

Lehman College
GRADUATE SOCIAL WORK PROGRAM

M.S.W. Student Handbook & Field Education Manual

LEHMAN COLLEGE
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
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**MSW STUDENT HANDBOOK  
and  
FIELD EDUCATION MANUAL**

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TABLE OF CONTENTS

SECTION I: Overview

Message from Faculty and Staff of the Social Work Department
Introduction, Program Overview, & Contact Information
Mission of Lehman College
Mission of the MSW Program
Goals of the MSW Program

SECTION II: MSW Student Handbook

Part 1: DESCRIPTION OF TRACKS

Description of Tracks
Curriculum by Track
Track A: 2-Year Full-time
Track B: 3-Year Extended Program (ending Spring 2022)
Track C: Advanced Standing Program
Track D: 3-Year Extended Program

Part 2: ADMISSIONS POLICIES AND PROCEDURES

Requirements for Admission
Admission Requirements for All Tracks
Admission Requirements for Track C, Advanced Standing
Additional Admissions Policies
Policy on Selection of Track and Class Schedules
Policy on Transfer of Credits to the MSW Program
Policy on Life Experience Credit
Policy on Non-Matriculated Status
Admissions Procedures

Part 3: ACADEMIC, CONTINUATION AND CLASSROOM POLICIES AND PROCEDURES

Grade Appeals, Probation, and Continuation Criteria
 Grade Appeals Procedures
 Academic Probation
 Continuation in the M.S.W. Program
 G.P.A. Requirement for Graduation
 Classroom Policies and Procedures
 Policy Regarding Use of Tape-Recorders and Electronic Devices in Classes
 Rules and Regulations on Campus Conduct; College Policies, Procedures and Regulations; and
 CUNY Policy on Academic Integrity
 Social Work Department Retention Requirements and Procedures for Review and Termination
 for Violation of Professional Behavior
 Purpose of the Retention and Review Committee
 Composition of the Retention and Review Committee
 Procedure for Review
 Appeals Procedure

Part 4: ADVISEMENT POLICIES AND PROCEDURES

Role of the MSW Graduate Advisor
 Role of the MSW Faculty Advisor
 Role of the Office of the Graduate Studies Advisor

Part 5: STUDENT PARTICIPATION IN DECISION-MAKING AND IN THE FORMULATION OF PROGRAM AND DEPARTMENTAL POLICIES

Social Work Department Meetings
 Social Work Department Advisory Committee
 Interview of Faculty Applicants
 Social Work Club
 Student Evaluation of Courses, Fieldwork, and the Program

Part 6: THE MSW CURRICULUM

Foundation Year Curriculum
 Competencies and Practice Behaviors of the Foundation Year
 Advanced Year Curriculum
 Conceptualization of Advanced Generalist Practice
 Competencies and Practice Behaviors of the Advanced Year
 Organization of the Curriculum
 Optional Certification

Part 7: COLLEGE RESOURCES

APEX

Career Counseling

Child Care Center

Counseling Center

Student Disability Services

Information Technology Center

Instructional Support Services Programs (ISSP)

Library

MSW Academic Support Center

Parking

Health Center

Student Life

Alumni Activities

Part 8: ADDITIONAL TRAINING FOR STUDENTS

Training for Identification and Reporting of Child Abuse and Maltreatment

SECTION III: Field Education Manual**Part 1: OVERVIEW**

Field Education Overview

Contact Information

Part 2: THE STUDENT IN THE FIELDWORK AGENCY

Assignment of Students to Fieldwork Agencies

MSW Fieldwork Educational Plan

Student Responsibilities

Part 3: THE FIELDWORK AGENCY AND THE FIELDWORK INSTRUCTOR

Criteria for Selection of Fieldwork Agencies
Criteria for Employment-Based Placements
Criteria for Field Instructors
Task Supervision
Ongoing Professional Opportunities for Fieldwork Instructors
Process Recordings
Supervisory Agendas
Classroom Assignments Related to Fieldwork Placement
Maintaining Field Liaison Contacts
Guidelines for Home and Community Visits
CUNY-Agency Affiliation Agreements
The Fieldwork Seminar and the Faculty Advisor

Part 4: EVALUATIONS

Fieldwork Instructors' Evaluation of Students' Performance
Grading Procedures
Students' Evaluation of Fieldwork Agencies

APPENDICES

Appendix 1. About the National Association of Social Workers (NASW)
NASW Code of Ethics

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

Appendix 3. Council on Social Work Education 2015 Educational Policy and Accreditation
Standards (EPAS)

Appendix 4. Lehman College/CUNY Policies

Appendix 5. Link to Field Education Documents

SECTION I: Overview

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 links to:

- The Code of Ethics of the National Association of Social Workers (NASW). 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 a link 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 2015 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 City University of New York (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 Health Sciences, Human Services, and Nursing. 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.

