IMPORTANT NOTICE OF POSSIBLE CHANGES

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without notice. Tuition and fees set forth in this publication (or on this website) are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.
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MESSAGE FROM THE FACULTY OF THE SOCIAL WORK DEPARTMENT

The faculty of the Social Work Department at Lehman College welcomes new undergraduate students to the Program and welcomes seniors and Fieldwork Instructors to Field Education. This Handbook contains important information about the policies, procedures, curriculum, governance, and resources that will guide you through the Program. It should be read carefully and will be discussed in your classes and in Fieldwork. Seniors and Fieldwork Instructors will find important information related to Fieldwork and the Fieldwork Seminars in Section II, The Field Education Manual.

The Appendix to this Handbook includes important documents:

- The Code of Ethics of the National Association of Social Workers (NASW) is included in its entirety. It will be discussed at length in classes and in Field Education. The Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. Compliance with professional behavior, as described in the NASW Code of Ethics, is required of all social workers and social work students. Also included is the Ethics in Social Work, Statement of Principles of the International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW), to be used as applicable.
- The 2008 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), which are revised by CSWE every 8 years. CSWE establishes standards that guide undergraduate and graduate social work education nationally, thereby ensuring high quality and standardized professional education. The undergraduate Social Work Program has been accredited by the Council on Social Work Education continuously since 1983.
- Lehman College and CUNY policies and procedures.
- Retention documents, including the Compliance Plan and Agreement, the Field Education Plan and Agreement, and review and appeals procedures.

The Social Work Department offers programs leading to both an undergraduate (B.A. with a major in Social Work) and a Masters of Social Work (M.S.W.) degree; both programs are fully accredited by the Council on Social Work Education. The undergraduate and graduate programs are separate, with different admissions requirements and application procedures. It is important that students applying to the undergraduate program with the intention of continuing with graduate studies in Social Work understand that acceptance into the undergraduate program in no way implies or facilitates acceptance into the Lehman College M.S.W. program.

The faculty wishes you a very productive and successful educational experience in the Program.
INTRODUCTION

Program Overview

The undergraduate program in Social Work, which leads to a Bachelor of Arts degree with a major in Social Work, prepares students for entry-level, generalist social work practice in urban social service agencies and organizations. The program fulfills the requirements of the New York State Education Department and is fully accredited by the Council on Social Work Education. Social work courses required for the major are offered in both day and evening sections. Some courses may also be available on the weekend.

All Social Work majors must complete the 55 credits required for the major. Lehman College does not require a minor; however students may elect to take a minor. Social work cannot be taken as a minor.

No student, including those in the Adult Degree Program, may receive life experience credit in lieu of any course required for the social work major. All students must complete all courses required for the Social Work major.

The program in Social Work builds upon a liberal arts base and integrates knowledge from required study areas with the professional social work curriculum, specifically as it applies to an understanding of human behavior, human diversity, political and social systems, research-based practice, and the helping process. Senior students in the program complete a two-semester field placement in which they spend two days a week in one of many agencies that provide services to children, adults, families and communities. Graduates of the program will have mastered the core competencies of the profession and gained the knowledge, values, and skills essential for ethical, competent, and effective practice with diverse individuals, groups, communities, and organizations in the urban environment. Students will be prepared for beginning generalist social work practice in fields such as child and family welfare, gerontology, substance abuse, health, mental health, developmental disabilities, immigration, and homelessness.

Since the program is accredited by the Council on Social Work Education, B.A. Social Work graduates interested in pursuing an M.S.W. degree are eligible to apply for advanced standing status in a graduate program in social work.

Two special programs, both of which may be of interest to many students, have been introduced for Social Work majors:

- Interdisciplinary Minor in Aging
- Credentialed Alcoholism and Substance Abuse Counselor –Trainee (CASAC-T)

Please see a full description of these programs on pages 22-24 of this Handbook.
Mission of Lehman College

Our program embodies both the “Mission Statement” and the “Values Statement” of Lehman College; as stated in the Lehman College Undergraduate 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 Undergraduate Bulletin, online)

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 Undergraduate Bulletin, online)

Mission of the Undergraduate Social Work Program

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

The mission of the Undergraduate Social Work Program at Lehman College, City University of New York, the only Social Work program in a public senior college in the Bronx, is to educate students to become ethical and competent entry-level generalist social workers for service in urban agency-based practice. Through the implementation of a generalist curriculum built on a liberal arts foundation, and guided by a global perspective, scientific inquiry, and ethical principles, including respect for human rights and diversity, graduates will promote social and economic justice and advance human and community well-being within the context of the rich diversity of the Bronx and its surrounding urban areas.

Goals of the Undergraduate Social Work Program

The goals of the Undergraduate Social Work Program derive from the Program’s mission. Goals are focused on creating opportunities that will prepare students to respond to and contribute to agency-based practice in the complex urban environment in which the Program is 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 generalist social work services to the many diverse groups in our urban environment.

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 a generalist 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 entry-level professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals, families, groups, organizations, and communities, with particular attention to client needs and potentials, and the development of resources of organizational systems through policy practice;

4) Respond to the needs of our community and utilize research-informed practice and practice-informed research in preparing graduates to provide social work services in urban social service agencies and organizations;

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.
Undergraduate Application and Information

Students must complete an Application to the Undergraduate Social Work Program, available in the Social Work Department office, Carman Hall, Room B-18, and submit it, either by mail or in person, to the Undergraduate Social Work Coordinator, also in Carman Hall, Room B-18. This application is separate from the application to Lehman College. Students may submit the application for admission to the Social Work Program after completing the following requirements, or during the semester in which they are completing these requirements:

- Completion of a minimum of 48 college credits
- Completion of Introduction to Social Work (SWK 237)
- Completion of Foundations of Sociology (SOC 166)
- Minimum cumulative index of 2.7

The following information applies to transfer students:

- Students must be accepted to Lehman College before submitting their application to the Social Work Program.
- The above requirements may be completed at Lehman College or the equivalent courses may be completed at other colleges previously attended, if the credits are transferable.
- All transcripts from colleges previously attended must be included with the social work application; student copies of transcripts are acceptable for this purpose.
- Transfer students with a cumulative index lower than 2.7 may apply to the Social Work Program only after completing 12 credits at Lehman College and achieving a 2.7 cumulative index.

Life Experience Credit

The program does not grant social work credit for life experience or previous work experience. All Social Work majors must complete all the requirements of the Social Work major.
Admissions Policies and Procedures

Admissions and Review Committee

All decisions regarding admission and re-admission of students are made by the Admissions and Review Committee, composed of the Undergraduate Social Work Program Director and the Undergraduate Social Work Program Coordinator. Student correspondence related to status in the program should be addressed to the committee, in care of the Undergraduate Social Work Program Director.

Declaration of Major

The College requires that every student must file a Declaration of Major form indicating the student's major; this form also includes space for students to declare an optional minor. The declaration of major form is available in Shuster Hall, Room 106. It must be completed and signed by the student and either the Undergraduate Social Work Coordinator or Director. For students not yet admitted into the major, this signed document serves only as a statement of intention to major in Social Work; it does not represent acceptance into the Social Work Program. Once signed, the form is returned to Shuster Hall, Room 106. Social Work majors are not required to have, or to declare, a minor. Social work may not be declared as a minor.

Note: If a student changes a major, a new Declaration of Major must be completed, indicating that it is a change in major.

Classroom Policies

Policy Regarding Recording in Social Work Classes

Due to the confidential nature of classroom discussions in all social work courses, recording devices in these courses are not allowed. Students who are registered with the Office of Student Disability Services at Lehman College may audiotape in a specific course if they have a signed request for Academic Accommodations from the Office of Student Disability Services, indicating the need to audiotape the course. In such cases the student must discuss the need for this accommodation with the classroom instructor and there must be an agreement about confidentiality of the classroom material.

Academic Integrity

Academic integrity is required in all aspects of coursework, including Field Education, in accordance with the Lehman College policy on academic integrity. See policy on academic integrity in the Lehman College Undergraduate Bulletin (online), also included in Appendix 4 of this Handbook.
Retention Policies and Procedures

Requirements for Retention in the Undergraduate Social Work Program

In order for a student to proceed through the program, the following requirements must be met:

Compliance with the Social Work Code of Ethics

The Code of Ethics of the National Association of Social Workers (NASW) is included in Appendix 1 of this Handbook. 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 Social Work Program.

Attendance and Punctuality

Attendance and punctuality in classes are required as class participation, lecture materials, and class activities are important for the mastery and integration of course material. Absences and/or lateness for Human Behavior and the Social Environment I and II (SWK 305 and 306), Social Work Practice I and II (SWK 311 and 312), Fieldwork Seminar I and II (SWK 440 and 441), Fieldwork I and II (SWK 470 and 471), and Social Welfare Policy (SWK 443) must be discussed with the instructor. Absences or lateness will result in a reduction of the attendance and constructive participation portion of the course grade.

Minimum grade requirements

A minimum final grade of “C” is required to progress in the following courses:

- from Human Behavior and the Social Environment I (SWK 305) to Human Behavior and the Social Environment II (SWK 306)
- from Social Work Practice I (SWK 311) to Social Work Practice II (SWK 312)
- from both SWK 306 and SWK 312 to Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470)
- from both Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470) to Fieldwork Seminar II (SWK 441) and Fieldwork II (SWK 471).

Students who do not achieve the minimum grade will be dropped from the Social Work Program.

Policy Regarding Re-application to the Program

A student who receives a grade below C in SWK 305, 306, 311, 312, 440, or 470, who wishes to be readmitted to the Social Work Program may reapply to the Program when he/she has a
minimum grade point index of 2.7. The student will need to submit an abbreviated Application to the Social Work Program, explaining the circumstances that led to the grade and the changes that have occurred that lead the student to think his/her academic performance will be improved. Completed application should be submitted to the Undergraduate Social Work Program Director. The Admissions and Review Committee will review the application and notify the student if he or she will be readmitted. A student readmitted to the Program may repeat the course one time.

