills of advanced generalist practice when responding to the broad range of urban social issues addressed in agency-based practice.  
40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies. |
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | 41. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.  
42. Use empathy and other interpersonal skills.  
43. Develop a mutually agreed-on focus of work and desired outcomes.  
44. Collect, organize, and interpret client data.  
45. Assess client strengths and limitations.  
46. Develop mutually agreed-on intervention goals and objectives.  
47. Select appropriate intervention strategies.  
48. Initiate actions to achieve client and organizational goals.  
49. Implement prevention strategies and enhance client capacities.  
50. Help clients resolve problems.  
51. Negotiate, mediate, and advocate for clients.  
52. Facilitate transitions and endings.  
53. Social workers critically analyze, monitor, and evaluate interventions. |
| 54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.  
55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.  
56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.  
57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment. |
Part 2: THE STUDENT IN THE FIELD PLACEMENT AGENCY

Assignment of Students to Fieldwork Agencies

The Director of Field Education, in consultation with the Social Work faculty, assigns students to fieldwork agencies. Students do not find their own field placements.

MSW Fieldwork Educational Plan

Students and Fieldwork Instructors complete the Educational Plan during the first week of fieldwork. The student gives a copy of the Plan to the Seminar instructor. The Fieldwork Educational Plan serves several purposes for the school, student, and fieldwork instructor. It should help the student discover the agency’s mission, services, and functions, as well as aid the field instructor in formulating the student’s learning objectives and goals. It should outline both the student’s and field instructor’s expectations, however, should also be considered a fluid document. This means while the plan itself should be initially constructed collaboratively from the first meeting between student and agency, it can and should be discussed throughout the first and subsequent supervision sessions. A copy of the Educational Plan is in the Appendix.

Student Responsibilities

The student must assume responsibility for participating in the educational experience provided at the fieldwork placement. This requires receptivity to the learning process and an openness to suggestions and directions. Students are expected to inform their Faculty Advisor of any problems they may be experiencing in the Fieldwork placement.

All students are required to meet the following requirements for Fieldwork:

A. Track A – 2-year Fulltime students must complete 600 fieldwork hours in each year;
   Track B – 3-year Extended students must complete 600 fieldwork hours in both their
   Second and Third years in the Program;
   Track C – Advanced Standing students must complete 600 hours in their one year in
   the Program.

   • Students do their fieldwork 21 hours per week in three days per week.
   • In order to make it possible for Fall grades for Fieldwork to be submitted on time,
     students are required to complete 280 hours of Fieldwork during the Fall semester
     and 320 hours during the Spring semester.
   • Field placements begin about the second week of September and continue through
     mid-May.
   • At minimum students must have 2 days of fieldwork during the Monday through
     Friday work week that they are available for fieldwork between the hours of 8 AM
     and 8 PM. There are a small number of field placements that have some
     weekend hours.
   • The Program does not guarantee any student a placement that includes
     weekend hours.
All students are required to be in Fieldwork the entire month of January; all of these hours count towards the 320 hours required during the Spring semester. Students are required to work continually through this month, both to accumulate the required hours and to provide for continuity of the fieldwork experience.

B. Regular attendance at the field placement is expected of all students. The student is expected to be prompt in arriving at work. Chronic lateness (or leaving early) is unacceptable. The student must notify the agency if he/she is unable to report on a given day. In the case of a personal emergency, students need to consult with their Fieldwork Instructor to make up the time. Students who need to be out for religious observance must notify their Fieldwork Instructors in advance. All hours and days missed must be made up.

C. The student and Fieldwork Instructor must meet at a regularly scheduled time each week for at least one hour of supervision. Students are responsible for raising issues of concern. Written supervisory agendas must be prepared by the student.

D. A minimum of two process recordings each week is required to be submitted to the Fieldwork Instructor. The student is responsible for providing the Fieldwork Instructor with process recordings sufficiently in advance of his/her weekly supervisory meeting so that the Fieldwork Instructor has the opportunity to review them prior to the supervisory meeting. The Program expects that students will be given reasonable time to write their process recordings during their scheduled hours at the fieldwork agency. The process recording form is in the Appendix of this Handbook.

E. Student must complete the Fieldwork Attendance Sheet each week; the form is to be initialed by the Fieldwork Instructor weekly. The form is given to the student’s Faculty Advisor at the end of each semester.

F. The student is responsible for adhering to all policies and customary practices (including dress code) of the fieldwork agency. Students are expected to discuss any issues of concern with the Fieldwork Instructor and, if necessary, with the Faculty Advisor.

G. Students may be required to make home and community visits as part of their fieldwork assignment. The student and Fieldwork Instructor are expected to discuss the process of home and community visiting prior to the first visit. See “Guidelines for Home and Community Visits” in Part 3 of this Fieldwork Manual. Agencies are expected to reimburse students for travel expenses associated with home and community visits.

H. The student is expected to function at the agency in a manner that is accountable to the agency, the school, and the profession. Students are required to demonstrate professional behavior consistent with the Code of Ethics of the National
Association of Social Workers. The NASW *Code of Ethics*, which is printed in its entirety in Appendix 1.

Students who request reasonable accommodations for documented disabilities should contact the Office of Student Disability Services, Shuster Hall, Room 238, (718) 960-8441.
Part 3: THE FIELDWORK AGENCY AND THE FIELD INSTRUCTOR

Criteria for Selection of Fieldwork Agencies

Fieldwork agencies participating with the Lehman College MSW Social Work Program are expected to have a strong commitment to the education of social work student in urban areas. Participating agencies must reflect a commitment to social justice and to issues related to human diversity. They are selected on the basis of their potential to:

- Fulfill the mission of and goals of the MSW Social Work Program as reflected in the program’s competencies and operationalized in the practice behaviors;
- Apply the knowledge, values, and skills acquired in the classroom with individuals, families, groups, communities, and organizations in the urban environment;
- Meet the learning needs of our students through structured learning opportunities, including 1 hour of weekly individual supervision and weekly review of process recordings; and
- Enter into a field education plan and agreement with the Lehman College Program and the student that assures that the student will have the opportunity to demonstrate the core competencies.

The Director or Assistant Director of Field Education visits all agencies that are being considered as new fieldwork sites to determine the capacity of the agency to meet the above criteria. The Director or Assistant Director of Field Education also orients the Educational Coordinator and the Fieldwork Instructor to the mission and goals of the Lehman College MSW Social Work Program and to our specific requirements. Together they determine the potential of the agency to fulfill our program’s mission and to meet the needs of the clients of the agency.

Criteria for Work-Study Placements

Agencies offering work-study placements for their employees must meet all the criteria described above in “Selection of Agencies” and, in addition, they must enter into an agreement with the Lehman College Social Work Program, specifying that:

- The student will conform to all the requirements and procedures of Fieldwork, including hours, supervision, and process recording requirements;
- Assignments for the student placement will be different than his/her ongoing assignment;
- The student will work with a different Fieldwork Instructor for their fieldwork assignment than the supervisor he/she works with as an employee;
- The student can not be on probation at his/her place of employment, including new hire probation;
- As of the first day of field, the student must have been working in his/her current position for a minimum of nine months;
- Work-study agreements between the Lehman College Department of Social Work, the agency, and the student will be in effect for one academic year.
The Program retains the right not to approve any work-study arrangement that it does not deem academically sound.

**Criteria for Field Instructors**

Agencies must be able to provide a Field Instructor who has an MSW degree from a CSWE-accredited Social Work Program, has experience as an MSW social worker for a minimum of 2 years, a license to practice social work, and who subscribes to the missions and goals as described in the previous section. Field Instructors are required to have completed or be in the process of taking the Seminar in Field Instruction (SIFI). If the field instructor has taken the SIFI at another social work school in the greater New York City area, he or she does not need to repeat the course. It is the responsibility of the Fieldwork Instructor to help students integrate and apply the knowledge, values, and skills of the core competencies acquired in their classes to their work in the agency.

**Task Supervision**

In addition to their regular supervision, students may receive part of their supervision from a task supervisor who will assist the Fieldwork Instructor for specific assignments.

**Ongoing Professional Opportunities for Fieldwork Instructors**

The Lehman College Social Work Department offers programs for Fieldwork Instructors:

1. Prior to the start of the Fall semester, an *Orientation for Fieldwork Instructors* is held at Lehman College. All fieldwork instructors who will be supervising Lehman students for the first time are expected to attend this orientation in order to become familiar with the Program and the expectations of the field placement. Fieldwork instructors who have been with the Program are also invited to refresh their understanding of the Program, learn about any changes in the Program, renew acquaintances, and assist new fieldwork instructors.

2. A *Seminar in Field Instruction (SIFI)* course is required for all new Fieldwork Instructors. The eleven social work programs in the greater New York City area have created a standardized curriculum that all schools use. A committee with representatives from all of the schools meets on an ongoing basis to revise the curriculum as needed. The SIFI includes 12 sessions spread out over the academic year. A calendar of these sessions is e-mailed to all Field Instructors and Educational Coordinators each summer and is included on the Department website.

3. Throughout the academic year, *workshops* are held for Fieldwork Instructors and Educational Coordinators. These workshops provide an opportunity for integration of classroom learning and the fieldwork experience as faculty members present on topics of their specialization.
Process Recordings

Process recordings are viewed as essential learning tools for students. It is important that Fieldwork Instructor return process recordings to the student with written comments within the week that they are submitted so that they may be reviewed during the supervisory meeting. A minimum of two process recordings each week is required to be submitted to the Fieldwork Instructor. Process recordings are the property of the student and should not contain identifying information. Students share a sampling of their process recordings, with the comments of the Fieldwork Instructor; with their Seminar instructor, who is also their Faculty Advisor; and with their Practice instructors. This makes it possible for the Seminar and Practice instructors to monitor the progress the student is making in the fieldwork placement and to ensure that integration of theory and practice is maximized.