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 and passing the LMSW exam.

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).

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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 serves 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.

SECTION II: MSW Student Handbook

Part 1: DESCRIPTION OF TRACKS

Four 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 (ending spring 2022): 3-year extended 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 D: 3-year extended program, 65 credits

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

Track D: 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 2 full days, at least 1 of which is a weekday, (15 hours) per week: 600 hours each academic year

Year Three: Full-time student status

- Classes meet 2 evenings per week
- Fieldwork 2 full days, at least 1 of which is a weekday, (15 hours) per week: 600 hours each academic year

Curriculum by Track

Track A: 2-Year Full-time

YEAR ONE fall semester

SWK 605.....Human Behavior and the Social Environment (3 credits)
 SWK 611.....Generalist Social Work Practice I (3 credits)
 SWK 639.....Social Welfare Institutions and Programs (3 credits)
 *SWK 671.....Fieldwork and Seminar I (5 credits)

YEAR ONE spring semester

SWK 606.....Human Diversity and the Social Environment (3 credits)
 SWK 612.....Generalist Social Work Practice II (3 credits)
 SWK 643.....Social Welfare Policy Analysis (3 credits)
 SWK 646.....Social Work Research I (3 credits)
 *SWK 672.....Fieldwork and Seminar II (5 credits)

YEAR TWO fall semester

SWK 707.....Understanding Clinical Assessment and Diagnosis (3 credits)
 SWK 713.....Advanced Social Work Practice in the Urban Environment I (3 credits)
 SWK 727.....Supervision in Agency-Based Practice (3 credits)
 SWK 747.....Social Work Research II (3 credits)
 *SWK 773.....Fieldwork and Seminar III (5 credits)

YEAR TWO spring semester

SWK 714.....Advanced Social Work Practice in the Urban Environment II (3 credits)
 SWK 729.....Administration in Urban Agencies (3 credits)
 SWK 745.....Social Welfare Policy Practice (3 credits)
 SWK 747.....Social Work Research II (3 credits)
 *SWK 774.....Fieldwork and Seminar IV (5 credits)
 SWK 680-694.....Special Topics in Social Work or Social Work Elective (3 credits)

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

Track B: 3-Year Extended Program (ending Spring 2020)

Students complete the first-year curriculum in two years.

The second-year curriculum is on a full-time basis.

YEAR ONE fall semester

SWK 605.....Human Behavior and the Social Environment (3 credits)

SWK 639.....Social Welfare Institutions and Programs (3 credits)

SWK 680-694.....Special Topics in Social Work or Social Work Elective (3 credits)

YEAR ONE spring semester

SWK 606.....Human Diversity and the Social Environment (3 credits)

SWK 643.....Social Welfare Policy Analysis (3 credits)

SWK 646.....Social Work Research I (3 credits)

YEAR TWO fall semester

SWK 611.....Generalist Social Work Practice I (3 credits)

*SWK 671.....Fieldwork and Seminar I (5 credits)

YEAR TWO spring semester

SWK 612.....Generalist Social Work Practice II (3 credits)

*SWK 672.....Fieldwork and Seminar II (5 credits)

YEAR THREE fall semester

SWK 707.....Understanding Clinical Assessment and Diagnosis (3 credits)

SWK 713.....Advanced Social Work Practice in the Urban Environment I (3 credits)

SWK 727.....Supervision in Agency-Based Practice (3 credits)

SWK 747.....Research Methods II (3 credits)

*SWK 773.....Fieldwork and Seminar III (5 credits)

YEAR THREE spring semester

SWK 714.....Advanced Social Work Practice in the Urban Environment II (3 credits)

SWK 729.....Administration in Urban Agencies (3 credits)

SWK 745.....Social Welfare Policy Practice (3 credits)

SWK 774.....Fieldwork and Seminar IV (5 credits)

*Students are required to complete 3 full days of fieldwork placement per week each semester in both their Second and Third Years in the Program.