**Final Examinations**

A final examination is required for all undergraduate Social Work courses, excluding Fieldwork I and II (SWK 470 and 471), and Fieldwork Seminar I and II (SWK 440 and 441). All final examinations must be in-class, and are administered at the time specified on the College’s final examination schedule.

**Grade of “Incomplete”**

Students with a grade of “Incomplete” in any course for which there is a minimum grade requirement are not eligible to begin any course for which that course is a pre-requisite or a co-requisite.

**Grade Appeal Procedure**

If a student wishes to appeal a course grade, the following procedure under “Departmental Grade Appeals” in the 2013-2015 Online Lehman College Undergraduate Bulletin should be followed:

When a student considers a grade unjust, he/she should first confer with the instructor. Students are required to initiate grade appeals before the end of the eighth week of a semester following the entry of a permanent grade. Second judgments and additional work are not permitted. If a student is not satisfied that justice has been done, he/she may appeal in writing to the departmental chair. If the chair is the instructor in question, the senior member of the department Personnel and Budget Committee will act for the chair.

a. The chair will appoint a review committee of at least two department members who, with the chair, will review the appeal. The committee will examine all material 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.

b. The chair will notify the student, the instructor, and the Office of Academic Standards and Evaluation of the committee’s decision. If the committee recommends a grade change, the chair will forward that recommendation (A-1) with the decision.

c. The decision of the review committee will be binding on both parties.
Rules and Regulations on Campus Conduct; College Policies, Procedures and Regulations; 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 Undergraduate 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, outlined in the Lehman College Undergraduate Bulletin.

Procedures for Review for Violation of Professional Behavior

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. All students in the Social Work Program are required to demonstrate professional behavior consistent with the Code of Ethics of the National Association of Social Workers; the Code of Ethics is included in Appendix 1 of this Handbook. This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Department. Failure to comply with the Code of Ethics may result in dismissal from the Social Work Program.

Compliance Plan and Agreement
Students who are having difficulties meeting the behavioral requirements in the classroom, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their classroom instructor in order to prepare a Compliance Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this Handbook. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)

Fieldwork Education Plan and Agreement
Students who are having difficulties meeting the behavioral requirements in Fieldwork, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their faculty advisor and Field Instructor in order to prepare a Fieldwork Education Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this Handbook. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)

The student and the classroom instructor attempt to resolve any issues utilizing the Compliance Plan and Agreement or the Field Education Plan and Agreement. At any point the student or the classroom instructor may invite the student’s faculty advisor and, in the case of an issue related
to Fieldwork, the Assistant 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 Assistant Director of
Field Education, the student may request another full-time faculty member who is on the Review
and Retention Committee of the undergraduate Social Work Program to attend in place of the
advisor or the Assistant Director of Field Education.

Review and Retention Committee

Purpose of the Review and Retention Committee

The Review and Retention Committee reviews situations addressed in both the Compliance Plan
and Agreement and the Fieldwork Education Plan and Agreement that remain unresolved. These
are violations of professional or ethical conduct, rather than of an academic nature.

Composition of the Review and Retention Committee

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

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

Procedure for Review

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

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

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

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

Appeals Procedure

Students have the right to appeal the decision of the Review and Retention Committee.
The student has five school days in which to submit a written appeal to the Chair of the Social
Work Department. If the student requests an appeal, the Department Chair requests all
supporting documentation from the Committee Chair. The Department Chair convenes the
Appeals Committee, comprised of the:

Department Chair
Vice-President for Student Affairs at the College or his/her designee

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

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

If the student’s appeal is not upheld, the Committee can recommend the review of a student’s
situation to the Lehman College Vice-President for Student Affairs.

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 Undergraduate Bulletin and in the Appendix of this Handbook.
Part 2 -- ADVISEMENT POLICIES AND PROCEDURES

All students receive two forms of advisement:

- advisement related to the major from a Social Work faculty or administrative staff member
- advisement related to the liberal arts requirements of Lehman College, as described below.

Social Work Program Advisement

All Social Work majors receive advisement related to the major from a full-time Social Work Program faculty or administrative staff member.

Advisement Prior to the Junior Year
During the application procedure, and prior to beginning Social Work Practice I (SWK 311), students are advised by the Undergraduate Social Work Program Coordinator, whose office is in Carman Hall, B-18.

Advisement during the Junior Year
When students begin the Social Work Practice sequence, which takes place during the junior year, the faculty member teaching the student’s Social Work Practice courses (SWK 311 and SWK 312) provides Social Work Program advisement. Students remain in the same section of Social Work Practice during both semesters and therefore remain with the same advisor throughout the year.

Advisement during the Senior Year
During the senior year, the faculty member teaching Fieldwork Seminar I and II (SWK 440 and SWK 441) serves as the student’s Social Work Program Field Faculty Advisor. This faculty member also serves as field-faculty liaison for the student in Fieldwork I and II (SWK 470 and SWK 471). Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of the academic year.

Faculty Advisors write letters of reference for employment for their graduating advisees. Letters of recommendation for graduate school are written by the Faculty Advisor in consultation with the faculty. This letter reflects the student’s overall performance in the program, and, unless otherwise required by the graduate program, is the only letter of recommendation provided by the Social Work faculty.

Students’ Responsibilities for Contacting Social Work Program Faculty Advisor

It is the students’ responsibility to contact the Social Work Program Faculty Advisor directly to discuss all matters having to do with academic performance, schedule planning, and registration.
If special concerns related to the Program arise for any student, the student is expected to discuss these with his/her Social Work Program Faculty Advisor. Office hours of all faculty members are posted in Carman Hall, Room B-18. Faculty members inform students of their office location, office hours, and office telephone number at the start of each course. There are also faculty mailboxes located in Carman Hall, Room B-18. All communication between faculty and student is through Lehman e-mail. Students are expected to check their Lehman e-mail daily.

*Note: Please be sure to let your Advisor know if there is any change in your name, address, or phone number.*

**Academic Advisement for College Requirements**

In addition to advisement in the Social Work Program, all students receive academic advisement to guide them through the academic requirements of the College, including evaluation of transfer credits. Most students receive this advisement through the Office of Academic Standards and Evaluation (Shuster Hall, Room 280), where advisors meet individually with students. Students in the Adult Degree Program, the Lehman Scholars Program, SEEK, or who are registered with the Office of Student Disability Services, receive advisement through those offices. Students are expected to initiate meetings with their academic advisor at least once each semester.

*Part 3 -- 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 and procedures of the Social Work Department. In addition, students are encouraged to participate in college-wide student government activities, See Lehman College/CUNY policies on Extracurricular Activities and Programs in the Appendix of this *Handbook.* Students are represented on key departmental committees and participate in departmental meetings.

**Student Representatives of the Social Work Club**

The Undergraduate Social Work Club serves as a bridge between students' needs and interests and the Program and its policies. See description of the Club in Part 6 of this *Handbook,* “Program and Department Activities.” The Club elects student representatives to the following:

- Social Work Department Faculty and Administrative Staff Meetings
- Celebration and Conference Planning Committees
- Departmental Advisory Committee
- Departmental Personnel and Budget Committee, including Faculty and Staff Search Committees
- Annual Evaluation of Procedures of the Review and Retention Committee

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

Social Work Department meetings are held regularly to discuss policies, procedures, curriculum, programmatic, and professional issues. All full-time Social Work faculty members and Higher Education Officer staff are in attendance. Student representatives elected by the undergraduate
Social Work Club and student representatives of the M.S.W. program are invited to attend the portion of meetings that are concerned with policies, procedures, curriculum, and program issues. Students also participate on committees to plan celebrations and conferences.

*Social Work Department Advisory Committee*

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

- social welfare agencies in the public and private sectors, include field instructors and educational coordinators
- public and private social work education programs
- professional and government organizations
- undergraduate and graduate students currently in the Lehman College Social Work Programs and alumni
- faculty and staff of the Social Work Department
- College faculty and administration

*Departmental Personnel and Budget Committee; Faculty and Staff Search Committees*

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

**Annual Evaluation of Procedures of the Review and Retention Committee**

Student representatives participate in the annual evaluation meeting of the Review and Retention Committee, as described in Part 1 of this *Handbook*, “Retention Policies and Procedures.”

**Student Evaluation of Courses, Fieldwork, and the Program**

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

- All students complete an online, anonymous university-wide evaluation of each course taken. Completed evaluations are made available for each faculty member to review only
during the semester following the review. This is sent by the College to all students, to their Lehman e-mail addresses.

- At the close of each semester, students taking Social Work courses complete an anonymous outcome instrument designed by the Social Work faculty. These instruments measure the effectiveness of each course in accomplishing its stated Competencies and Practice Behaviors. They are analyzed statistically and used by the faculty in assessing the effectiveness of the curriculum and in determining needed curriculum changes.
- At the close of the Spring semester of the senior year, students complete an anonymous evaluation of their achievement of the Competencies and Practice Behaviors of the undergraduate Social Work Program. This is analyzed statistically and utilized by faculty to improve the curriculum.
- Students complete an evaluation of their fieldwork agency and fieldwork experience at the end of the Spring semester of Fieldwork. The Director of Field Education considers these recommendations in determining fieldwork placements for the following year.
- At the close of the Spring semester, students in SWK 312 and SWK 441 complete an evaluation of the Implicit Curriculum, which is useful in assessing and improving Program policies and procedures.

**Part 4 -- CURRICULUM FOR THE SOCIAL WORK MAJOR**

**Conceptual Framework for Generalist Social Work Practice**

The Undergraduate Social Work Program at Lehman College conceptualizes generalist social work practice in the context of the urban environment in which we are located. Social work practice that involves an understanding of, and an ability to work with client systems of all sizes in the context of their complex environments. Using a range of modalities, generalist social workers provide culturally competent services to diverse individuals, families, groups, communities, and organizations in a wide variety of fields of practice.