Supervisory Agendas

Students are required to submit supervisory agendas to the Fieldwork Instructor prior to each supervisory meeting. The agenda serves as a tool that helps the student to think through and take responsibility for his/her learning needs, and informs the Fieldwork Instructor of issues the student wants to discuss during the supervisory meeting.

Classroom Assignments Related to Fieldwork Placement

Students will have assignments in their courses related to their fieldwork agencies. Fieldwork Instructors are encouraged to provide guidance for students in their efforts to integrate empirical and practice-based knowledge in their assignments, as well as in their practice in the agency.

Maintaining Field Liaison Contacts

Field liaison contacts are maintained by the Field Faculty Advisor, who is also the student’s Fieldwork Seminar instructor. In the Advanced Year, the Fieldwork Seminar instructor is also the instructor for the student in Advanced Practice I and II (SWK 713 and 714). Each student’s Field Faculty Advisor makes an onsite visit to the agency during both the Fall and Spring semesters to meet together with the Fieldwork Instructor, the student, and Task Supervisor (if applicable). Additional onsite visits are made if needed, as in the case of a student who is performing marginally in fieldwork. Fieldwork Instructors also contact the student’s Field Faculty Advisor if questions or problems arise.

Guidelines for Home and Community Visits

Students are aware of the fact that many agencies require home and community visits, and that these visits may be a component of their field learning experience. In addition to the preparations necessary for the delivery of services to the clients and organizations to be visited, the agency and the student need to consider and make provisions for issues relating to the student’s safety on such visits. These provisions include, but are not limited to:

- Appropriate time of day for home visits
- Appropriate dress for visits, care in carrying purses and avoiding expensive jewelry
• Selection of transportation mode, including routing of safest streets if walking
• Traveling with official agency identification
• Using caution in entering elevators, stairwells, and buildings
• Making certain that the agency is aware of the date, time, location, purpose of the visit
• Informing the person they are visiting of the expected time of arrival.

Students should be accompanied by an agency staff member during their first (at a minimum) home or community visit so that the student is familiarized with the process and assisted in mastering the requisite skills and overcoming related fears and uneasiness.

*All students must be provided with carfare associated with the visit, and with any other exceptional expenses prior to making the visit.*

**CUNY-Agency Affiliation Agreements**

All participating agencies are required to enter into a standard agreement with the City University of New York. The Director of Field Education discusses this with the Educational Coordinator of the agency.

**The Fieldwork Seminar and the Faculty Advisor**

Students remain in the same section of Fieldwork and Seminar for the two semesters of the academic year, allowing for continuity in the learning and advisement processes throughout the year. The faculty member teaching the Fieldwork Seminar serves as the student’s Faculty Advisor. The Faculty Advisor visits the fieldwork agency during both the Fall and Spring semesters to meet with the Fieldwork Instructor and the student together. The purpose of this visit is to assess the student’s progress and to assure that the student is having a field experience that meets the requirements of the Program. If problems occur in the field that the student or the Fieldwork Instructor are not able to resolve, they should be brought to the attention of the Faculty Advisor.
Part 4: PROCEDURES FOR REVIEW AND TERMINATION FOR VIOLATION OF PROFESSIONAL BEHAVIOR IN FIELD EDUCATION

In order to remain in the Social Work Program, students are required to demonstrate professional behavior consistent with the Code of Ethics of the National Association of Social Workers in field education, as well as in the classroom. The faculty of the MSW Program is aware that becoming a professional social worker is a complex process requiring the student to make commitments to the mission of the profession; to the policies of fieldwork agencies; to adhering to the NASW Code of Ethics; and to personal growth and development, including exploration of one’s feelings as they pertain to issues of professionalism, diversity, and social justice. While the majority of students pursuing social work education will be successful in these areas, there are situations that arise that require the attention of the Retention and Review Committee of the MSW Program.

Purpose of the Retention and Review Committee

The Retention and Review Committee reviews situations that are of a professional, rather than academic nature, or that involve conduct contrary to the rules and regulations of the College and University addressed above. The Retention and Review Committee of the MSW Program reviews situations that have to do with violations of professional or ethical conduct in Fieldwork agencies, as well as the classroom. The Committee can recommend the dismissal of a student to the Vice President of Student Affairs. Students have the right to appeal this decision as described below under Appeals Procedure.

Composition of the Retention and Review Committee

The full Retention and Review Committee is comprised of six full-time faculty members with principal assignment to the MSW Program. The Chair of the Social Work Department will not serve on the Committee. For any given situation, the Chair of the Social Work Department will appoint three of the members of the Retention and Review Committee to serve on a review panel, and will designate one of the three members to serve as Committee Chair.

The full Committee will also meet once per academic year to review the policies and procedures of their charge and to ensure that the Committee remains sensitive to the needs of the students and the College. The Social Work Club is asked to designate a student representative for this annual review.

Procedure for Review

1. The student, in conjunction with the classroom instructor, attempts to resolve any issues prior to being referred for review by the Retention and Review Committee.

2. At any point during the discussions referred to above, the student or the classroom instructor may invite the student’s faculty advisor and, in the case of an issue related to
Fieldwork, the Director of Field Education, to facilitate a resolution of the issues. If the classroom instructor is also the student’s faculty advisor or is also the Director of Field Education, the student may request another full-time faculty member who is on the Retention and Review Committee of the MSW Program to attend in place of the advisor or the Director of Field Education. If the issue is related to a classroom situation, a Compliance Plan and Agreement will be completed. If the issue is related to Fieldwork, a Field Education Plan and Agreement will be completed (see Appendix, Plans and Agreements).

3. If the Compliance Plan and Agreement or the Field Education Plan and Agreement is not adequate to resolve the situation, the classroom instructor will make a written request for a review by the Retention and Review Committee. The written request is submitted to the Department Chair, who appoints three members of the Retention and Review Committee to serve on the review panel and designates one of the three members to serve as Committee Chair. The Department Chair will inform the student of the Committee composition, and will also provide the student with this written procedure for the review and with the procedure for an appeal, as found below.

4. The Chair of the Committee will contact the student and may request that the student provide supporting documents.

5. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the following individuals to attend the review meeting, although these invited individuals will not have deliberation responsibilities or voting rights after the meeting:
   - The student’s current faculty advisor
   - An advocate of the student’s choosing
   - The Director of Field Education (if relevant)

6. Upon completion of the Committee’s review and deliberation, the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the faculty advisor, and to the Department Chair. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 school days. The Committee Chair places supporting documents and a copy of the determination in the secure Retention File.

Appeals Procedure

The student has five school days to submit a written appeal to the Program Director. If the student requests an appeal, the Program Director requests all supporting documentation from the Committee Chair. The Program Director convenes the Appeals Committee, comprised of the:

   - Department Chair
   - MSW Program Director
   - College Graduate Advisor
The Appeals Committee reviews the documentation from the Retention and Review Committee and all communications from the student. The Department Chair communicates to the student, the classroom instructor, and the student’s faculty advisor the determination of the appeal within five school days after receipt of the appeal.

If the Department Chair is also the classroom instructor involved, or is also the student’s advisor, the MSW Program Director will appoint another tenured faculty member in the Social Work Department to the Appeals Committee; this faculty member will not have served on the three-member Retention and Review Committee.

*Note: If the situation relates to conduct or activity encompassed by the CUNY Rules and Regulations on Campus Conduct, the classroom instructor will refer the situation to the Vice-President of Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws, included in the Appendix of the Lehman College Graduate Bulletin and in the Appendix of this Handbook.*
Part 5: EVALUATIONS

Fieldwork Instructors’ Evaluation of Students’ Performance

It is the responsibility of the Fieldwork Instructor to evaluate the student’s performance throughout the year of Fieldwork. During the Fall semester the Fieldwork Instructor completes a Mid-Semester Evaluation which provides a “snapshot” of the student’s beginning performance at the fieldwork agency. This mid-semester evaluation, which is done for both 1st and 2nd year students, helps to clarify expectations of future performance, and allows for identification of serious concerns (See Appendix.) The Fieldwork Instructor completes End-of-Semester Evaluations at the close of the Fall and Spring semesters. There are separate evaluation forms for each semester of the 1st and 2nd year field placements (See Appendix).

All evaluations must be signed by the fieldwork instructor and the student. The student’s signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may also write an addendum to the evaluation. All evaluation guides are in the Appendix of this Handbook.

Grading Procedures

The Faculty Advisor, in consultation with the Social Work Program faculty, gives the grade for Fieldwork, based on the following:

- Written evaluations of the Fieldwork Instructor
- Agency contacts, including visits and discussions with the Fieldwork Instructor
- Review of process recordings
- Contacts with the student throughout the semester
- Demonstrated professional behavior consistent with the NASW Code of Ethics.

Students’ Evaluation of Fieldwork Agencies

At the end of the Spring semester of Fieldwork, students complete an evaluation of their fieldwork agency and fieldwork experience. The Director of Field Education considers these recommendations in determining fieldwork placements for the following year.
APPENDICIS

Appendix 1. Code of Ethics, National Association of Social Workers

Appendix 2. Ethics in Social Work, Statement of Principles
International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)


Appendix 4. Lehman College/CUNY Policies

Appendix 5. Retention Documents

  Compliance Plan and Agreement
  Field Education Plan and Agreement

Appendix 6. Field Education Documents

  Application for Fieldwork
  MSW Field Education Plan
  Process Recording Form

  Fieldwork Instructor’s Evaluation of Students
  MSW First Year
    Mid-Term Fieldwork Evaluation – Fall Semester
    End of Fall Semester Fieldwork Evaluation
    End of Spring Semester Fieldwork Evaluation
  MSW Second Year
    Mid-Term Fieldwork Evaluation – Fall Semester
    End of Fall Semester Fieldwork Evaluation
    End of Spring Semester Fieldwork Evaluation
Appendix 1

About the National Association of Social Workers (NASW)

NASW is the largest membership organization of professional social workers in the world, with 153,000 members and has chapters in 50 states. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 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 ranked ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

(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.