Track C: Advanced Standing Program

YEAR TWO fall semester

- SWK 707.....Understanding Clinical Assessment and Diagnosis (3 credits)
- SWK 713.....Advanced Social Work Practice in the Urban Environment I (3 credits)
- SWK 727.....Supervision in Agency-Based Practice (3 credits)
- SWK 747.....Social Work Research II (3 credits)
- SWK 773.....Fieldwork and Seminar III (5 credits)

Spring Semester

- SWK 714.....Advanced Social Work Practice in the Urban Environment II (3 credits)
- SWK 729.....Administration in Urban Agencies (3 credits)
- SWK 745.....Social Welfare Policy Practice (3 credits)
- *SWK 774.....Fieldwork and Seminar IV (5 credits)
- SWK 680-694.....Special Topics in Social Work or Social Work Elective (3 credits)

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

Track D: 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

SWK 605.....Human Behavior and the Social Environment (3 credits)

SWK 639.....Social Welfare Institutions and Programs (3 credits)

SWK 680-694.....Special Topics in Social Work or Social Work Elective (3 credits)

YEAR ONE spring semester

SWK 606.....Human Diversity and the Social Environment (3 credits)

SWK 643.....Social Welfare Policy Analysis (3 credits)

SWK 646.....Social Work Research I (3 credits)

YEAR TWO fall semester

SWK 611.....Generalist Social Work Practice I (3 credits)

*SWK 673.....Extended Fieldwork and Seminar I (4 credits)

YEAR TWO spring semester

SWK 612.....Generalist Social Work Practice II (3 credits)

*SWK 674.....Extended Fieldwork and Seminar II (5 credits)

YEAR TWO summer semester

*SWK 675.....Extended Fieldwork and Seminar III (1 credit)

YEAR THREE fall semester

SWK 707.....Understanding Clinical Assessment and Diagnosis (3 credits)

SWK 713.....Advanced Social Work Practice in the Urban Environment I (3 credits)

SWK 727.....Supervision in Agency-Based Practice (3 credits)

*SWK 775.....Extended Fieldwork and Seminar IV (4 credits)

YEAR THREE spring semester

SWK 714.....Advanced Social Work Practice in the Urban Environment II (3 credits)

SWK 729.....Administration in Urban Agencies (3 credits)

SWK 745.....Social Welfare Policy Practice (3 credits)

SWK 747.....Social Work Research II (3 credits)

*SWK 776.....Extended Fieldwork and Seminar V (5 credits)

YEAR THREE summer semester

*SWK 777.....Extended Fieldwork and Seminar VI (1 credit)

*Students are required to complete 2 full days of fieldwork placement per week each semester in both their Second and Third Years in the Program.

Part 2: 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 professional supervisors 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;
- Availability for a small group interview.

Additional Admission Requirements for Track C, Advanced Standing Program

In addition to the above requirements, since candidates enter in the second (Advanced) year, they 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 or agency supervisor;
- Complete additional essay questions that focus on a practice example 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, C, or D) throughout their time in the Program. All MSW courses require permission from the MSW Advisor to register.

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 Track A, B, C, or D.

Admissions Procedures

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications are evaluated holistically on:

- a) Academic history;
- b) Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the social work profession, and written communication skills;
- c) References;
- d) Interpersonal skills and professional behavior

Part 3: 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, 673, 674, 675, 773, 774, 775, 776, 777) will be dismissed and 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 Master 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.

Cellular telephones 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 Program are required to demonstrate professional behavior consistent with the NASW Code of Ethics. 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 Social Work Department Chair will convene the Retention and Review Committee, as needed. It should be comprised of three full-time faculty members within the Social Work Department. The Chair of the Social Work Department will not serve on the Committee. The Social Work Department Chair will designate one of the three faculty members to serve as Committee Chair. Below is the procedure for 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 in number one, 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 of the MSW Program to attend. 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. This paperwork must be completed with the student before he or she is referred to the Retention and Review Committee unless the situation warrants immediate and direct referral to the Committee.
3. If the student does not comply with the steps outlined in the Compliance Plan and Agreement or the Field Education Plan and Agreement, the student will be referred for review by the Retention and Review Committee.
4. The Social Work Department Chair will inform the student that he or she will hear from the Committee Chair to discuss a mutually convenient time for the Review and Retention Committee meeting and also provide the student with the written procedure for the review and appeal, as found below.
5. The Social Work Department Chair will contact the student and invite the student to provide supporting documents to be shared with the Retention and Review Committee.

6. The Chair of the Social Work Department will invite the following individuals to attend and participate in the discussion at the review meeting:
 - a. The student's current faculty advisor (if relevant)
 - b. An advocate of the student's choosing (if relevant)
 - c. The Director of Field Education (if relevant)

7. 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 Social Work Department Chair who informs the student and the classroom instructor. The Committee can recommend whether or not to dismiss the student from the program, to uphold the student's grade, or to change the student's grade. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 calendar days. The Committee Chair places supporting documents and a copy of the determination in the student's file.