The mutuality of the relationship between the client system and the environment is understood through the ecological systems perspective, which draws from systems theory. The “fit” between the capacities and strengths of the client system and those of the environment is assessed, and strengths are identified, both in the client system and in the larger environment. Knowledge, values, and skills are utilized to affirm and enhance the abilities, capacities, and hopes of diverse urban client populations; to analyze social welfare policies and identify gaps in services; and to advocate for expanded resources within the environments that sustain these populations. Students utilize various modalities, interventions and techniques to effect change in both client systems and the environment. During this process, students are challenged to address value conflicts and ethical dilemmas as they are encountered in the classroom and fieldwork.

The Program’s conceptualization of generalist social work practice grows out of the mission of the Program, which emphasizes the commitment to educate students to become ethical and competent entry-level generalist social workers for practice in the urban environment.
**Competencies and Practice Behaviors of the Undergraduate Social Work Program**

The 2008 Educational Policies and Standards (EPAS) of the Council on Social Work Education introduced a competency-based model for social work education. Ten competencies and 41 practice behaviors were identified as standards for generalist social work education and serve as the foundation of our curriculum:

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

Note: The following year-long sequences begin only in the Fall semester

- Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
- Social Work Practice I and II (SWK 311 and SWK 312)
- Fieldwork Seminar I and II (SWK 440 and SWK 441)
- Fieldwork I and II (SWK 470 and SWK 471)

55 - Credit Major in Social Work, B.A.

The following credits and courses are required of all Social Work majors:

- 33 credits in Social Work: SWK 237, 239, 305-306, 311-312, 440-441, 443, and 470-471 (majors are expected to register for SWK 440 and SWK 470 for the Fall semester after completing SWK 306 and SWK 312).
- 12 credits in Sociology: SOC 166, 301, 303, and any additional 300-level SOC course above SOC 303.
- 10 credits in other disciplines: PSY166, POL 166, and BIO 183.

Social Work may not be selected as a minor.

According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. Please note that not all courses in Social Work qualify as liberal arts courses.

Note: Please note the following pre- and co-requisites for required Social Work courses:

**UNDERGRADUATE SOCIAL WORK PROGRAM PRE- AND CO-REQUISITES**

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<tbody>
<tr>
<td><strong>PRE-REQ</strong></td>
<td>Admission into the Social Work Program</td>
<td>Admission into the Social Work Program</td>
<td>Completion of SWK 305 and SWK 311, both with a minimum grade of C</td>
<td>Completion of SWK 311 and SWK 305 both with a minimum grade of C</td>
<td>Completion of SWK 311, 305, 306, 312 all with a minimum grade of C; BIO 183</td>
<td>Completion of SWK 440, 470, both with a minimum grade of C; BIO 183</td>
<td>Completion of SWK 311, 305, 306, 312 all with a minimum grade of C; BIO 183</td>
</tr>
<tr>
<td><strong>PRE- or CO-REQ</strong></td>
<td>PSY 166 POL 166 SWK 239</td>
<td>PSY 166 POL 166 SWK 239</td>
<td>BIO 183</td>
<td>BIO 183</td>
<td></td>
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<tr>
<td><strong>CO-REQ</strong></td>
<td>SWK 311</td>
<td>SWK 305</td>
<td>SWK 312</td>
<td>SWK 306</td>
<td>SWK 443 must be taken with either SWK 440 &amp; 470 or SWK 441 &amp; 471</td>
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</table>
Courses to be Completed Prior to Application to the Social Work Program

SOC 166: Fundamentals of Sociology. 3 hours, 3 credits. Introduction to sociological concepts and perspectives and their applications to societies in the modern world. PRE-OR COREQ: none.

SWK 237: Introduction to Social Work and Social Welfare. 3 hours, 3 credits. (Formerly: Introduction to Social Work) Historical perspective of social work and social welfare policy responses to industrialization, immigration and urbanization; knowledge base and values of social work, especially as they pertain to the diverse urban environment. PRE- OR COREQ: SOC 166.

Required Courses in Social Work

SWK 239: Social Welfare Institutions. 3 hours, 3 credits. History and philosophy of social welfare and social work in the United States within the context of social, economic, and political change. The impact of social welfare policy on populations at risk. PREREQ: SOC 166 and SWK 237. PRE- or COREQ: POL 166.

SWK 305: Human Behavior and the Social Environment I. 3 hours, 3 credits. Offered only in the fall semester. The cultural, political, and economic factors that influence individual and family systems, and the effect of available social welfare resources on these systems. Emphasis on issues of human diversity, including, race, ethnicity, gender, age, and sexual orientation. PREREQ: Admission to the Social Work Program. PRE- OR COREQ: POL 166, PSY 166, SWK 239; COREQ: SWK 311.

SWK 306: Human Behavior and the Social Environment II. 3 hours, 3 credits. Offered only in the spring semester. A continuation of SWK 305. Small and large groups, formal organizations, and communities as social systems; the effects of available social welfare resources and the interaction between diverse populations and these systems. PREREQ: SWK 305 with a minimum grade of C; PRE- OR COREQ: BIO 183; COREQ: SWK 306.

SWK 311: Social Work Practice I. 3 hours, 3 credits. Offered only in the fall semester. Theories and principles of social work practice. Emphasis on knowledge, skills, and values required for working with individuals, families, groups, and communities. PREREQ: SWK 237, acceptance into the program. PRE- OR COREQ: POL 166, PSY 166, SWK 239; COREQ: SWK 305.

SWK 312: Social Work II. 3 hours, 3 credits. Offered only in the spring semester. A continuation of SWK 311. PREREQ: SWK 305 and SWK 311, both with a minimum grade of C; PRE- OR COREQ: BIO 183; COREQ: SWK 306.

NOTES:
Only students who have successfully completed the College’s English requirements may register for SWK 440, 441, 470, and 471.
SWK 443 (Social Welfare Policy) must be taken concurrently with either SWK 440 and 470 (Fieldwork Seminar I and Fieldwork I), or with SWK 441 and 471 (Fieldwork Seminar II and Fieldwork II).

Students who need to take a leave of absence should discuss plans with their Social Work Advisor and with the Assistant Director of Field Education. They must complete an Application for Fieldwork during the Spring semester prior to beginning Fieldwork.

SWK 440: Fieldwork Seminar I. 2 hours, 2 credits. Offered only in fall semester. Integration of theories and principles of social work practice with fieldwork experience. PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C. COREQ: SWK 470.

SWK 441: Fieldwork Seminar II. 2 hours, 2 credits. Offered only in the spring semester. Continuation of SWK 440. PREREQ: Completion of SWK 440 and SWK 470, both with a minimum grade of C. COREQ: SWK 471.

SWK 443: Social Welfare Policy. 3 hours, 3 credits. Analysis of the factors influencing social welfare policies; the process of policy formulation; and the impact of social policies on individuals, families, groups and communities, and the delivery of social services. PREREQ: SWK 306 and SWK 312 with a minimum grade of C; SWK 239. COREQ. SWK 440 and SWK 470 or SWK 441 and SWK 471. 
NOTE: SWK 443 must be taken concurrently with either SWK 470 or 471.

SWK 470: Fieldwork I. 2 days, 4 credits. Placement in a community service agency two full days a week throughout the semester. PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C and completion of the College English requirement. COREQ: SWK 440.

SWK 471: Fieldwork II. 2 days, 4 credits. Continuation of SWK 470. Placement continues, in the same agency. PREREQ: Completion of SWK 440 and SWK 470, both with a minimum grade of C. COREQ: SWK 441.

Additional Liberal Arts Courses Required From Other Departments

PSY 166: General Psychology. 3 hours, 3 credits. Introduction to the fundamental concepts and methods of modern psychology. Consideration of the scientific basis of psychology and of the significant problems in the areas of learning, motivation, emotion, individual differences, physiological bases of behavior, perception, developmental processes, personality, and social behavior. PRE- OR COREQ: none.

POL 166: The American Political System. 3 hours, 3 credits. The theory and practice of the form and substance of American government and politics. PRE- OR COREQ: none.

BIO 183: Human Biology. 5 hours, 4 credits (closed to students majoring in Biology). Introduction to the structure and function of the human body, with emphasis on the physiological mechanisms in health and disease. Topics include: the molecules of life; cells and tissues; the
skeleton; muscles; the heart; blood; skin; the eye; the ear, reproduction theory; brain; genetics; infectious disease; the immune system; cancer; nutrition. PRE - OR COREQ: none.

**SOC 301 (formally SOC/POL 246): Methods of Social Research:** 4 hours, 3 credits. Methods of data collection and interpretation; measures of central tendency, variation and change; preparation and reading tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications.

**SOC 303 (formally SOC/POL 346): Advanced Methods of Social Research.** 4 hours, 3 credits. Systemic and scientific procedures for conducting social research. Consideration of the strategies of research design and elements of data-gathering techniques. PREREQ: SOC 301 (POL 331).

**SOC 3xx-level course.** Social Work majors are required to take a 300-level Sociology course higher than SOC 303 in addition to SOC 301 and 303.

**Social Work Elective Courses**

**SWK 250: Special Studies in Social Work.** 3 hours, 3 credits. Special topics related to social work, social welfare, and health in the urban environment; analysis of the interaction of cultural, historical, political, economic, and legal factors with various social systems. Topics to be announced each semester. May be repeated for a maximum of 6 credits.