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about 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, relocation, illness, disability, or death.

1.16 Termination of Services

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

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

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

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

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

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.
2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

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

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

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

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

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

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

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

3.04 Client Records

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

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

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

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

3.05 Billing

Social workers should establish and maintain billing 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, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

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

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

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

5.01 Integrity of the Profession

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

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

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

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and 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 evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
Appendix 2

Ethics in Social Work, Statement of Principles

International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people, with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.
2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person’s physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people’s right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.

2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.

3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person’s life.

4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:
1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

2. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.

3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.

5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.

2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.

3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.

4. Social workers should act in relation to the people using their services with compassion, empathy and care.

5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.

6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.

7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.

12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.


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Appendix 3

Council on Social Work Education, 2008 Educational Policy and Accreditation Standards (EPAS)

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Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.2

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.


Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political,
economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

**Accreditation Standard 1.0—Mission and Goals**

The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

**Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

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

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

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3
- tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.


4. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

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

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

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

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

• understand the forms and mechanisms of oppression and discrimination;

• advocate for human rights and social and economic justice; and

• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

6 Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Educational Policy 2.1.10(a)—Engagement
Social workers
• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.
Educational Policy 2.1.10(c)—Intervention
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.4 In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.


Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program
B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].
B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.
Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program M2.0.1 Identifies its concentration(s) (EP M2.2).
M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).
M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.
M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].
M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.
M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.
2.1.4 Admits only those students who have met the program’s specified criteria for field education.
2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.
2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum
Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the
program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.5


Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination
3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

**Student participation**

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

**Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

**Accreditation Standard 3.3—Faculty**

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

**B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**M3.3.3** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.
Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure
3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster’s social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative
functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.
3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment
Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).
4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.
4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.
4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.
4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.
Appendix 4
LEHMAN COLLEGE/CUNY POLICIES

ARTICLE XV OF THE CUNY BYLAWS (STUDENTS*)

* For graduate students at the Graduate Division, the President of the Graduate Division shall, insofar as practicable, establish procedures, consistent with this Article to implement the provisions thereof. The sections on student activity fees shall apply to the Graduate Division.

Section 15.0. PREAMBLE.
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations. Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1. CONDUCT STANDARD DEFINED.
Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey the laws of the city, state and nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college. The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the board, more detailed rules of conduct and regulations in conformity with the general requirement of this article. This regulatory power is limited by the right of students to the freedoms of speech, press, assembly and petition as applied to others in the academic community and to citizens generally.

Section 15.2. STUDENT ORGANIZATIONS.
a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary. However, no group, organization or student publication with a program against the religion, race, ethnic origin or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.
b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:
1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.
2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.
c. Any person or organization affiliated with the college may file charges with an office of the dean of students.**

**Throughout these bylaws in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.

alleging that a student publication has systematically attacked the religion, race, ethnic origin or sex of a particular group, or has otherwise contravened the laws of the city, state or nation, or any bylaw or resolution of the board, or any policy, regulation or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3. thereof. If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify or overrule the recommendations.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

Section 15.3. STUDENT DISCIPLINARY PROCEDURES.

Complaint Procedures:

a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization or department making the charge. b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;

(ii) Refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3.e. of this bylaw; or

(iii) Prefer formal disciplinary charges.

Conciliation Conference:

The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.

3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.

4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

e. The notice shall contain the following:
1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
   (i) to present his/her side of the story;
   (ii) to present witnesses and evidence on his/her behalf;
   (iii) to cross-examine witnesses presenting evidence against the student;
   (iv) to remain silent without assumption of guilt; and
   (v) to be represented by legal counsel or an advisor at the student's expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:
4. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:
   1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
   2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
   3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
   4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.
   5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.
   6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
   7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
   8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
   9. The committee shall deliberate in closed session. The committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
   10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.
   11. Where a student is represented by legal counsel the president of the college may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

Section 15.4. APPEALS.
An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate
committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committees as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

**Section 15.5. COMMITTEE STRUCTURE.**

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

**Section 15.6. SUSPENSION OR DISMISSAL.**

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. The chancellor or chancellor's designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3. to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

**Section 15.7. THE UNIVERSITY STUDENT SENATE.**

There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.
Section 15.8. COLLEGE GOVERNANCE PLANS.
The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Board of Trustees Rules and Regulations on Campus Conduct

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER
PURSUANT TO ARTICLE 129-A OF THE EDUCATION LAW
The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education. With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that:

“THE PRESIDENT. The president, with respect to his education unit, shall:
a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties;
c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.”

I. RULES
1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.
4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.
8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

II. PENALTIES

1. Any student engaging in any manner of conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of sanctions as hereafter defined: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the City University of New York, or suspension with/without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11, shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of the City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorizes the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or the City University Trustees.

SANCTIONS DEFINED:

A. Admonition. An oral statement to the offender that he has violated University rules.
B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.
D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.
E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
H. Complaint to Civil Authorities.
I. Ejection.
Bylaw Section 15.6
SUSPENSION OR DISMISSAL.
The Board of Trustees reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. The Chancellor or Chancellor’s designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student’s presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

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

The following are some examples of cheating, but by no means is it an exhaustive list:

- 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 other to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words 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.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- 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.

Falsification of Records and Officials Documents

The following are some examples of falsification, but by no means it is an exhaustive list:

- 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.

PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution—generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was “due” turn on the court’s judgment whether the decision on culpability was “disciplinary” (a question of fact) or “academic” (a question of the instructor’s expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an “academic” sanction, that is, a grade reduction, less process is due than if a “disciplinary” sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in the third Recommendation for Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

Procedures in Cases Where the Instructor Seeks an Academic Sanction Only

1. Student Accepts Guilt and Does Not Contest the Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade only), 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 college decides to seek a disciplinary sanction, see Section I above and IV below. 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.

2. Student Denies Gilt and/or Contests The Academic Sanction

If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the college’s grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

**Procedures in Cases Where a Disciplinary Sanction Is Sought**

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college’s Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college’s Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought. Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee’s action.

**Procedures in Cases in Which Both a Disciplinary and an Academic Sanction Are Sought**

If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. 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. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur. Then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

**Reporting Requirements**

1. By the Faculty Member to the Academic Integrity Official

In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form (see sample attached) provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student’s confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may 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.

2. By the Academic Integrity Official to the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official 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 indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.
1 A reduced grade can be an “F,” a “D−,” or another grade that is lower than the grade that would have been given but for the violation.

2 Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; staling an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]
STATEMENT OF NONDISCRIMINATION

Statement of Principles

The City University of New York, located in a historically diverse municipality, is committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. The University believes that, in order truly to benefit from this diversity, the University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University. Diversity among the University’s many members strengthens the institution, promotes the exchange of new ideas, and enriches campus life.

The University does not condone and will not tolerate discrimination in employment or in its educational programs and activities.

The City University of New York continues to recognize the important need to maintain at each campus equal access and opportunity for qualified students, faculty and staff from all ethnic and racial groups and from both sexes.

Policy Statement

It is the policy of The City University of New York and the constituent colleges and units of the University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as a victim of domestic violence.

Sexual Harassment, a form of sex discrimination, is prohibited under the university’s policy against sexual harassment.

The City University of New York, as a public university system, adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, and the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The “protected classes” as delineated in Executive Order 11246 (Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native and Women) were expanded on December 9, 1976 by the Chancellor of the City University of New York to include Italian-Americans.

Responsibility for Compliance

The President of each constituent college of the University, the Senior Vice Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this Policy at his or her respective unit of the University.

Discrimination Complaints

The City University of New York is committed to addressing discrimination complaints promptly, consistently and fairly. There shall be an employment discrimination complaint procedure administered by each unit of the University.

A job applicant, employee, or former employee of Lehman College who wishes to make a complaint related to equal employment opportunity or affirmative action should consult with Dawn Ewing Morgan, the Director of Compliance and Diversity. Mrs. Morgan can be reached at (718) 960-8111. Her office is Shuster Hall, Room 352.
Students who believe they have been discriminated against in violation of this policy should bring their complaints
to the Chief Student Affairs Officer for investigation by the officer or his or her designee in accordance with this
policy. Retaliation against any member of the University community who has made a complaint of discrimination is
prohibited.

THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL HARASSMENT

Policy Statement

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

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

A. Prohibited Conduct

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

B. Definition of Sexual Harassment

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

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s
   employment or academic standing;

2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic
decisions affecting such individual; or

3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic
   performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment
most often exploits a relationship between individuals of unequal power (such as between a faculty member and
student supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals
of equal power (such as between fellow students or coworkers), or in some circumstances even where it appears that
the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty
member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment
has occurred.

C. Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person’s response to a request for sexual favors as a basis for
an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment
include, but are not limited to, the following:
• requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);

• submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

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

D. Consensual Relationships
Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

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

For purposes of this section, an individual has “professional responsibility” for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid awards or other remuneration, or that may impact upon other academic or employment opportunities.