Appeals Procedure

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

Part 4: ADVISEMENT POLICIES AND PROCEDURES

There are two levels of advisement within the MSW program, and 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 D 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, 673, 674, 675, 773, 774, 775, 776, 777). Faculty Advisors serve as liaisons 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 or three 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 D 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 5: 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. Students are represented in the following Departmental committees and meetings:

Social Work Department Meetings

Social Work Department meetings are held monthly 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 Director, 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 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

Interviews of Faculty Applicants

Student representatives are also invited to interviews of candidates for faculty positions. Students' suggestions are highly valued.

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, or to join existing clubs on the campus.

Student Evaluation of Courses, Fieldwork, and the Program

Evaluation instruments are utilized each semester to inform faculty about students' responses to the curriculum and the educational 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 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 6: 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

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and 5. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.

5. Engage in policy practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with individuals, families, groups, organizations, and communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Intervene with individuals, families, groups, organizations, and communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate practice with individuals, families, groups, organizations, and communities	28. Select and use appropriate methods for evaluation of outcomes; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 Policy Practice 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 MSWs 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 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

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Students will be able to demonstrate the expected knowledge, skills, values, and cognitive and affective processes (dimensions underlying behavior) that inform these behaviors.

Competencies	Behaviors
1. Demonstrate ethical and professional behavior	1. Recognizing the ambiguity and complexity of ethical dilemmas within micro, mezzo, and macro practice and managing such inherent conflicts in the best interest of client systems; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice and leadership situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication commensurate with leadership positions within organizations; 4. Use technology ethically and appropriately in a leadership role to facilitate practice outcomes in complex urban organizations at all levels of practice; and 5. Use supervision and consultation to guide professional judgment and behavior as an advanced generalist practitioner.
2. Engage diversity and difference in practice	6. Apply and communicate the importance of intersectionality in understanding diverse and complex urban environments;

	<p>7. Use critical race theory to understand and engage diverse clients and constituencies in complex urban environments, as experts of their own experiences; and</p> <p>8. Identify and challenge personal biases and values in working with diverse clients and constituencies, and in a leadership role encouraging an organizational culture that facilitates this process among all personnel.</p>
3. Advance human rights and social, economic, and environmental justice	<p>9. Demonstrate an understanding of structural inequalities and provide a leadership role to advocate for human rights at the individual and system levels; and</p> <p>10. Engage in practices, advocacy, and policy formation that advance social, economic, and environmental justice.</p>
4. Engage in practice-informed research and research-informed practice	<p>11. Use practice experience and understanding of theory to inform scientific inquiry with diverse underserved urban populations impacted by trauma and structural inequalities;</p> <p>12. Demonstrate leadership in applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in order to enhance services in organizations serving complex urban populations; and</p> <p>13. Use and translate research evidence in a leadership role to inform and improve practice, policy and service delivery in complex urban environments.</p>
5. Engage in policy practice	<p>14. Identify and critically analyze social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for underserved urban populations;</p> <p>15. Assess how social welfare and economic policies impact the delivery of and access to social services in complex urban environments with underserved populations; and</p> <p>16. Taking an organizational leadership role in applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
6. Engage with individuals, families, groups, organizations, and communities	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with underserved clients and constituencies impacted by trauma in complex urban environments; and</p> <p>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse underserved clients and constituencies impacted by trauma in complex urban environments.</p>
7. Assess individuals, families, groups, organizations, and communities	<p>19. Collect and organize data, and apply critical thinking to interpret information from underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective;</p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including trauma-informed practice in the analysis of</p>

	<p>assessment data from underserved clients and constituencies in complex urban environments;</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges from a trauma-informed perspective with underserved clients and constituencies in complex urban environments; and</p> <p>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>23. Critically choose and implement strengths-based trauma-informed interventions to achieve practice goals and enhance capacities of underserved clients and constituencies in complex urban environments;</p> <p>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks such as critical race theory and intersectionality in interventions with underserved clients and constituencies in complex urban environments;</p> <p>25. Use inter-professional collaboration and leadership skills as appropriate to achieve beneficial practice outcomes for underserved populations in complex urban environments;</p> <p>26. Negotiate, mediate, and advocate with and on behalf of underserved clients and constituencies in complex urban environments; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals with underserved clients and constituencies in complex urban environments from a strengths-based trauma-informed perspective.</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>28. Select and use appropriate methods for evaluation of outcomes with underserved clients and constituencies in complex urban environments;</p> <p>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, including intersectionality, in the evaluation of outcomes in complex urban environments;</p> <p>30. Taking a leadership role to critically analyze, monitor, and evaluate intervention and program processes and outcomes in organizations serving clients and constituencies in complex urban environments; and</p> <p>31. Taking a leadership role in organizational settings to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