**SWK 2410: Lesbian, Gay, Bisexual and Transgender Populations.** 3 hours, 3 credits. Policy and social issues affecting the lives of LGBT populations and their families. Topics include the diversity of LGBT populations, resilience, social stigma and oppression, with implications for social justice. PRE- OR COREQ: none

*The following 2 elective courses meet requirements towards the Interdisciplinary Minor in Aging (See Part 5):*

**SWK 242: Social Work Practice with Older Adults.** 3 hours, 3 credits. Approaches to providing social work services for older adults in varied settings, and to practicing such approaches with their families. Topics include biological, psychological, social, ethical and spiritual functioning in later adulthood. PRE- OR COREQ: none

**SWK 342: Social Welfare Policies in An Aging Society.** 3 hours, 3 credits. A strengths-based and preventive perspective on policies and programs affecting older adults. Analysis of policy responses to ageism, elder abuse, and changing demographic and health trends. Public policies and programs, including components of the Social Security Act. Particular attention to vulnerable older adult populations. PRE- OR COREQ: none
In combination with successful completion of the undergraduate Social Work major at Lehman College, the following 2 elective courses meet requirements for the Credentialed Alcoholism and Substance Abuse Counselor Trainee (CASAC-T) Certificate (See Part 5):

**SWK 251: Substance Abuse and Urban Society.** 3 hours, 3 credits.
(Formerly: Introduction to Social Work Practice with Substance Abusing Clients.)
A bio-psycho-social-spiritual focus on substance abuse is explored with an emphasis on families and communities in urban society. The properties of different substances, including tobacco, are studied from the perspective of their impact on human behavior. PRE- OR COREQ: none

**SWK 351: Theoretical Perspectives of Substance Abuse.** 3 hours, 3 credits.
(Formerly: Theories and Social Work Practice Interventions with Substance Abusing Clients.)
An exploration of the range of theoretical models used to understand substance abuse. The impact of social, political, economic, and cultural systems on alcohol and drug abuse. PRE- OR COREQ: None

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**Part 5 – SPECIAL PROGRAMS FOR SOCIAL WORK MAJORS**

**Interdisciplinary Minor in Aging**

The **Interdisciplinary Minor in Aging**, launched Summer 2013, is open to students from all Departments within the College. It will engage students in a common goal of scholarship in the area of aging and can be useful to students interested in working in the field of aging, including Social Work majors. Approval for the minor can be obtained in any of the participating departments: Economics; Health Sciences; Psychology; Social Work; Sociology; or Speech, Language, Hearing Sciences.

**Degree Requirements**

Students interested in this minor will take four of the courses (12 credits) designated for the minor (see list of courses below). These include courses at the 200- and 300- level; at least six credits must be taken in 300- level courses or a higher-level course if approved by the Program.

Students will select, in consultation with their advisor, from the following menu of relevant 3-credit courses offered in various departments in the Schools of Arts and Sciences; Natural and Social Sciences; and Health Sciences, Human Services, and Nursing. **Note: Not all courses are offered every semester. Courses cannot be used to satisfy requirements of both the major and the minor.**

**200-level courses:**
PSY 219 (Psychology of Adulthood and Aging)
SOC 243 (The Aged in Modern Society)
SWK 242 (Social Work Practice with Older Adults)
Any relevant 200-level course approved by the Program
300-level courses or a higher-level course approved by the Program:
ECO 313 (Economics of Aging)
HEA 310 (Health and Aging)
HEA 360 (Special Topics in Health)
SOC 343 (Sociological Theories of Aging)
SPV 300 (Neurolinguistics of Aging)
SWK 342 (Social Welfare Policies in an Aging Society)
Any relevant 300-level or higher course approved by the Program.

*Credentialed Alcoholism and Substance Abuse Counselor- Trainee (CASAC-T)*

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 individuals who wish to obtain credentialing as a *Credentialed Alcoholism and Substance Abuse Counselor (CASAC)*.

Lehman students who fulfill the following will have completed all educational requirements for the CASAC in New York State and will be issued the OASAS CASAC 350-Hour Standardized Certificate of Completion (CASAC-T) by the Lehman College Social Work Department.

- Successful completion of all requirements for the undergraduate social work major at Lehman College
- Successful completion of the following two social work elective courses:
  
  *SWK 251: Substance Abuse and Urban Society (3 hours, 3 credits)*
  
  *SWK 351: Theoretical Perspectives of Substance Abuse (3 hours, 3 credits)*

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

Other requirements for the CASAC will include the following:

- 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).

*Please see Ms. Cassidy in the Social Work Dept. regarding the CASAC-T Certificate.*
Part 6 -- PROGRAM AND DEPARTMENTAL ACTIVITIES

Social Work Club

Participation in the Social Work Club is open to all students on campus. Although participation is not a requirement for Social Work majors, students are encouraged to participate. The Club provides the opportunity to learn more about the profession and the Program at Lehman College, to further professional identification, and to deepen the students' educational, social, political, and cultural experience at the school. Activities include invited speakers, such as social workers and alumnae/i, films, fund-raising efforts, and special events. The Club, which also serves as a bridge between students' needs and interests and the Program and its policies, elects student representatives to various Social Work Program committees and meetings, as described in Part 3 of this Handbook, “Student Participation in Decision-Making and in the Formulation of Program and Departmental Policies.”

Meetings of the Social Work Club are regularly scheduled; notice of meetings is posted on the Social Work Bulletin Board outside Carman B-18. The Club has a Faculty Advisor; however, the club is self-governed through its elected officers and committees.

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

Departmental Honors

Graduation with Departmental Honor in the Department of Social Work requires the following:

- The student must achieve a cumulative Lehman College index of 3.2,
- The student must achieve an index of 3.5 in courses taken within the Department of Social Work. There must be a minimum of 24 credits counted, and all courses taken within the Department of Social Work must be counted in determining the index. Transfer credits are not counted in determining the index.

Celebration of Fieldwork

Prior to the conclusion of Fieldwork, the Social Work Program honors the students who have completed their fieldwork placements, and the Field Instructors who have worked with them. At this ceremony the Leona Thompson Scholarship Award is presented to the graduating senior in the Social Work Program who has the highest cumulative index and who plans to enter a graduate Social Work program. In addition, other awards are also presented, including recognition awards and academic excellence awards.
Graduate School Conference

Each Fall, the Social Work Program hosts a *Graduate School Conference* on our campus so that students interested in pursuing graduate studies in Social Work can meet the admissions representatives and receive information about the graduate schools of social work in the New York metropolitan area, including the Lehman College MSW Program. Dates of the conference are announced in the seminar classes.

**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:

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<thead>
<tr>
<th>APEX</th>
<th>Disability Services</th>
<th>Library</th>
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<tbody>
<tr>
<td>Career Counseling</td>
<td>Information Technology Center</td>
<td>Parking</td>
</tr>
<tr>
<td>Child Care Center</td>
<td>Instructional Support Services Program</td>
<td>Student Health Center</td>
</tr>
<tr>
<td>Counseling Center</td>
<td></td>
<td>Student Life Center</td>
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</tbody>
</table>

**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 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.

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.

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.

**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.

**STUDENT 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 CENTER**

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.
Part 8 -- COMPLETION OF THE SOCIAL WORK PROGRAM

The B.A. Degree with a Major in Social Work

Students who have completed all the requirements of the College and of the Social Work Program are awarded a Bachelor of Arts Degree (B.A.) with a major in Social Work. This is the entry level degree for the social work profession and is frequently referred to as a B.S.W. - the baccalaureate social work degree. A Bachelor of Arts (B.A.) with a major in Social Work, a Bachelor of Science (B.S.) with a major in Social Work, and a Bachelor of Social Work (B.S.W.) are all professionally comparable degrees, if they are earned in a Social Work Program that is accredited by the Council on Social Work Education.

Finding a Job

The spring semester of the senior year is the time for students to begin to take steps toward seeking employment as entry-level professional social workers. Students receive help in preparing resumes in the Fieldwork Seminars and at the Career Counseling Center. The Program receives many job notices from agencies interested in hiring our graduates. These are posted on the bulletin board located outside Carman B-18. Job notices also can be found in the want-ad section of New York newspapers, such as the Classified section and the "Week in Review" section of the Sunday New York Times, and on Internet websites. The Career Services Department at Lehman College holds several major job fairs for students throughout the year. Students should give requests for references to their Faculty Advisor. It also is appropriate for students to ask their Fieldwork Instructors for a reference.

Pursuing the M.S.W. Degree

Graduate School Conference

A Graduate School Conference is held annually to provide students with information related to individual graduate schools and the particular programs they offer, including the Lehman MSW Program.

Advanced Standing

Since our undergraduate Social Work Program is accredited by the Council on Social Work Education, graduates are eligible to apply for advanced standing in a Master’s Program in Social Work. The decision to grant advanced standing, however, is up to the graduate school or program.

References for Graduate School

When requested by the student, the Faculty Advisor, in consultation with the Social Work Program faculty, will write a reference for the student for Graduate School. The reference reflects the thinking of the faculty as a whole and its evaluation of the student's learning needs. Students may also want to ask their Fieldwork Instructors for a reference.
For reasons of protecting confidentiality, it is the policy of the Program not to send copies of Fieldwork evaluations to graduate schools. If a copy of the Fieldwork evaluation is requested by the graduate school, the student him/herself can send it. Students are strongly urged to keep a copy of their evaluations.

The M.S.W. at Lehman College

While Lehman College offers an M.S.W. program, students are encouraged to explore all options for graduate study. It is important to know that completion of the undergraduate Social Work Program at Lehman College does not ensure acceptance into any graduate program, including the M.S.W. Program at Lehman College.

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!
SECTION II

FIELD EDUCATION MANUAL: POLICIES AND PROCEDURES
(for students in the senior year, their fieldwork instructors and educational coordinators)

FIELD EDUCATION OVERVIEW

All students in both the undergraduate and graduate Programs 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 is provided through courses in both the undergraduate and graduate Programs. Fieldwork placements are arranged through the Field Education office of the Social Work Department: Note: All students are required to schedule at least one full day of their total of 15 hours per week during regular agency hours between Monday and Friday.

Mr. Peter Niedt, Director of Field Education
Carman Hall, Room B-16
718-960-7749
Peter.Niedt@lehman.cuny.edu

Ms. Julie Aquilato, Assistant Director of Field Education
Carman Hall, Room B-16
718-960-7249
Julie.Aquilato@lehman.cuny.edu
Part 1. CURRICULUM FOR FIELD EDUCATION

Conceptual Framework for Generalist Social Work Practice

The Lehman College Undergraduate Social Work Program prepares students for professional practice by educating them in the core competencies as defined by the Council on Social Work Education. The Program conceptualizes generalist practice as social work practice that involves an understanding of, and an ability to, work with client systems of all sizes in the context of their mutual relationships with their environments. Using a range of modalities, generalist social workers provide services to individuals, families, groups, communities, and organizations in a wide variety of fields of practice.