Sexual Harassment Awareness and Intake Committee
The Sexual Harassment Awareness and Intake Committee is responsible for educating the Lehman College community about sexual harassment and its potential consequences to the University community. The members of the Sexual Harassment Awareness and Intake Committee are available to respond to inquiries, receive complaints alleging sexual harassment from any member of the college community, and to refer individuals and/or the complaint to the Sexual Harassment Coordinator. The members of the Sexual Harassment Awareness and Intake Committee are:
Annecy Baez, Counseling Center, 718-960-8761
Chelsea Campbell, Paralegal Studies Program/Continuing Education, 718-960-1159
Vanessa Gonzalez, Campus Life, 718-960-8468
COLLEGE POLICY ON EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Group Activities
The College offers a wide range of extracurricular activities and programs. These include departmental, religious, social, political, and athletic activities; creative events such as art displays and literary, musical, and dramatic performances; and extracurricular lectures on varied topics. Students publish newspapers and other publications and have the opportunity to join a variety of clubs.

Policy on Guest Speakers
Student groups have the right to hear speakers of their choice in accordance with the rules set by the College. It may not, however, be assumed that speakers invited by students represent the views of the College.

Student Government
Student government consists of The Campus Association for Student Activities (CASA) which plans and administers programs and allocates funds for student groups, and the Student Conference which represents students' interests in the Lehman College Academic Senate.

Participation in College Governance
Students shall comprise a permanent one-third of the total membership of the Senate, based upon combining the total number of voting faculty and voting administration representatives. Senate meetings are open to all students and staff at the College. Students are also represented on College committees. The student senators comprise the Student Conference.

THE CITY UNIVERSITY OF NEW YORK WORKPLACE VIOLENCE POLICY AND PROCEDURES

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy
The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining.
agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University’s Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether in a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual’s legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University’s ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.

4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Reporting of Incidents

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons
Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. Commission of a Crime
   All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. False Reports
   Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. Incident Reports
   The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Cleary Act).

Responsibilities

1. Presidents
   The President of each constituent college of the City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (See #7. below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. Campus Public Safety Office
   The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

   Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

   Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

   When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its
geographical confines, when sufficient personnel are available. Such services are to be extended at the
discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her
absence, can authorize escort service outside of the geographical confines of the college.

3. Supervisors
Each dean, director, department chairperson, executive officer, administrator, or other person with
supervisory responsibility (hereinafter “supervisor”) is responsible within his/her area of jurisdiction for the
implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any
complaint of workplace violence made to him/her and any other incidents of workplace violence of which
he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate
supervisor promptly about any complaints, acts, or threats of violence even if the situation has been
addressed and resolved. After having reported such complaint or incident to the Campus Public Safety
Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further,
except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent
or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff
Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff
who are advised by a student that a workplace violence incident has occurred or has been observed must
report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence
that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been,
engaged in by the employee’s supervisor should be brought to the attention of the Campus Public Safety
Director.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus
Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who
believe that domestic or other personal matters may result in their being subject to violence extending into
the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office.
Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the
policy will be posted throughout the campus and be placed on the
CUNY website and on the college's website, as appropriate.

5. Office of Human Resources
The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety
Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported
incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence
incidents reported to that office; and consulting with, as necessary, counseling services to secure
professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to
the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and
staff receive appropriate training. The Office of Human Resources will also be responsible for annually
disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout
the campus and on the college’s website, as appropriate.

6. Students
Students who witness violence, learn of threats, or are victims of violence by employees, students or others
should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger,
students should report threatening incidents by employees, students or others as soon as possible to the
Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace
violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team
A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college’s readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. University Communications
All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

Education
Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools, (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty & Staff Relations will offer periodic training opportunities to supplement the college’s training programs.

Confidentiality
The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation
Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

**FREEDOM OF INFORMATION LAW NOTICE**

Requests to inspect public records at the college should be made to the Records Access Officier, Esdras Tulier, special counsel to the President, who is located in Shuster Hall, Room 376 (718-960-8559). Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the Reference Desk of the Library and on the College website.
Appendix 5

Retention Documents

Compliance Plan and Agreement
Field Education Plan and Agreement
LEHMANN COLLEGE/CUNY
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM

COMPLIANCE PLAN AND AGREEMENT

Student: ________________________________ Date: ___________

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. This is often difficult for the beginning student, as this type of behavior may not have been required in previous (non-social work) classes. However, students are required to begin to incorporate the NASW Code of Ethics into classroom decorum. This plan and agreement has been developed in order to address specific problematic behaviors that have been identified by the classroom instructor and that warrant attention and need to be resolved.

This form is for use for problematic behaviors not covered by the CUNY Rules and Regulations on Campus Conduct. In the case of behaviors covered by the CUNY Rules and Regulations on Campus Conduct, a referral is made by the classroom instructor to the Vice-President for Student Affairs.

This Plan and Agreement addresses the following situation:

________________________________________________________________________
________________________________________________________________________

The expectations and goals as outlined in this document have been developed jointly by the student, classroom instructor, and faculty advisor. If the classroom instructor and faculty advisor are the same, then the student may select another full-time faculty member who will participate in developing this agreement. This Compliance Plan and Agreement clarifies for all concerned parties the behavioral requirements for the student to remain in the Social Work Program at Lehman College.

Responsibilities of the student:

________________________________________________________________________
________________________________________________________________________

Responsibilities of the classroom instructor:

________________________________________________________________________
________________________________________________________________________

Responsibilities of the faculty advisor:

________________________________________________________________________
________________________________________________________________________
I, [the student], agree to the responsibilities as outlined above. I am aware that failure to comply with the terms of this Compliance Plan and Agreement will result in a referral to the Retention Committee of the Social Work Program and may result in dismissal from the MSW Program.

The social work faculty, in turn will provide academic instruction and professional advising to assist with the learning and professional development process.

________________________________________________________________________
Student Name: Print/Signature/Date
________________________________________________________________________
Classroom Instructor: Print/Signature/Date

Faculty Advisor or, if Classroom Instructor is the same as Faculty Advisor, another Full-Time Faculty Member Selected by the Student: Print/Signature/Date
LEHMANN COLLEGE/CUNY
DEPARTMENT OF SOCIAL WORK
SOCIAL WORK PROGRAM

FIELD EDUCATION PLAN AND AGREEMENT

Student:________________________________________ Date: _________________

The purposes of this Field Education Plan and Agreement are

- to clarify the learning goals and objectives for the fieldwork experience,
- to assist in the synthesis of classroom material and field experiences
- to promote professional development, and
- to clarify the mutual expectations and responsibilities of the student, the field instructor, and the faculty advisor.

The expectations and goals as outlined in this document have been developed jointly by the student, field instructor, and the student’s field faculty advisor. This Plan and Agreement clarifies for all concerned parties the student’s educational goals and objectives, assignments and agency responsibilities, as well as the responsibilities of the field instructor and faculty advisor at Lehman College.

Based upon the NASW Code of Ethics, the student agrees to practice in an ethical and appropriate manner and adhere to the policies and procedures of the fieldwork agency. The student will incorporate the academic coursework with field practice in an ongoing and increasingly complex manner. It is recognized that educational needs and objectives can change over time; therefore, the Plan and Agreement can be modified as needed, in consultation with the student, field instructor, and faculty advisor. Such changes need to be agreed upon by all parties.

The student, field instructor, or faculty advisor can request that the Director of Field Education and/or the Director of the Social Work Program participate in the process of designing and/or modifying this agreement.

Responsibilities of the student:

- To attend fieldwork, on the agreed upon days, for a total of _____ hours per week.
- To assume responsibility for rescheduling any unavoidably missed hours or days in the field placement.
- To attend weekly supervision at the agreed upon time, for at least one hour per week.
- To submit ___ process recordings to the field instructor and faculty advisor within a week of seeing the assigned client.
- To utilize the skills and knowledge of entry-level generalist social work practice, as being taught in undergraduate Social Work courses at Lehman College.
- To demonstrate progress towards achievement of the learning objectives for Fieldwork and Fieldwork Seminar, as listed on the syllabi for those courses.
- To adhere to the NASW Code of Ethics.

Responsibilities of the field instructor:

- To monitor the appropriateness of student assignments.
- To meet weekly, at the assigned time, with the student for supervision, for a minimum of one hour of individual supervision.
- To provide supervision in a manner that is consistent with the goals and objectives of the undergraduate Social Work Program at Lehman College. These goals and objectives have been described in detail in the MSW Student Handbook and Field Education Manual that was distributed to all field instructors by the Director of Field Education.
Responsibilities of the field faculty advisor:

- To serve as the academic liaison for both the field instructor and student, thereby providing a bridge between academic expectations, goals, and objectives and that of field instruction.
- To conduct agency visits, a minimum of once during the Fall semester. Frequency of visits will be increased as deemed necessary and appropriate by the field faculty advisor and Director of Field Education.
- To provide academic advisement to the student.

Additional Requirements or Comments:

Student:

________________________________________________________
________________________________________________________
________________________________________________________

Field Instructor:

________________________________________________________
________________________________________________________
________________________________________________________

Faculty Advisor:

________________________________________________________
________________________________________________________
________________________________________________________

I, [the student], agree to the responsibilities as outlined above. I am aware that failure to comply with the terms of this Plan and Agreement will result in a referral to the Review and Retention Committee of the Lehman College Social Work Program and may result in dismissal from the MSW Program.

The Field Instructor will commit to the responsibilities listed above and to provide an internship that allows the student to learn and demonstrate professional social work growth.

The social work faculty will provide academic instruction and professional advising to assist with the learning and professional development process.