<p>10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.</p>	<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively;</p> <p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings;</p> <p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems;</p> <p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems;</p> <p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>
<p>11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.</p>	<p>37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings;</p> <p>38. Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision;</p> <p>39. Demonstrate the ability to choose and implement strategies to promote effective administration policies;</p> <p>40. Model ethical decision-making for agency administration based on social work values and ethics;</p>
<p>12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.</p>	<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p> <p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner;</p> <p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>

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 MSW students in Tracks A, B, and D 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." 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 MSW 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 7: 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
- Career Counseling
- Child Care Center
- Counseling Center
- Student Disability Services
- Information Technology Center
- Library
- MSW Academic Support Center
- Parking
- Health Center
- Student Life
- Alumni Activities

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 8: 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 beginning fieldwork, 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 free and available online with New York State at the following link:

<https://www.nysmandatedreporter.org/TrainingCourses.aspx>

Students' transcripts will include information indicating completion of the training.

The Certificate of Completion must be given to the student's field seminar instructor prior to beginning his or her field placement. 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 their seminar instructor. Students may choose to repeat the training.

SECTION III: Field Education Manual

Part 1: 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.

Contact Information:

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peter.niedt@lehman.cuny.edu

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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.

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 complete a minimum of 600 hour per year of field placement. Each track, A, B, C, and D have specific requirements:

Track A 2-year Fulltime students must complete 600 fieldwork hours in each year.

- 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 (7 hours each day) 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 limited number of placements that have some weekend and/or evening hours.
- The Program does not guarantee any student a placement that includes weekend or evening hours.

Track B 3-year Extended students must complete 600 fieldwork hours in both their 2nd and 3rd years in the Program. (ending Spring 2022)

- 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 (7 hours each day) of fieldwork during the Monday through Friday workweek that they are available for fieldwork between the hours of 8 AM and 8 PM. There are a limited number of placements that have some weekend and/or evening hours.
- The Program does not guarantee any student a placement that includes weekend or evening hours.

Track C Advanced Standing students must complete 600 hours in their 1 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 (7 hours each day) of fieldwork during the Monday through Friday workweek that they are available for fieldwork between the hours of 8 AM and 8 PM. There are a limited number of placements that have some weekend and/or evening hours.
- The Program does not guarantee any student a placement that includes weekend or evening hours.

Track D 3-year Extended students must complete 600 fieldwork hours in both their 2nd and 3rd years in the Program.

- Students do their fieldwork 15 hours per week in two days per week.
- Students are required to complete 225 hours of Fieldwork during the Fall semester, 270 hours during the Spring semester, and 105 hours during the Summer semester.
- Field placements begin about the first week of September and continue through the end of June.
- At minimum students must have 1 day (7.5 hours) of fieldwork during the Monday through Friday workweek that they are available for fieldwork between the hours of 8 AM and 8 PM. There are a limited number of placements that have some weekend and/or evening hours.
- The Program does not guarantee any student a placement that includes weekend or evening hours.

All students are required to be in Fieldwork the entire month of January. Students are required to work continually through this month, both to accumulate the required hours and to provide for continuity of the fieldwork experience. All students are required to meet the following requirements for Fieldwork:

A. 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.

B. 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. The student must prepare written supervisory agendas.

C. A minimum of one process recording 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.

D. 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.

E. 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.

F. 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.

G. 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 Program and the student that assures 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 Employment-Based Placements

Agencies offering employment-based 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 cannot 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;
- Employment-based 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 employment-based 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 mission 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 the 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 her/his 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 may be required to make home visits as part of their fieldwork. These visits are a valuable field learning experience and can be extremely beneficial to the client and the social work relationship. Community visits may include accompanying clients to schools, courts, medical appointments, public assistance, etc. 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 visit 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 (tracks A, B, and C) or three semesters (track D), 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 to meet with the Fieldwork Instructor and the student together. The purpose of these visits 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: 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. 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.

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.

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.

APPENDICES

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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Appendix 2

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

<https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

Appendix 3

Council on Social Work Education, 2015 Educational Policy and Accreditation Standards (EPAS)

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Appendix 4

Lehman College/CUNY Policies

<http://lehman.smartcatalogiq.com/2019-2021/Graduate-Bulletin>

Appendix 5

Field Education Documents

<http://lehman.edu/academics/health-human-services-nursing/social-work/field-education.php>