The mutuality of the relationship between the client system and the environment is understood through the ecological systems perspective, which draws from systems theory. The “fit” between the capacities and strengths of the client system and those of the environment is assessed, and strengths are identified, both in the client system and in the larger environment. Knowledge, values, and skills of the core competencies of the profession are utilized to affirm and enhance the abilities, capacities, and hopes of diverse urban client populations; to analyze social welfare policies and identify gaps in services; and to advocate for expanded resources within the environments that sustain these populations. Students utilize various modalities, interventions and techniques to effect change in both client systems and the environment. During this process, students are challenged to address value conflicts and ethical dilemmas as they are encountered in the classroom and fieldwork.

The Program’s conceptualization of generalist social work practice grows out of the mission of the Program, which emphasizes the commitment to educate students to become ethical and competent entry-level generalist social workers who have attained the profession’s core competencies for practice in the urban environment.

Social Welfare Policy (SWK 443): A Co-requisite with Fieldwork

All students must take Social Welfare Policy (SWK 443) while they are taking either SWK 470/440 or SWK 471/441.
Description of Fieldwork Seminar I (SWK 440)

Fieldwork Seminar I, which is concurrent with Fieldwork I, is intended to provide a framework for students to better understand and integrate classroom content with their agency practice. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services in fieldwork to diverse urban populations, and particularly to populations-at-risk.

<table>
<thead>
<tr>
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</table>
| 1. Identify as a professional social worker and conduct oneself accordingly. | 1. Identify need and advocate for client access to the services of social work.  
2. Practice personal reflection and demonstrate positive change that assures continual professional development.  
3. Recognize and attend to professional roles and boundaries.  
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.  
5. Engage in career-long learning.  
6. Utilize supervision and consultation. |
| 2. Apply social work ethical principles to guide professional practice. | 7. Recognize and manage personal values in a way that allows professional values to guide practice.  
9. Tolerate ambiguity in resolving ethical conflicts.  
10. Apply strategies of ethical reasoning to arrive at principled decisions. |
| 3. Apply critical thinking to inform and communicate professional judgments. | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues. |
| 4. Engage diversity and difference in practice in the urban environment. **INCLUDES:** Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, | 14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.  
15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.  
16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.  
17. Utilize themselves as learners and engage those with whom they work. |
<table>
<thead>
<tr>
<th><strong>Immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation.</strong></th>
<th></th>
</tr>
</thead>
</table>
| 5. Advance human rights and social and economic justice. | 18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.  
19. Advocate for human rights and social and economic justice.  
20. Participate in practices that advance social and economic justice. |
20. Participate in practices that advance social and economic justice.  
21. Use practice experience to inform scientific inquiry.  
**22. Use research evidence to inform practice.** |
| 7. Apply knowledge of human behavior and the social environment. | 21. Use practice experience to inform scientific inquiry.  
22. Use research evidence to inform practice.  
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context. |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 21. Use practice experience to inform scientific inquiry.  
22. Use research evidence to inform practice.  
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.  
26. Collaborate with colleagues and clients for effective policy action. |
| 9. Respond to contexts that shape practice in the urban environment. | 21. Use practice experience to inform scientific inquiry.  
22. Use research evidence to inform practice.  
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.  
27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | 21. Use practice experience to inform scientific inquiry.  
22. Use research evidence to inform practice.  
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.  
26. Collaborate with colleagues and clients for effective policy action.  
**29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.**  
30. Use empathy and other interpersonal skills.  
31. Develop a mutually agreed-on focus of work and desired outcomes.  
32. Collect, organize, and interpret client data.  
33. Assess client strengths and limitations.  
34. Develop mutually agreed-on intervention goals and objectives.  
35. Select appropriate intervention strategies.  
36. Initiate actions to achieve client and organizational goals.  
37. Implement prevention strategies and enhance client capacities.  
38. Help clients resolve problems.  
39. Negotiate, mediate, and advocate for clients.  
40. Facilitate transitions and endings.  
41. Social workers critically analyze, monitor, and evaluate interventions. |
Description of Fieldwork Seminar II (SWK 441)

Fieldwork Seminar II, which is concurrent with Fieldwork II, is a continuation of Fieldwork Seminar I and continues to provide a framework for students to better understand and integrate classroom content with their agency practice. Students continue to integrate social work knowledge, values, and skills as they provide culturally-sensitive services in fieldwork to diverse urban populations, and particularly to populations-at-risk.

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| 1. Identify as a professional social worker and conduct oneself accordingly. | 1. Identify need and advocate for client access to the services of social work.  
2. Practice personal reflection and demonstrate positive change that assures continual professional development.  
3. Recognize and attend to professional roles and boundaries.  
4. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.  
5. Engage in career-long learning.  
6. Utilize supervision and consultation. |
| 2. Apply social work ethical principles to guide professional practice. | 7. Recognize and manage personal values in a way that allows professional values to guide practice.  
9. Tolerate ambiguity in resolving ethical conflicts.  
10. Apply strategies of ethical reasoning to arrive at principled decisions. |
| 3. Apply critical thinking to inform and communicate professional judgments. | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
13. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues. |
| 4. Engage diversity and difference in practice in the urban environment. INCLUDES: Age, class, perception of physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political | 14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.  
15. Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.  
16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.  
17. Utilize themselves as learners and engage those with whom they |
| 5. Advance human rights and social and economic justice. | 18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment. 19. Advocate for human rights and social and economic justice. 20. Participate in practices that advance social and economic justice. |
| 7. Apply knowledge of human behavior and the social environment. | 23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. 24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context. |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 25. Analyze, formulate and advocate for policies that advance social well-being. 26. Collaborate with colleagues and clients for effective policy action. |
| 9. Respond to contexts that shape practice in the urban environment. | 27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
Description of Fieldwork I (SWK 470)

In preparation for generalist professional social work practice, students complete a 450 hour internship (200 hours in SWK 470 during the Fall semester and 250 in SWK 471 during the Spring semester, including the month of January), with supervision from an M.S.W. Fieldwork Instructor in a social service agency as arranged by the Social Work Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. The Fieldwork Seminar, which is concurrent with Fieldwork, helps students integrate classroom content with their agency practice.

### Competencies and Practice Behaviors for Fieldwork I (SWK 470)

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| 1. Identify as a professional social worker and conduct oneself accordingly. | 1. Identify need and advocate for client access to the services of social work.  
2. Practice personal reflection and demonstrate positive change that assures continual professional development.  
3. **Recognize and attend to professional roles and boundaries.**  
4. **Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.**  
5. **Engage in career-long learning.**  
6. Utilize supervision and consultation. |
| 2. Apply social work ethical principles to guide professional practice. | 7. **Recognize and manage personal values in a way that allows professional values to guide practice.**  
8. Make ethical decisions by applying the standards of the “Code of Ethics of the National Association of Social Workers” and, as applicable, the “Ethics in Social Work, Statement of Principles” of the International Federation of Social Workers/International Association of Schools of Social Work.  
9. Tolerate ambiguity in resolving ethical conflicts.  
10. Apply strategies of ethical reasoning to arrive at principled decisions. |
| 3. Apply critical thinking to inform and communicate professional judgments. | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
13. **Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.** |
| 4. Engage diversity and difference in practice in the urban environment  
**INCLUDES:** Age, class, perception of | 14. Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.  
15. Be sufficiently self-aware to eliminate the influence of personal |
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| physical appearance, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation. | biases and values in working with diverse groups.  
16. Recognize and communicate an understanding of the importance of differences in shaping life experiences.  
17. Utilize themselves as learners and engage those with whom they work. |
| 5. Advance human rights and social and economic justice. | 18. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.  
19. Advocate for human rights and social and economic justice.  
20. Participate in practices that advance social and economic justice. |
22. Use research evidence to inform practice. |
| 7. Apply knowledge of human behavior and the social environment. | 23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.  
24. Critique and apply knowledge to understand person and environment, with emphasis on the urban context. |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | 25. Analyze, formulate and advocate for policies that advance social well-being.  
26. Collaborate with colleagues and clients for effective policy action. |
| 9. Respond to contexts that shape practice in the urban environment. | 27. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | 29. Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.  
30. Use empathy and other interpersonal skills.  
31. Develop a mutually agreed-on focus of work and desired outcomes.  
32. Collect, organize, and interpret client data.  
33. Assess client strengths and limitations.  
34. Develop mutually agreed-on intervention goals and objectives.  
35. Select appropriate intervention strategies.  
36. Initiate actions to achieve client and organizational goals.  
37. Implement prevention strategies and enhance client capacities.  
38. Help clients resolve problems.  
39. Negotiate, mediate, and advocate for clients. |
Description of Fieldwork II (SWK 471)

This course is a continuation of Fieldwork I, SWK 470. Students complete a 450-hour internship (200 hours in SWK 470 during the Fall semester and 250 hours in SWK 471 during the Spring semester, including the month of January), with supervision from an M.S.W. Fieldwork Instructor in the same social service agency as during the Fall semester. Students continue to integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. The Fieldwork Seminar, which is concurrent with Fieldwork, helps students integrate classroom content with their agency practice.

Competencies and Practice Behaviors for Fieldwork II (SWK 471)

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

**Part 2. THE STUDENT IN THE FIELDWORK AGENCY**

**FIELD EDUCATION IN THE UNDERGRADUATE PROGRAM**

**Student Requirements to Begin Fieldwork**

Prior to beginning Fieldwork, students must have completed SWK 239, Social Welfare Institutions, and BIO 183, Human Biology.

All students must complete the Social Work Practice sequence (SWK 311 and SWK 312) and the Human Behavior in the Social Environment sequence (SWK 305 and SWK 306) with a minimum grade of “C” in each course before entering Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470). *There are no exceptions to this policy.*

**Fieldwork Schedule**

Undergraduate students complete Fieldwork during their senior year. *Fieldwork begins only in the Fall semester.*

**Fall Semester:**
SWK 440: Fieldwork Seminar I, 2 credits  
SWK 470: Fieldwork I, 4 credits – 200 hours of fieldwork

**Spring Semester:**
SWK 441: Fieldwork Seminar II, 2 credits  
SWK 471: Fieldwork II, 4 credits – 250 hours, including fieldwork continually through the month of January
Co-Requisite with Fieldwork

All students must take Social Welfare Policy (SWK 443) while they are taking either SWK 470/440 or SWK 471/441.