Student Name: Print/Signature/Date

Field Instructor: Print/Signature/Date

Faculty Advisor: Print/Signature/Date
Appendix 6

Field Education Documents

Application for Fieldwork

Work-Study Field Placement Agreement

MSW Fieldwork Educational Plan

Process Recording Form

Group Process Recording Form

Fieldwork Instructors’ Evaluation of Students

Mid-Term Evaluation (Fall semester only)

End-of-Semester Evaluation (Fall semester)

End-of-Semester Evaluation (Spring semester)
LEHMAN COLLEGE/CUNY
GRADUATE SOCIAL WORK PROGRAM

MSW APPLICATION FOR FIELD PLACEMENT
(PLEASE TYPE)

Date: 

NAME: 

ADDRESS: 

TELEPHONE #s (home) 

(work) (cell) 

E-MAIL 

SOCIAL SECURITY # 

Valid Driver’s License: □ YES □ NO

Willing and able to drive to a field placement: □ YES □ NO

Please describe any volunteer or paid social work related experiences. Include type of experience, setting, responsibilities, and length of time in each setting. Use additional paper if necessary.

_________________________________________________________________

_________________________________________________________________

Do you speak any language(s) other than English? □ If yes, please list:

Can you provide services in any language(s) other than English? □ If yes, please list:

Please specify any health factors for us to consider in planning for your field placement.

______________________________________________

(Your field instructor will be provided with a copy of this page.)
NAME ________________________ SOCIAL SECURITY # __________________

Do you plan to do your first year field placement at your current place of employment (a “work-study placement”)? Yes______ No______

If yes please complete the following information regarding the person responsible for negotiating the details of the placement:

Agency Name: ____________________________________________

Agency Address: __________________________________________

Contact Person: ______________________ ______________________

Phone number: ___________________________________________

If "No" please complete the below information to assist the faculty in matching you with a field placement agency. Please note the program does not guarantee that you will get a placement in the field of practice that you request.

Social Work Interests: List in order of preference the three fields of practice in which you are interested (do not list specific agencies):

(1) __________________________________________________________

(2) __________________________________________________________

(3) __________________________________________________________

Are there any fields of practice in which you would prefer not to be placed?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Additional comments: Please discuss any information which will assist the faculty regarding the selection of your field work placement. You may note concerns about transportation, child care, employment, health factors, special schedule needs etc.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Signature_________________________ NAME (print)
WORK-STUDY FIELD PLACEMENT AGREEMENT

Date: ________________

STUDENT’S NAME: ____________________________________________

AGENCY NAME: ______________________________________________

STUDENT’S CURRENT SUPERVISOR: _____________________________

TELEPHONE: _____________________

CURRENT JOB RESPONSIBILITIES: ____________________________________________________________
                                                                                           ____________________________________________________________
                                                                                           ____________________________________________________________
                                                                                           ____________________________________________________________
                                                                                           ____________________________________________________________

PROPOSED FIELD INSTRUCTOR: ________________________________
(Please attach completed Curriculum Vitae form or a copy of field instructors resume)

FIELD INSTRUCTORS CONTACT INFORMATION:

ADDRESS: ______________________________________________________

E-MAIL: _______________________________________________________

PHONE NUMBER: _______________________________________________

Has the Field Instructor completed a Seminar in Field Instruction in the New York? __

DESCRIBE THE PROPOSED FIELDWORK ASSIGNMENT (Please be specific attach additional paper if needed):
                                                                                           ____________________________________________________________
                                                                                           ____________________________________________________________
                                                                                           ____________________________________________________________
                                                                                           ____________________________________________________________
                                                                                           ____________________________________________________________

APPROVED DATE______________ DISAPPROVED DATE______________

SIGNATURE__________________________________
An educational plan serves several purposes for the school, student, and field instructor. It should help the student discover the agency’s mission, services, and functions, as well as aid the field instructor in formulating the student’s learning objectives and goals. It should outline both the student’s and field instructor’s expectations, however, should also be considered a fluid document. This means while the plan itself should be initially constructed collaboratively from the first meeting between student and agency, it can and should be discussed throughout the first and subsequent supervision sessions. Please refer to the Field Education Manual for additional assistance.

The educational plan should be completed the first week of field work. Copies of this document will be provided to the student, field instructor, and field advisor.

Student Name: 
Agency: 
Date of Plan: 
Length of Plan (Eg. Fall 2009):
Field Instructor: 
Field Advisor: 

I. Assignments:
   ○ Eg. John will conduct ongoing supportive counseling to three clients.

II. Professional and Interdisciplinary Relationships
   ○ Eg. John’s field instructor is Ms. Smith. However, on Mondays, Mr. Jones will be his task supervisor.

III. Meetings
   ○ Eg. John will attend staff meetings on Wednesday mornings at 9 a.m.

IV. Supervision (MSW students receive a minimum of 1 hour of individual supervision per week.)
   ○ Eg. John will have individual supervision with his field instructor every Friday at 10 a.m. He will also have group supervision every other Wednesday at 3 p.m.
V. Process Recordings (MSW students are required to write a minimum of 2 process recordings per week). Please note: Students are required to submit process recordings complete with field instructors’ comments to their field advisors throughout the semester.
  ○ Eg. John is responsible for one process recording per week. He will submit this to his field instructor two days before individual supervision.

VI. Work Schedule (MSW students must have 21 hours of field work per week.)

VII. Special Considerations or Arrangements (eg. Equipment, bilingual services)

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Field Instructor</th>
<th>Date</th>
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<tr>
<th>Field Advisor</th>
<th>Date</th>
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</table>
Process Recording

Lehman College
Department of Social Work

This is an educational tool used in supervision and not to be used in agency records. It is the property of the student and should be handled confidentially. All identifying information of clients should be disguised (For example: use Ms. J for Ms. Jones).

Your Name: ___________________  Agency: _____________________

Date of Contact: _______________  Length of Contact (in minutes):____

Type of Contact:  □ Individual  Nature of Contact:  □ In Person
□ Family  □ In Person
□ Group  □ Telephone
□ Other ________
□ Initial  □ Collateral
□ On-going  □ Supervision
□ Other ________

Location of contact (home visit, agency, hospital room, etc.): ______________

Language(s) of interview: ______________  Was an interpreter used? ________

Brief Description of Client(s) (age, gender and other relevant information):

What are the short-term goals with this client?

What are the long-term goals with this client?

Purpose of this particular contact (What did you want to achieve in this contact?):

Pre-engagement (Describe what you did to prepare for the contact):
<table>
<thead>
<tr>
<th>Process Recording</th>
<th>Interview Content</th>
<th>Student’s Thoughts and Analysis</th>
<th>Practice Skills Used and Rationale</th>
<th>Supervisor’s Comments</th>
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<tr>
<td>Student’s Feelings</td>
<td>Interview Content</td>
<td>Student’s Thoughts and Analysis</td>
<td>Practice Skills Used and Rationale</td>
<td>Supervisor’s Comments</td>
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|                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
Describe the client’s personal and environmental strengths:

What special circumstances or situation affected this interaction?

How did this contact fit in with the client’s short- and long-term goals?

What do you think you could have done differently in this interaction?

Plans for future actions (Describe the activities you plan to undertake on behalf of the client):
For Advanced Year Students

Has the client been diagnosed? ____________  If yes, then provide information about the diagnosis:

Given all of the information available regarding this client, and the purpose of your work with this client, discuss the theoretical perspective that guided, or in retrospect might have been helpful in, your interaction with the client. Why did you select this perspective?
LEHMANN COLLEGE
DEPARTMENT OF SOCIAL WORK
GROUP PROCESS RECORDING

Name of student: _____________________________________________

Name of agency: ______________________________________________

Date and time of this group meeting: ______________________________

I. DESCRIPTION OF THE GROUP

Name and type of group: _______________________________________

Stated purpose of the group session (attach any agenda and/or handouts):
________________________________________________________________________
________________________________________________________________________

Name of facilitator(s): _______________________ Position at agency _____________________

When and how frequently does the group meet? _________________________________

How long is each session? _________________________________

What are the criteria for membership in this group? _________________________________
________________________________________________________________________

Who was present at this session? (Include initials of clients, gender, [M/F/T] and age.)
________________________________________________________________________
________________________________________________________________________

Is this an open-ended or closed-ended group? _________________________________

If this is a closed-ended group, this is session _____ of _____. What is the total group membership? _________

Indicate which individuals are mandated and which are voluntary. ________________________________
________________________________________________________________________
________________________________________________________________________

Where does the group meet? _____________________________________________

What did you do to obtain space for the group?
Draw a diagram of where you and each group member sat during this session and indicate any other significant physical arrangements for the group and/or session.
II. DESCRIPTION OF SESSION

A. How did you prepare for this group session? What was your role during this session?

B. Describe and discuss the behaviors of group members and the group dynamics that you observed directly before the beginning of the group session.