Assignment of Students to Fieldwork Agencies

During the Spring semester of the junior year, a representative of the Fieldwork office meets with all Social Work Practice II (SWK 312) classes to discuss the requirements for Fieldwork and the expectations of students in Fieldwork. Students have the opportunity to raise questions and issues related to the Fieldwork sequence. Fieldwork applications are distributed at these meetings. (See Fieldwork Application in Appendix.)

The Director and Assistant Director of Field Education make assignments of students to fieldwork agencies. Other than work-study placements, students may not identify agencies for fieldwork. Students are given the opportunity to indicate a preference for specific fields of practice. The Director and Assistant Director of Field Education, in consultation with the Social Work faculty, consider the students’ requests and determine the setting that will best serve students’ learning needs. Students are informed about their field placement assignment in an e-mail sent to their Lehman College e-mail address.

Most agencies require an interview before the placement is finalized. Upon notification about their recommended agency assignment, students are expected to call their Fieldwork Instructor or the Educational Coordinator at the agency. An appointment should be made to meet at the agency for an interview. This is also an opportunity to discuss the nature of the placement, its mission and role in the community, expectations of the agency, responsibilities of the student in the field placement, and the schedule of days and hours for placement.

Students will also learn about any special requirements the agency may have. Many agencies require a physical exam, finger-printing, drug-testing, and/or background checks before accepting the student for the field placement. These issues do not automatically disqualify students from placement. Students with concerns should meet with the Assistant Director of Field Education to discuss their personal situation while they are in SWK 312 and SWK 306 during the Spring semester prior to Fieldwork.

Some students may wish to request a placement in their current place of employment. See the following section, “Agency Work-Study Placements.”

Agency Work-Study Placements

Students who wish to meet the fieldwork requirement at their place of employment must make the request for approval of the site to the Field Education office at the time that the application for fieldwork is made.

Requirements to Apply: As of the first day of fieldwork, the student

- must have been working in his/her current position for a minimum of nine months, and
- cannot be on probation in the agency, including new-hire probation.
Requirements for Approval of Agency Work-Study Placement: Prior to approval of the work-study placement by the Social Work Department, the student, agency representative, and Field Education Director or Assistant Director of the Lehman College Social Work Department must enter into and sign an agreement specifying that the student will conform to all the requirements and procedures of fieldwork, including:

**Hours of fieldwork** – The required 450 hours of fieldwork must be completed.

**Supervision** – Students will work with a supervisor for their fieldwork assignments who is different than the supervisor they work with as an employee. Supervision will be provided for fieldwork assignments at a minimum of one hour a week.

**Assignments** for the student’s placement will be different from their ongoing work assignment. **Process recording** requirements of the Program will be met. (See Appendix 6 for Work-Study Agreement Form)

Student Responsibilities in Fieldwork

Fieldwork begins early in September and continues to mid-May, including the month of January. Students remain in the same placement during this time. Students are required to assume responsibility for participating in the educational experience provided at the fieldwork placement; this requires receptivity to the learning process and openness to suggestions and directions. At the same time that students are in Fieldwork (SWK 470 and 471), they attend a Fieldwork Seminar (SWK 440 and SWK 441). The Fieldwork Seminar instructor serves as the student’s Faculty Advisor. Students are expected to inform their Faculty Advisor of any problems they may be experiencing in the Fieldwork placement.

The following requirements apply to all undergraduate students in Fieldwork:

1. 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.

2. All students are required to complete a minimum of 450 hours of Fieldwork in the academic year. Students are required to be in their Fieldwork agency 15 hours a week (excluding lunch) during both the Fall and Spring semesters. **Students are required to be in fieldwork continually through the month of January, both to accumulate hours towards the Spring semester and to provide for continuity of the fieldwork experience.**

3. At minimum students must have 1 day of fieldwork Monday through Friday between the hours of 8 AM to 8 PM. **The Program does not guarantee any student a placement that includes evening or weekend hours.**

4. Regular attendance and promptness at the field placement is required of all students. Students are required to notify the Fieldwork Instructor or his/her designee at the agency at the start of the day if they are going to be absent.
All hours and days missed must be made up. In the case of a personal emergency, students are required to consult with their Fieldwork Instructor to make special arrangements to make up the time.

5. The student and Fieldwork Instructor are expected to meet at a regularly scheduled time each week for at least one hour of supervision. Written supervisory agendas reflecting the student’s thinking and concerns must be prepared by the student and submitted to the Fieldwork Instructor prior to the supervision.

6. A minimum of one process recording each week is required. However, Fieldwork Instructors may require additional process recordings. Students are 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. (See Appendix for Process Recording Form.)

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

8. 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. When students need to travel to carry out their agency assignments, the agency has the responsibility to provide students with travel expenses prior to the visit.

As with any other course, students who request reasonable accommodations in Fieldwork for documented disabilities should contact the Office of Student Disability Services, Shuster Hall, Room 238, (718) 960-8441.

**Fieldwork Educational Plan**

The Educational Plan serves several purposes for the school, student, and field instructor. It outlines both the student’s and field instructor’s expectations. 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.

The Educational Plan should be completed during the first week of fieldwork. However, it should be considered a fluid document and revised as needed throughout the fieldwork experience. Copies of this document will be provided to the student, field instructor, and field advisor. The Fieldwork Educational Plan is also in the Appendix of this *Handbook.*
Eligibility for “Federal Work-Study” for Fieldwork

All students who have been approved for a Federal Work-Study grant on their Federal FAFSA application can request that some of their hours of Fieldwork (SWK 470 and 471) be credited towards their Federal Work-Study grant. This is administered through the Financial Aid office, and is not connected to Agency Work-Study placements described above. A flyer is available in the Social Work office describing Federal Work-Study for Social Work majors in Fieldwork, or see Prof. Phillips in Carman Hall B-18.

Retention Policies and Procedures for Fieldwork

Continuation Requirements for Fieldwork

Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470), and Fieldwork Seminar II (SWK 441) and Fieldwork II (SWK 471) are 2-semester sequences which begin in the Fall semester only. Fieldwork Seminar I and Fieldwork I are co-requisites, and Fieldwork Seminar II and Fieldwork II are co-requisites. Students must earn a minimum grade of “C” in both SWK 440 and SWK 470 in order to proceed to SWK 441 and SWK 471.

In order to successfully complete Fieldwork, students are required to function at the fieldwork 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 (See Code of Ethics in Appendix).

Procedures for Review for Violation of Professional Behavior

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. All students in the Social Work Program are required to demonstrate professional behavior consistent with the Code of Ethics of the National Association of Social Workers; the Code of Ethics is included in Appendix 1 of this Handbook. This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student’s current standing in the Social Work Department. Failure to comply with the Code of Ethics may result in dismissal from the Social Work Program.

Compliance Plan and Agreement

Students who are having difficulties meeting the behavioral requirements in the classroom, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their classroom instructor in order to prepare a Compliance Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this Handbook. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)
**Fieldwork Education Plan and Agreement**

Students who are having difficulties meeting the behavioral requirements in Fieldwork, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their faculty advisor and Field Instructor in order to prepare a Fieldwork Education Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this Handbook. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)

The student and the classroom instructor attempt to resolve any issues utilizing the Compliance Plan and Agreement or the Field Education Plan and Agreement. At any point the student or the classroom instructor may invite the student’s faculty advisor and, in the case of an issue related to Fieldwork, the Assistant 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 Assistant Director of Field Education, the student may request another full-time faculty member who is on the Review and Retention Committee of the undergraduate Social Work Program to attend in place of the advisor or the Assistant Director of Field Education.

**Review and Retention Committee**

**Purpose of the Review and Retention Committee**

The Review and Retention Committee reviews situations addressed in both the Compliance Plan and Agreement and the Fieldwork Education Plan and Agreement that remain unresolved. These are violations of professional or ethical conduct, rather than of an academic nature.

**Composition of the Review and Retention Committee**

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

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

**Procedure for Review**

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

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

6. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the following individuals to attend the review meeting, although these invited individuals will not have deliberation responsibilities or voting rights after the meeting:

   - The student’s current faculty advisor
   - An advocate of the student’s choosing
   - The Assistant Director of Field Education

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

*Appeals Procedure*

Students have the right to appeal the decision of the Review and Retention Committee. The student has five school days in which to submit a written appeal to the Chair of the Social Work Department. If the student requests an appeal, the Department Chair requests all supporting documentation from the Committee Chair. The Department Chair convenes the Appeals Committee, comprised of the:

   - Department Chair
   - Vice-President for Student Affairs at the College or his/her designee

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

If the Department Chair is also the classroom instructor involved, or is also the student’s advisor, the Department Chair will appoint another tenured faculty member in the Social Work Department to the Appeals Committee; this faculty member will not have served on the three-member Review and Retention Committee.
If the student’s appeal is not upheld, the Committee can recommend the review of a student’s situation to the Lehman College Vice-President for Student Affairs.

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 Undergraduate Bulletin and in the Appendix of this Handbook.

Part 3. THE FIELDWORK AGENCY

Criteria for Selection of Fieldwork Agencies

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

- fulfill the mission and goals of our Social Work Programs,
- provide students with opportunities to understand, affirm, and work with respect for human diversity,
- 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 weekly supervision and weekly review of process recordings, and
- enter into a learning agreement with the Lehman College Program and the student that assures that the learning objectives for the student will be met.

Agencies must be able to provide a supervisor who has an M.S.W. degree from a CSWE-accredited Social Work Program, has experience as an M.S.W. social worker for a minimum of 2 years, and who subscribes to the above values and commitments.

Criteria for Work-Study Placements

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

- students 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 their ongoing assignment;
- students will work with a different Fieldwork Instructor for their fieldwork assignment than the supervisor they work with as an employee;
work-study agreements between the Lehman College Department of Social Work, the agency, and the student will be in effect for one academic year.

The Program retains the right not to approve any work-study arrangement that it does not deem academically sound.