C. Write a detailed narrative of what occurred in the group from the beginning to the end of the session. Identify any norms and rules the members develop as well as the roles the group members take on. Include interactions among group members such as leadership patterns, alliances, competition, conflict resolution, etc.
D. Discuss what you think you did well as a group facilitator during this session; evaluate your strengths in group practice. Discuss areas that you feel could be strengthened or further developed in your role(s) with the group?
LEHMAN COLLEGE/CUNY - SOCIAL WORK DEPARTMENT

MSW First Year
Mid-Term Fieldwork Evaluation – Fall Semester

STUDENT’S NAME__________________________________________________________

FIELD INSTRUCTOR’S NAME_________________________________________________

FIELD INSTRUCTOR’S Phone #_______________________________________________

FIELD INSTRUCTOR’S Email Address_________________________________________

AGENCY______________________________________________________________

UNIT/DEPARTMENT________________________________________________________

ADDRESS OF AGENCY____________________________________________________

DIRECTIONS: Please indicate the students performance in the following areas using the following scale:
Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”) or Not Yet Determined (“NYD”)

I. Direct Services to Clients

<table>
<thead>
<tr>
<th>Beginning Skills In:</th>
<th>Individuals</th>
<th>Families</th>
<th>Groups</th>
<th>Organizations</th>
<th>Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>Contracting</td>
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<tr>
<td>Interviewing</td>
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</table>

Comments:
________________________________________________________________________

II. Agency as Service Delivery System

A. Beginning to understand agency function. ___________

B. Beginning to use Community resources. ___________

C. Beginning to fulfill administrative responsibilities in a timely manner.____

D. Beginning to show/develop capacity to collaborate with agency staff.____

III. Supervisory Process

A. Regular attendance at scheduled weekly supervisory meetings.__________

________________________________________________________________________
B. Preparation of agenda.

C. Identifying learning needs/problems.

D. Developing self-awareness.

E. Accepting constructive criticism.

F. Use of Process recordings:
   a. Does the student submit process recordings in time for use in the weekly supervisory conference?  
      Yes___  No____

   b. Is the student beginning to reflect upon his/her interventions and role in the process recordings?  Yes ___  No____

IV. Professional Issues

A. Responsiveness to agency policies and regulations.

B. Use of time, punctuality, and attendance.

C. Maintaining current records, compiling statistical data, performing other routine tasks.

D. Adherence to professional values and ethics (NASW Code of Ethics); for example: confidentiality, client self-determination, non-judgmental approach. (Note: Breeches of professional values and ethics should be brought to the attention of the faculty advisor when they happen)

Comments: ______________________________________________________

_________________________________________________________________

V.  

A. Please indicate any other significant strengths:

____________________________________________________________________________

____________________________________________________________________________

B. Please indicate any other significant areas of concern:

____________________________________________________________________________

____________________________________________________________________________

Field Instructor’s Signature___________________________________________

Date_______________

Student’s Signature__________________________________________________ Date_______________

(Note: Student’s signature indicates that the student has read this evaluation. It does not indicate the student’s agreement with the evaluation. The student may write and attach an addendum to this evaluation.)
TO: All Field Instructors

FROM: Lehman College Field Education Department

RE: New Fieldwork Evaluations

Attached please find our new fieldwork evaluation form.

The Council on Social Work Education, the national organization that accredits social work programs, is now requiring that schools of social work move to a competency-based model for curriculum and student evaluation. The Council on Social Work Education has identified 10 core competencies. Each competency is implemented by practice behaviors that students should be able to demonstrate upon completion of the program. One very important place where students demonstrate these practice behaviors is in fieldwork.

In our new fieldwork evaluation we are asking that you rate students on each practice behavior. Therefore, for each practice behavior listed, we are asking fieldwork instructors to determine what level of competency they think their students are demonstrating by checking off the appropriate box (see instruction sheet for key). Following each practice behavior, we then ask you to write a short narrative explaining how the student has or has not mastered the practice behavior. Please include specific evidence.

For example, Competency #10 includes the practice behavior, “Negotiate, mediate, and advocate for clients,” and could be responded to as follows:

<table>
<thead>
<tr>
<th>Negotiate, mediate, and advocate for clients.</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
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<tr>
<td>☐ ☐ ☐ ☑ ☐</td>
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</table>

As evidenced by: Mrs. X experienced difficulty getting the heat turned on in her apartment. Mary spoke with the client and helped her find ways to speak to the landlord. When that didn’t prove effective she assisted the client in writing a letter of concern to the building management.

Please do not hesitate to call your student’s faculty field advisor or the Field Education Department if you have any questions or concerns regarding this evaluation.

Thank you for your continued work with Lehman students!
SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES


FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the practice behaviors associated with each competency, which students should demonstrate by the end of the first semester of the field practicum.

When rating each practice behavior, please provide content (e.g., descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student’s performance can be further improved for each practice behavior.

On the scale provided after each practice behavior, please indicate the student’s level of performance at the end of the semester by placing an X in the appropriate box.

IP  Insufficient Progress
    Rarely demonstrates awareness, knowledge and skills as a social work intern

EC  Emerging Competence
    Is beginning to demonstrate awareness, knowledge and skills as a social work intern

FC  Frequent Competence
    Frequently demonstrates awareness, knowledge and skills as a social work intern

C   Competence
    Consistently demonstrates awareness, knowledge and skills as a social work intern

AC  Advanced Competence
    Expertly demonstrates awareness, knowledge and skills as a social work intern

Note: Those Practice Behaviors followed by “Spring Semester Only” are not evaluated during the Fall semester.

Evaluation Process

- The field instructor and student jointly review the student’s performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.

Note: The student’s signature does not indicate agreement, but rather that the evaluation has been read.

- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.
COMPETENCY I:

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<tbody>
<tr>
<td>1.</td>
<td>Identify need and advocate for client access to the services of social work.</td>
<td>Spring Semester Only</td>
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<tr>
<td>2.</td>
<td>Practice personal reflection and demonstrate positive change that assures continual professional development.</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
</tr>
<tr>
<td>3.</td>
<td>Recognize and attend to professional roles and boundaries.</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
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<tr>
<td>4.</td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
</tr>
<tr>
<td>5.</td>
<td>Engage in career-long learning.</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
</tr>
<tr>
<td>6.</td>
<td>Utilize supervision and consultation.</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
</tr>
</tbody>
</table>

**Evidence to support rating and strategies to increase competence:**
COMPETENCY II:

**Apply social work ethical principles to guide professional practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

### Practice Behaviors

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<tr>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>IP</td>
<td>EC</td>
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<tr>
<td>9. Tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
<td>C</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY III:

Apply critical thinking to inform and communicate professional judgments.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Spring Semester Only</th>
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<tbody>
<tr>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<tr>
<td>13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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</table>

Evidence to support rating and strategies to increase competence:
**COMPETENCY IV:**

**Engage diversity and difference in practice in the urban environment.**

Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<tr>
<td>14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</td>
<td>Spring Semester Only</td>
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<tr>
<td>15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.</td>
<td>IP EC FC C AC</td>
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<td></td>
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<tr>
<td>17. Utilize themselves as learners and engage those with whom they work.</td>
<td>IP EC FC C AC</td>
<td></td>
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</table>

**Evidence to support rating and strategies to increase competence:**
COMPETENCY V:

**Advance human rights and social and economic justice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<thead>
<tr>
<th>Practice</th>
<th>Spring Semester Only</th>
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<tbody>
<tr>
<td>18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.</td>
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<tr>
<td>19. Advocate for human rights and social and economic justice.</td>
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<tr>
<td>20. Participate in practices that advance social and economic justice.</td>
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</table>

COMPETENCY VI:

**Engage in research-informed practice and practice-informed research.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Spring Semester Only</th>
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</thead>
<tbody>
<tr>
<td>21. Use practice experience to inform scientific inquiry.</td>
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<tr>
<td>22. Use research evidence to inform practice.</td>
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</tbody>
</table>
COMPETENCY VII:

Apply knowledge of human behavior and the social environment.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Spring Semester Only</th>
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<tbody>
<tr>
<td>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<tr>
<td>24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</td>
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</table>

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII:

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Spring Semester Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Analyze, formulate and advocate for policies that advance social well-being.</td>
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<tr>
<td>26. Collaborate with colleagues and clients for effective policy action.</td>
<td></td>
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</tbody>
</table>
COMPETENCY IX:

**Respond to contexts that shape practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<tbody>
<tr>
<td>27.</td>
<td>Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>Spring Semester Only</td>
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<td>28.</td>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<td>Spring Semester Only</td>
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</table>

COMPETENCY X:

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<tbody>
<tr>
<td>29.</td>
<td>Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</td>
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<td>Use empathy and other interpersonal skills.</td>
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<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>Collect, organize, and interpret client data.</td>
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<td>Assess client strengths and limitations.</td>
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<td>Develop mutually agreed-on intervention goals and objectives.</td>
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<td>36.</td>
<td>Initiate actions to achieve client and organizational goals.</td>
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<td>37.</td>
<td>Implement prevention strategies and enhances client capacities.</td>
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<td>39.</td>
<td>Negotiate, meditate, and advocate for clients.</td>
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<td>40.</td>
<td>Facilitate transitions and endings.</td>
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<td>41.</td>
<td>Critically analyzes, monitors, and evaluates interventions.</td>
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<td>EC</td>
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Evidence to support rating and strategies to increase competence:
I. Student’s Strengths:

II. Student’s Limitations or Areas Identified for Additional Experience

III. Student’s Comments

______________________________  ____________
Signature of Field Instructor        Date

______________________________  ____________
Signature of Student               Date

______________________________  ____________
Signature of Faculty advisor       Date
Lehman College / CUNY
Department of Social Work

FIELDWORK II EVALUATION – SWK 672
GRADUATE SOCIAL WORK PROGRAM
SPRING SEMESTER 20__

STUDENT: _____________________________

AGENCY: ________________________________

(Address) (City) (State) (Zip Code)

FIELD INSTRUCTOR: _____________________________

INSTRUCTOR TELEPHONE: _____________________________

(Area Code) (Number) Extension

INSTRUCTOR EMAIL: _____________________________

-------------------------------------------------------------------------------------------------

SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES

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This evaluation instrument assesses the practice behaviors associated with each competency, which students should demonstrate by the end of the second semester of the field practicum.

When rating each practice behavior, please provide content (e.g., descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student’s performance can be further improved for each practice behavior.

On the scale provided after each practice behavior, please indicate the student’s level of performance at the end of the semester by placing an X in the appropriate box.

**IP** Insufficient Progress
Rarely demonstrates awareness, knowledge and skills as a social work intern

**EC** Emerging Competence
Is beginning to demonstrate awareness, knowledge and skills as a social work intern

**FC** Frequent Competence
Frequently demonstrates awareness, knowledge and skills as a social work intern

**C** Competence
Consistently demonstrates awareness, knowledge and skills as a social work intern

**AC** Advanced Competence
Expertly demonstrates awareness, knowledge and skills as a social work intern

---

### Evaluation Process

- The field instructor and student jointly review the student’s performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated. If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.