**College-Agency Affiliation Agreements**

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

**The Agency as a Learning Environment**

Learning takes place through traditional supervision with the Fieldwork Instructor. However, it is very useful for students to be exposed to other learning experiences, such as group or peer supervision. Whenever possible, students should attend agency staff meetings, seminars and trainings, and community and coalition meetings. Visits to other agencies are also very useful for students’ learning.

**Safety Issues and Guidelines for Home and Community Visits**

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

- Appropriate time of day for home visits
- Cautious use of cell phones in public areas
- Appropriate dress for visits, including 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 and purpose of the visit
- Informing the person they are visiting of the expected time of arrival.

Students should be accompanied by an agency staff member during their first (at a minimum) home or community visit so that the student is familiarized with the process and assisted in mastering the requisite skills and overcoming related fears and uneasiness. *Students must be provided with carfare associated with the visit, and with any other exceptional expenses prior to making the visit.*
Part 4. THE FIELDWORK INSTRUCTOR

Criteria for Fieldwork Instructors

All students in the field are supervised by a Fieldwork Instructor who has a Master’s degree in Social Work from a CSWE-accredited social work program, has a minimum of 2 years experience as an M.S.W. social worker, and who subscribes to the mission and goals of the Lehman College Social Work Program as described in the previous section. The Fieldwork Instructor is an employee of the fieldwork agency. It is the responsibility of the Fieldwork Instructor to help the student 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.

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.

4. The Lehman College Social Work Department has been designated an approved provider for Continuing Education hours for licensed social workers by the New York State Education Department. Fieldwork Instructors and Educational Coordinators working with Lehman students will be notified of Continuing Education workshops by e-mail prior to opening registration to the public. There is no charge for the workshops.
Fieldwork Instructor-Student Supervisory Conferences

All students receive a minimum of one hour a week of individual supervision from the Fieldwork Instructor. This individual supervision is in addition to other learning experiences that may be available for students at the agency, such as group supervision or meetings with the Task Supervisor.

Assignments for Students

Students should be given an orientation to the agency, and assignments should be considered prior to their arrival at the agency. Students should be provided with the opportunity to work with individuals, families, groups, communities and organizations. Assignments should provide the student with the experience of performing the various roles of the social worker, including enabler, mediator, social broker, teacher, advocate, and social activist. Assignments should contribute to the development of the knowledge, values, and skills inherent in the core competencies of entry-level professional social workers, and support the student’s growing capacity to handle more complex issues over time. Students should be expected to integrate empirically-based knowledge and incorporate policy practice skills.

The Lehman College Field Faculty Advisor will be happy to discuss possible assignments with the Fieldwork Instructor.

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.

Process recordings are the property of the student and should not contain identifying information about clients or the agency. Students share their process recording, with the comments of the Fieldwork Instructor with their Seminar instructor, who is also their Field Faculty Advisor. This makes it possible for the faculty to monitor the progress the student is making in the fieldwork placement and to ensure that integration of theory and practice is maximized.

A minimum of one process recording each week is required by the Social Work Department for undergraduate students. However, Fieldwork Instructors may require additional process recordings.

Supervisory Agendas

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

Students will have assignments in their courses related to their fieldwork agencies. These assignments may include such issues as the history of the field of practice and of the agency, the structure of the agency, the relationship of the agency to its community and to coalitions in the community, and agency and social welfare policies impacting services and clients, among other topics. We request that fieldwork instructors provide guidance for students as they approach these topics and in their efforts to integrate empirical and practice-based knowledge.

Part 5. THE FIELDWORK SEMINAR AND THE FIELD FACULTY ADVISOR

Students are assigned to a section of Fieldwork Seminar based on their fieldwork placement agency assignment. The faculty member teaching Fieldwork Seminar I and II (SWK 440 and SWK 441) serves as the student’s Social Work Program Field Faculty Advisor during the student’s senior year. The Field Faculty Advisor contacts the Fieldwork Instructor at the start of the Fall semester. The Field Faculty Advisor makes a visit to the fieldwork agency to meet with the Fieldwork Instructor and the student together in order to assess the student’s progress and to assure that the student is having a field experience that helps the student attain the core competencies of the Program. Additional visits are scheduled as needed. In order to stay informed about the student’s growth in the agency, the Field Faculty Advisor reads process recordings that the student is required to submit to the Fieldwork Instructor.

Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of the academic year, allowing for continuity in the learning and advisement processes throughout the year. If problems occur in the field that students or Fieldwork Instructors are not able to resolve, they should bring this to the attention of the Field Faculty Advisor for help in resolving the difficulties.

Letters of recommendation for both employment and graduate school are written by the Faculty Advisor. Recommendation letters for graduate school reflect the student’s overall performance in the program and are prepared in consultation with the Social Work faculty. Unless otherwise required by the graduate program, this is the only recommendation letter for a graduate program that is provided by the Social Work faculty.

Part 6. 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 evaluation helps to clarify expectations of future performance, and allows for quick and concrete identification of serious concerns. The Fieldwork Instructor
completes End-of-Semester Evaluations at the close of the Fall and Spring semesters. See Fieldwork Evaluation forms in the Appendix.

All evaluations must be signed by the Fieldwork Instructor and the student. The student’s signature indicates that it has been read by the student, although not necessarily agreed to by the student. A student who disagrees with the final written evaluation may also write an addendum to the evaluation.

**Grading Procedures**

The Field Faculty Advisor, in consultation with Social Work Program faculty, gives the grade for Fieldwork I (SWK 470) during the Fall semester and for Fieldwork II (SWK 471) during the Spring semester, 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 Assistant Director of Field Education considers these recommendations in determining fieldwork placements for the following year.

**Celebration of Conclusion of Fieldwork**

Prior to the conclusion of Fieldwork, the Social Work Program honors the students who have completed their fieldwork placements, and the Field Instructors who have worked with them. At this ceremony the Leona Thompson Scholarship Award is presented to the graduating senior in the Social Work Program who has the highest cumulative index and who plans to enter a graduate Social Work program. In addition, other awards are also presented, including recognition awards and academic excellence awards.
APPENDICES

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

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


Appendix 4. Lehman College/CUNY Policies

Appendix 5. Retention Documents
   Compliance Plan and Agreement
   Field Education Plan and Agreement

Appendix 6. Field Education Documents
   Application for Fieldwork
   Work-Study Field Placement Agreement
   Field Education Plan
   Process Recording Form

Fieldwork Instructor’s Evaluation of Students
   M.S.W. First Year
      Mid-Term Fieldwork Evaluation – Fall Semester
      End of Fall Semester Fieldwork Evaluation
      End of Spring Semester Fieldwork Evaluation
Appendix 1

About the National Association of Social Workers (NASW)

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

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards
to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.
Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

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

**Value: Dignity and Worth of the Person**

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

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

**Value:** Importance of Human Relationships

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

**Ethical Principle:** Social workers behave in a trustworthy manner.

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

**Value:** Competence

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

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

**Ethical Standards**

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

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

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

   1.01 **Commitment to Clients**

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

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.
1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

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

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

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

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

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

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

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

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

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

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

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

1. Preface

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

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

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

2. Definition of Social Work

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

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

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

4. Principles

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

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

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

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

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

4.2. Social Justice
Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

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

2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

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

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

5. Professional conduct

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

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

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

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

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

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

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

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

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.

9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.

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

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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Appendix 3

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

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Educational Policy and Accreditation Standards

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

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Educational Policy 1.1—Values

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

1 These six value elements reflect the National Association of Social Workers Code of Ethics.


Educational Policy 1.2—Program Context

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

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

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

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

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
• advocate for client access to the services of social work;
• practice personal reflection and self-correction to assure continual professional development;
• attend to professional roles and boundaries;
• demonstrate professional demeanor in behavior, appearance, and communication;
• engage in career-long learning; and
• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.
4. Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.
6 Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

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

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

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

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

Educational Policy 2.1.10(b)—Assessment
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.
**Educational Policy 2.1.10(c)—Intervention**

Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

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

**Educational Policy M2.2—Advanced Practice**

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

**Educational Policy 2.3—Signature Pedagogy: Field Education**

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


**Accreditation Standard B2.0—Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

*B2.0.1* Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

*B2.0.2* Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

*B2.0.3* Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

*B2.0.4* Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

*B2.0.5* Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard M2.0—Curriculum**

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

Accreditation Standard 2.1—Field Education
The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.
M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.

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

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

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation
Admissions
B3.2.1 The program identifies the criteria it uses for admission.
M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.
3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
3.2.4 The program describes its policies and procedures concerning the transfer of credits.
3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination
3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.
Student participation
3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.
3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty
3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.
3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.
B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.
M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.
3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.
3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.
3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.
Accreditation Standard 3.4—Administrative Structure
3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

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

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

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

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

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

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

3.4.5 The program identifies the field education director.

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

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

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

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

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Education Policy 4.0—Assessment

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

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Appendix 4

LEHMAN COLLEGE/CUNY POLICIES

ARTICLE XV OF THE CUNY BYLAWS (STUDENTS*)

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

Section 15.0. PREAMBLE.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations. Freedom to learn and freedom to teach are inseparable facets of academic freedom. The
Section 15.1. CONDUCT STANDARD DEFINED.
Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey the laws of the city, state and nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college. The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the board, more detailed rules of conduct and regulations in conformity with the general requirement of this article. This regulatory power is limited by the right of students to the freedoms of speech, press, assembly and petition as applied to others in the academic community and to citizens generally.