  **Note:** The student’s signature does not indicate agreement, but rather that the evaluation has been read.

- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

---

The Social Work Department at Lehman College appreciates your work with our students.
COMPETENCY I:

Identify as a professional social worker and conduct oneself accordingly

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<p>| | | | | |</p>
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<tr>
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<tbody>
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<td>1. Identify need and advocate for client access to the services of social work.</td>
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<td>3. Recognize and attend to professional roles and boundaries.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.</td>
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<td>5. Engage in career-long learning.</td>
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<tr>
<td>6. Utilize supervision and consultation.</td>
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<td>EC</td>
<td>FC</td>
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Evidence to support rating and strategies to increase competence:
**COMPETENCY II:**

**Apply social work ethical principles to guide professional practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<tr>
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<th>FC</th>
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<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<tr>
<td>9. Tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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</tbody>
</table>

**Evidence to support rating and strategies to increase competence:**
COMPETENCY III:

**Apply critical thinking to inform and communicate professional judgments.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

<table>
<thead>
<tr>
<th></th>
<th>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</th>
<th>12. Analyze models of assessment, prevention, intervention, and evaluation.</th>
<th>13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
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<td>EC</td>
<td>FC</td>
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</table>

**Evidence to support rating and strategies to increase competence:**
COMPETENCY IV:

Engage diversity and difference in practice in the urban environment.
Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
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<th>Practice Behavior</th>
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<th>C</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</td>
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<tr>
<td>15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.</td>
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<td>17. Utilize themselves as learners and engage those with whom they work.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY V:

**Advance human rights and social and economic justice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

### Practice Behaviors

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<tbody>
<tr>
<td>18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.</td>
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<td>19. Advocate for human rights and social and economic justice.</td>
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<tr>
<td>20. Participate in practices that advance social and economic justice.</td>
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**Evidence to support rating and strategies to increase competence:**
COMPETENCY VI:

Engage in research-informed practice and practice-informed research.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

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<tr>
<td>21. Use practice experience to inform scientific inquiry.</td>
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<td>22. Use research evidence to inform practice.</td>
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Evidence to support rating and strategies to increase competence:

COMPETENCY VII:

Apply knowledge of human behavior and the social environment.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

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<tr>
<td>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<td>24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY VIII:

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<tr>
<td>25. Analyze, formulate and advocate for policies that advance social well-being.</td>
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<tr>
<td>26. Collaborate with colleagues and clients for effective policy action.</td>
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Evidence to support rating and strategies to increase competence:

COMPETENCY IX:

**Respond to contexts that shape practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

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<tr>
<td>27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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Evidence to support rating and strategies to increase competence:
**COMPETENCY X:**

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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41. Critically analyzes, monitors, and evaluates interventions.

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Evidence to support rating and strategies to increase competence:
SUMMARY OF STUDENT ACHIEVEMENT

GRADUATE EVALUATION OF STUDENT PERFORMANCE

SPRING SEMESTER

I. Student’s Strengths:

II. Student’s Limitations or Areas Identified for Additional Experience

III. Student’s Comments

__________________________________________________________________________
Signature of Field Instructor ______________________________ Date __________

__________________________________________________________________________
Signature of Student ______________________________ Date __________

__________________________________________________________________________
Signature of advisor ______________________________ Date __________
Lehman College/CUNY
DEPARTMENT OF SOCIAL WORK

MSW Second Year
Mid-Term Fieldwork Evaluation – Fall Semester

STUDENT’S NAME__________________________________________
FIELD INSTRUCTOR’S NAME________________________________
FIELD INSTRUCTOR’S Phone #_______________________________
FIELD INSTRUCTOR’S Email Address __________________________
AGENCY__________________________________________________
UNIT/DEPARTMENT________________________________________
ADDRESS OF AGENCY_____________________________________

I. Fieldwork Tasks: Please briefly describe the tasks the student is doing in each area below and assess the student’s performance using the following scale: Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”). If the student has not begun work in this area please indicate when this work will begin.

II. 
   a. Direct Practice
   
   b. Administration
   
   c. Policy Practice
d. Supervisory

________________________________________________________
________________________________________________________
________________________________________________________

III. Supervisory Process: Please indicate the students performance in the following areas using the following scale: Above Satisfactory (“AS”), Satisfactory (“S”), Problematic (“P”)

G. Regular attendance at scheduled weekly supervisory meetings.________

H. Preparation of agenda.________

I. Identifying learning needs/problems.________

J. Accepting constructive criticism.________

K. Does the student submit process recordings in time for use in the weekly supervisory conference? Yes____ No_____

Comments: ________________________________________________________
_________________________________________________________________
_________________________________________________________________

IV. Please indicate any significant strengths:

_______________________________________________________________
_______________________________________________________________

V. Please indicate any significant areas of concern:

_______________________________________________________________
_______________________________________________________________

Field Instructor’s Signature__________________ Date____________

Student’s Signature____________________ Date____________

(Note: Student’s signature indicates that the student has read this evaluation. It does not indicate the student’s agreement with the evaluation. The student may write and attach an addendum to this evaluation.)
SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES


FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses mastery of the practice behaviors associated with each competency, which students should demonstrate by the end of the Fall semester of the 2nd year MSW field practicum.
When rating each practice behavior, please provide content (e.g. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student’s performance can be further improved for each practice behavior. Please use additional sheets if needed.

On the scale provided after each practice behavior, please indicate the student’s level of performance at the end of the semester by placing an X in the appropriate box:

**IP** Insufficient Progress  
Rarely demonstrates awareness, knowledge and skills as a social work intern

**EC** Emerging Competence  
Is beginning to demonstrate awareness, knowledge and skills as a social work intern

**FC** Frequent Competence  
Frequently demonstrates awareness, knowledge and skills as a social work intern

**C** Competence  
Consistently demonstrates awareness, knowledge and skills as a social work intern

**AC** Advanced Competence  
Expertly demonstrates awareness, knowledge and skills as a social work intern

Note: Those Practice Behaviors followed by “Spring Semester Only” are not evaluated during the Fall semester.

---

**Evaluation Process**

- The fieldwork instructor and student jointly review the student’s performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the fieldwork instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- Finally, the fieldwork instructor and student both sign and date the instrument.  
  *Note: The student’s signature does not indicate agreement, but rather that the evaluation has been read.*

- The fieldwork instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- If the student wishes, he or she may append an additional statement to the instrument.
- The faculty advisor assigns the grade for the field practicum.

_The Social Work Department at Lehman College appreciates your work with our students._
COMPETENCY I:

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<td>5. Engage in career-long learning.</td>
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<tr>
<td>6. Utilize supervision and consultation.</td>
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<tr>
<td>7. Provide effective supervision and consultation within the context of agency-based practice.</td>
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<tr>
<td>8. Demonstrate an integration, and autonomous use of social work knowledge, skills, and values essential for advanced generalist practice in the urban environment.</td>
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</tbody>
</table>

**Spring Semester Only**

**Evidence to support rating and strategies to increase competence:**
COMPETENCY II:

**Apply social work ethical principles to guide professional practice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<tr>
<td>11. Tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>12. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<td>13. Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.</td>
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</tbody>
</table>

Evidence to support rating and strategies to increase competence:
COMPETENCY III:

Apply critical thinking to inform and communicate professional judgments.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<tr>
<td>15. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td>16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<tr>
<td>17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.</td>
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</tbody>
</table>

Spring Semester Only

Evidence to support rating and strategies to increase competence:
COMPETENCY IV:

**Engage diversity and difference in practice.**

Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

### Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</td>
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<tr>
<td>19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>20. Recognize and communicates an understanding of the importance of differences in shaping life experiences.</td>
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<td>21. Utilize themselves as learners and engage those with whom they work.</td>
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<tr>
<td>22. Demonstrate the knowledge, skills, and values essential for advanced generalist practice in agency-based practice with diverse urban populations; recognizing their inherent strengths and resilience.</td>
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</table>

**Evidence to support rating and strategies to increase competence:**
COMPETENCY V:

**Advance human rights and social and economic justice.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

<table>
<thead>
<tr>
<th>23. Confront the forms and mechanisms of oppression and discrimination, as well as counter veiling systems of empowerment.</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
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<th>AC</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>24. Advocate for human rights and social and economic justice.</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>25. Participate in practices that advance social and economic justice.</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
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<th>AC</th>
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</tbody>
</table>

| 26. Exercise leadership in efforts to advance human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities. | Spring Semester Only |

**Evidence to support rating and strategies to increase competence:**
**COMPETENCY VI:**

**Engage in research-informed practice and practice-informed research.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

<table>
<thead>
<tr>
<th></th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
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<th>AC</th>
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</thead>
<tbody>
<tr>
<td>27. Use practice experience to inform scientific inquiry.</td>
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<tr>
<td>28. Use research evidence to inform practice.</td>
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<td>☐</td>
<td>☐</td>
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<tr>
<td>29. Apply research findings to practice with diverse urban clients.</td>
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</table>

**Evidence to support rating and strategies to increase competence:**
COMPETENCY VII:

Apply knowledge of human behavior and the social

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<tr>
<td>31. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</td>
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<tr>
<td>32. Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.</td>
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</table>

Evidence to support rating and strategies to increase competence:
COMPETENCY VIII:

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
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<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Analyze, formulate and advocate for policies that advance social well-being.</td>
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<tr>
<td>34. Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<td>35. Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.</td>
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<tr>
<td>36. Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.</td>
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</tbody>
</table>

Evidence to support rating and strategies to increase competence:
COMPETENCY IX:

**Respond to contexts that shape practice in the urban environment.**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

### Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>IP</th>
<th>EC</th>
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</thead>
<tbody>
<tr>
<td>37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td>38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<tr>
<td>39. Apply knowledge, values, and skills of advanced generalist when responding to the range of urban social issues addressed in agency-based practice.</td>
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<tr>
<td>40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.</td>
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</table>

**Evidence to support rating and strategies to increase competence:**
**COMPETENCY X:**

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities in the urban environment.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

<table>
<thead>
<tr>
<th></th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
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<tbody>
<tr>
<td>41. Substantively and affectively prepares for practice with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>42. Use empathy and other interpersonal skills.</td>
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<td>43. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<tr>
<td>44. Collect, organize, and interpret client data.</td>
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<td>45. Assess client strengths and limitations.</td>
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<td>46. Develop mutually agreed-on intervention goals and objectives.</td>
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<td>47. Select appropriate intervention strategies.</td>
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<tr>
<td>48. Initiate actions to achieve client and organizational goals.</td>
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<tr>
<td>49. Implement prevention strategies and enhances client capacities.</td>
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<td>50. Help clients resolve problems.</td>
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<tr>
<td>51. Negotiate, mediate, and advocate for clients.</td>
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<td>52. Facilitate transitions and endings.</td>
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<tr>
<td><strong>53. Critically analyze, monitor, and evaluate interventions.</strong></td>
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<td><strong>54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.</strong></td>
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<tr>
<td><strong>55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.</strong></td>
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<td><strong>56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.</strong></td>
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<td><strong>57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.</strong></td>
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</table>

**Evidence to support rating and strategies to increase competence:**
SUMMARY OF STUDENT ACHIEVEMENT

GRADUATE EVALUATION OF STUDENT PERFORMANCE

FALL SEMESTER

I. Student’s Strengths:

II. Student’s Limitations or Areas Identified for Additional Experience

III. Student’s Comments

_________________________________________  __________________________
Signature of Field Instructor                    Date

_________________________________________  __________________________
Signature of Student                            Date

_________________________________________
Signature of advisor
Faculty Advisor: __________________________

Lehman College / CUNY
Department of Social Work

FIELDWORK IV EVALUATION - SWK 774
GRADUATE SOCIAL WORK PROGRAM
SPRING SEMESTER 20__

AGENCY: ____________________________________________

(Address) (City) (State) (Zip Code)

FIELD INSTRUCTOR: __________________________

INSTRUCTOR TELEPHONE: _______________________

(Area Code) (Number) Extension

INSTRUCTOR EMAIL: ____________________________

SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the practice behaviors associated with each competency, which students should demonstrate by the end of the third semester of the field practicum.

When rating each practice behavior, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student’s performance can be further improved for each practice behavior.

On the scale provided after each practice behavior, please indicate the student’s level of performance at the end of the semester by placing an X in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Insufficient Progress</th>
<th>Emerging Competence</th>
<th>Frequent Competence</th>
<th>Competence</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>Rarely demonstrates awareness, knowledge and skills as a social work intern</td>
<td>Is beginning to demonstrate awareness, knowledge and skills as a social work intern</td>
<td>Frequently demonstrates awareness, knowledge and skills as a social work intern</td>
<td>Consistently demonstrates awareness, knowledge and skills as a social work intern</td>
<td>Expertly demonstrates awareness, knowledge and skills as a social work intern</td>
</tr>
</tbody>
</table>

Evaluation Process

- The field instructor and student jointly review the student’s performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.

Note: The student’s signature does not indicate agreement, but rather that the evaluation has been read.

- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students
COMPETENCY I:

Identify as a professional social worker and conduct oneself accordingly

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Description</th>
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<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify need and advocate for client access to the services of social work.</td>
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<tr>
<td>2. Practice personal reflection and demonstrate positive change that assures</td>
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<tr>
<td>continual professional development.</td>
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<tr>
<td>3. Recognize and attends to professional roles and boundaries.</td>
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<tr>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>appropriate to agency context.</td>
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<tr>
<td>5. Engage in career-long learning.</td>
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<td>6. Utilize supervision and consultation.</td>
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<tr>
<td>based practice.</td>
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<tr>
<td>8. Demonstrate an integration, and autonomous use of social work knowledge,</td>
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<tr>
<td>skills, and values essential for advanced generalist practice in the urban</td>
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<tr>
<td>environment.</td>
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</table>

Evidence to support rating and strategies to increase competence:
COMPETENCY II:

Apply social work ethical principles to guide professional practice.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

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<tbody>
<tr>
<td>9.</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
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</tr>
<tr>
<td>11.</td>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
<td>IP</td>
<td>EC</td>
<td>FC</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>12.</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>IP</td>
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<td></td>
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<tr>
<td>13.</td>
<td>Provide leadership in articulating and resolving ethical dilemmas as they arise in agency-based practice and policy practice.</td>
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<td>EC</td>
<td>FC</td>
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</table>

Evidence to support rating and strategies to increase competence:
COMPETENCY III:

Apply critical thinking to inform and communicate professional judgments.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

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<tr>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>14. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>15. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>16. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<td>17. Provide leadership in communicating knowledge of advanced generalist social work practice in urban agencies.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY IV:

Engage diversity and difference in practice.
Includes: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

Practice Behaviors

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<tbody>
<tr>
<td>18. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</td>
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<td>19. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>20. Recognize and communicates an understanding of the importance of differences in shaping life experiences.</td>
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<td>21. Utilize themselves as learners and engage those with whom they work.</td>
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<td>22. Demonstrate the knowledge, skills, and values essential for advanced generalist practice in agency-based practice with diverse urban populations; recognizing their inherent strengths and resilience.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY V:

Advance human rights and social and economic justice.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

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<td>23. Confront the forms and mechanisms of oppression and discrimination, as well as counter veiling systems of empowerment.</td>
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<td>24. Advocate for human rights and social and economic justice.</td>
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<td>25. Participate in practices that advance social and economic justice.</td>
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<td>26. Exercise leadership in efforts to advances human rights and social and economic justice in work with individuals, families, groups, organizations, and urban communities.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY VI:

Engage in research-informed practice and practice-informed research.

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

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<tbody>
<tr>
<td>27. Use practice experience to inform scientific inquiry.</td>
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<td>28. Use research evidence to inform practice.</td>
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<td>29. Apply research findings to practice with diverse urban clients.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY VII:

**Apply knowledge of human behavior and the social**

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

### Practice Behaviors

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<thead>
<tr>
<th>Practice</th>
<th>Description</th>
<th>IP</th>
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<tbody>
<tr>
<td>30.</td>
<td>Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<td>31.</td>
<td>Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</td>
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<td>32.</td>
<td>Apply conceptual frameworks of human behavior and the social environment, supported by empirical evidence, for practice with a broad range of diverse urban populations, organizations and communities.</td>
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**Evidence to support rating and strategies to increase competence:**
COMPETENCY VIII:

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

Key: IP = Insufficient Progress; EC = Emerging Competence; FC = Frequent Competence; C = Competence; AC = Advanced Competence

**Practice Behaviors**

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<tr>
<td>33.</td>
<td>Analyze, formulate and advocate for policies that advance social well-being.</td>
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<td>34.</td>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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<td>35.</td>
<td>Critically analyze the sociopolitical factors that shape agency policy and the delivery of services to the range of urban populations.</td>
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<td>36.</td>
<td>Exercise leadership in policy practice to advance social and economic well-being and to deliver effective social work services to urban populations.</td>
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**Evidence to support rating and strategies to increase competence:**
COMPETENCY IX:

Respond to contexts that shape practice in the urban environment.

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<tbody>
<tr>
<td>37. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>38. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<td>39. Apply knowledge, values, and skills of advanced generalist when responding to the range of urban social issues addressed in agency-based practice.</td>
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<td>40. Demonstrate the knowledge, values, and skills of advanced generalist practice in the performance of administrative tasks in urban agencies.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY X:

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities in the urban environment.

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<tr>
<td>41. Substantively and affectively prepares for practice with individuals, families, groups, organizations, and communities.</td>
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<td>42. Use empathy and other interpersonal skills.</td>
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<td>43. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>44. Collect, organize, and interpret client data.</td>
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<td>45. Assess client strengths and limitations.</td>
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<td>46. Develop mutually agreed-on intervention goals and objectives.</td>
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<td>47. Select appropriate intervention strategies.</td>
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<td>48. Initiate actions to achieve client and organizational goals.</td>
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<td>49. Implement prevention strategies and enhances client capacities.</td>
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<td>50. Help clients resolve problems.</td>
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<td>51. Negotiate, mediate, and advocate for clients.</td>
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<td>52. Facilitate transitions and endings.</td>
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</table>
53. Critically analyze, monitor, and evaluate interventions.

54. Exercise advanced skills in the engagement of the broad range of diverse clients in our complex urban environment.

55. Utilize advanced assessment skills guided by knowledge of various theoretical frameworks and research in determining and providing services to a range of client systems.

56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.

57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.

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<td>56. Demonstrate advanced intervention skills, guided by social work knowledge and values, with the range of client systems encountered in urban agency-based practice.</td>
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<td>57. Exercise leadership in evaluating social issues and social welfare policies impacting clients and agencies in the urban environment.</td>
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SUMMARY OF STUDENT ACHIEVEMENT

GRADUATE EVALUATION OF STUDENT PERFORMANCE

SPRING SEMESTER

I. Student’s Strengths:

II. Student’s Limitations or Areas Identified for Additional Experience

III. Student’s Comments

__________________________________________  __________________________
Signature of Field Instructor                  Date

__________________________________________  __________________________
Signature of Student                           Date

__________________________________________  __________________________
Signature of Faculty Liaison                   Date