Section 15.2. STUDENT ORGANIZATIONS.
a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary. However, no group, organization or student publication with a program against the religion, race, ethnic origin or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.
b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.
2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.
c. Any person or organization affiliated with the college may file charges with an office of the dean of students** alleging that a student publication has systematically attacked the religion, race, ethnic origin or sex of a particular group, or has otherwise contravened the laws of the city, state or nation, or any bylaw or resolution of the board, or any policy, regulation or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3 thereof. If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify or overrule the recommendations.
d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.
e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

**Throughout these bylaws in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.
Section 15.3. STUDENT DISCIPLINARY PROCEDURES.
Complaint Procedures:
a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization or department making the charge. b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
(ii) Refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3.e. of this bylaw; or
(iii) Prefer formal disciplinary charges.
Conciliation Conference:
c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.
4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

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

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

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

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

Section 15.5. COMMITTEE STRUCTURE.
a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.
b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.
c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In
the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

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

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

Section 15.6. SUSPENSION OR DISMISSAL.
The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. The chancellor or chancellor's designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3. to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7. THE UNIVERSITY STUDENT SENATE.
There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8. COLLEGE GOVERNANCE PLANS.
The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.
Board of Trustees Rules and Regulations on Campus Conduct

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER
PURSUANT TO ARTICLE 129-A OF THE EDUCATION LAW

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

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

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

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

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

II. PENALTIES

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

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

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

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

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

SANCTIONS DEFINED:

A. Admonition. An oral statement to the offender that he has violated University rules.

B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

Bylaw Section 15.6

SUSPENSION OR DISMISSAL.

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

CUNY POLICY ON ACADEMIC INTEGRITY

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

Definitions and Examples of Academic Dishonesty

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

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

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

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

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

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

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

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

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

Falsification of Records and Officials Documents

The following are some examples of falsification, but by no means is it an exhaustive list:
• Forging signatures of authorization.
• Falsifying information on an official academic record.
• Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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

Introduction

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

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

Procedures in Cases Where the Instructor Seeks an Academic Sanction Only

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

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade1 only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member’s discretion.

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

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

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

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

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

Reporting Requirements

1. By the Faculty Member to the Academic Integrity Official

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

2. By the Academic Integrity Official to the Faculty Member

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student’s confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

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

Statement of Principles

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

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

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

Policy Statement

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

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

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

Responsibility for Compliance

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

Discrimination Complaints

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

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

THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL HARASSMENT

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

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

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

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

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

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

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

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

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

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

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

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

D. Consensual Relationships

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

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

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

**Sexual Harassment Awareness and Intake Committee**

The Sexual Harassment Awareness and Intake Committee is responsible for educating the Lehman College community about sexual harassment and its potential consequences to the University community. The members of the Sexual Harassment Awareness and Intake Committee are available to respond to inquiries, receive complaints alleging sexual harassment from any member of the college community, and to refer individuals and/or the complaint to the Sexual Harassment Coordinator. The members of the Sexual Harassment Awareness and Intake Committee are:

Annecy Baez, Counseling Center, 718-960-8761
Chelsea Campbell, Paralegal Studies Program/Continuing Education, 718-960-1159
Vanessa Gonzalez, Campus Life, 718-960-8468
Joette Reaves, Health Programs/Continuing Education, 718-960-8998
Maritza Rivera, Office of Compliance and Diversity, 718-960-8111
Michael Sullivan, Campus Life, 718-960-8535

**Sexual Harassment Coordinator**
Dawn Ewing Morgan, Office of Compliance and Diversity, 718-960-8111

**Sexual Harassment Deputy Coordinators**
Graciela Castex, Social Work, 718-960-7864
John Cirace, Economics & Accounting, 718-960-8388
Vincent Zucchetto, Student Affairs, 718-960-8242
COLLEGE POLICY ON EXTRACURRICULAR ACTIVITIES AND PROGRAMS

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

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

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

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

THE CITY UNIVERSITY OF NEW YORK WORKPLACE VIOLENCE POLICY AND PROCEDURES

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

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

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

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

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

Definitions

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

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

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

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

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

Reporting of Incidents

1. General Reporting Responsibilities

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

2. Imminent or Actual Violence

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

3. Acts of Violence Not Involving Weapons or Injuries to Persons

   Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

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

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

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

Responsibilities

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

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

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

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

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

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

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

4. Faculty and Staff

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

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

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

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

5. Office of Human Resources

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

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

6. Students

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

7. Workplace Violence Advisory Team

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

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

8. University Communications

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

Education

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

Confidentiality

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

Retaliation

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

FREEDOM OF INFORMATION LAW NOTICE

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

Retention Documents

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

COMPLIANCE PLAN AND AGREEMENT

Student:

Date:

This plan and agreement has been developed in order to address specific problematic behaviors that have been identified by the classroom instructor and that warrant attention and need to be resolved.

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. All students in the Social Work Programs are required to demonstrate professional behavior consistent with the Code of Ethics of the National Association of Social Workers; the Code of Ethics is included in the Appendix to both the Undergraduate and MSW "Lehman College Student Handbook and Field Education Manual." 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 Department. Failure to comply with the Code of Ethics may result in dismissal from any of the Social Work Programs.

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

The student will meet to address this issue with the classroom instructor, faculty advisor, Undergraduate Coordinator and/or Undergraduate Program Director.

This Plan and Agreement addresses the following situation:

________________________________________________________________________
________________________________________________________________________

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

Responsibilities of the student:

________________________________________________________________________
________________________________________________________________________

Responsibilities of the classroom instructor:

________________________________________________________________________
Responsibilities of the faculty advisor:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Student Name: Print/Signature/Date

_________________________________________________________________________

Classroom Instructor: Print/Signature/Date

_________________________________________________________________________

Faculty Advisor or, if Classroom Instructor is the same as Faculty Advisor, another Full-Time Faculty Member Selected by the Student: Print/Signature/Date
FIELD EDUCATION PLAN AND AGREEMENT

Student:________________________________________ Date: _________________

The purposes of this Field Education Plan and Agreement are

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

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

All students in the Social Work Programs are required to demonstrate professional behavior consistent with the Code of Ethics of the National Association of Social Workers; the Code of Ethics is included in the Appendix to both the Undergraduate and MSW "Lehman College Student Handbook and Field Education Manual." 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 Department. Failure to comply with the Code of Ethics may result in dismissal from any of the Social Work Programs.

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

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

Responsibilities of the student:

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

Responsibilities of the field instructor:

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

Responsibilities of the field faculty advisor:

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

Additional Requirements or Comments:

Student:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Field Instructor:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Faculty Advisor:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

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

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

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

Student Name: Print/Signature/Date

Field Instructor: Print/Signature/Date

Faculty Advisor or, if Classroom Instructor is the same as Faculty Advisor, another Full-Time Faculty Member Selected by the Student: Print/Signature/Date
Appendix 6

Field Education Documents

Application for Fieldwork

Work Study Field Placement Agreement

Fieldwork Educational Plan

Process Recording Form

Fieldwork Instructors’ Evaluation of Students

Mid-Semester Evaluation (*Fall semester only*)

End-of-Semester Evaluation (*Fall semester*)
End-of-Semester Evaluation (*Spring semester*)
Field Education Documents

Introduction

Students must receive a grade of “C” or above in both SWK 306 and SWK 312 to be eligible for Fieldwork (SWK 470 and SWK 471) and Fieldwork Seminar (SWK 440 and SWK 441), and Social Welfare Policy (SWK 443), which is taken concurrently with Fieldwork.

If you do not expect to apply for field placement and seminar this upcoming academic year, or if you have applied and your plans have changed, please let Ms. Aquilato know. It will be helpful if you also make an appointment with your social work faculty advisor to discuss your academic plans.

Undergraduate Fieldwork Application

Completed Applications for Fieldwork are due by January 16th.

A sample application form for fieldwork placement and seminar (SWK 470-471 and 440-441) is provided later in this section. Additional information and answers to your questions will be provided during a Fieldwork Presentation in your Social Work Practice class in December.

The application form, which is available electronically, also includes a description of the placement process. Please also refer to the Fieldwork FAQs attached to the online application for additional information. In order to receive the online application form, please send an e-mail to the Assistant Director of Field Education, Ms. Julie Aquilato, at Julie.Aquilato@lehman.cuny.edu

The application form can be downloaded and completed online but must be printed and submitted with your original signature to Ms. Aquilato. Please submit 2 signed copies along with your resume and cover letter.

Some important points to remember:

- Each student must complete 450 hours for the full academic year.

- Students are in placement 2 full days a week (7 ½ hours per day). All students are required to attend fieldwork during the intersession in January in order to maintain continuity with the clients and the agency.

- Fieldwork hours are Monday through Friday 8 AM – 8 PM. When making arrangements for Fieldwork, students should note that weekend and night-time hours are rarely available. A minimum of 1 of the 2 fieldwork days must be Monday through Friday, between the hours of 8 AM and 8 PM.

- Fieldwork placement begins immediately after Labor Day and continues until classes end in May. The only “breaks” in field placement are the week between Christmas and New Year’s Day and the week of Lehman College’s Spring Semester break.
- Students intern at the same agency for both semesters.

- Prior to beginning Fieldwork, students are expected to have made appropriate personal plans, including work and class schedules, and family responsibilities.

- Agencies may require an interview before accepting students to the placement.

- Most agencies have screening procedures. You may be asked to be finger printed and have a background check; some agencies also require drug testing or a physical examination before accepting students to placement. If you think this may be an issue for you, please discuss it with the Assistant Director of Field Education. Also, please note that not all agencies pay for this screening and students are expected to incur the costs.

- Fieldwork applications will not be accepted after March 1st.

**Agency Selection**

Students are generally notified about placements between March 1st and June 30th. **Ms. Aquilato will send you an e-mail at your Lehman e-mail address.** The e-mail will include the name of the agency, agency address, and contact person at the agency. You are required to e-mail a cover letter and resume to the contact person within a week, with a copy to Ms. Aquilato. The agency should contact you within 2 weeks to set up an interview for the placement. If you have not heard from the agency within 2 weeks, please let Ms. Aquilato know by e-mail.

The matching of students with agencies is based upon interest expressed by the student in specific fields of practice and location, and the availability of an appropriate internship in the desired field of practice and location.

Applications are reviewed in the order in which they are received. Students submitting applications in January and those with greater flexibility will have a better chance of getting a placement in their specified fields of practice and location.
STUDENT APPLICATION FOR FIELD PLACEMENT
(This application is available online)
(PLEASE TYPE)

Date: ________________

NAME: _______________________________________________________

ADDRESS: ______________________________________________________

TELEPHONE #s (home) ______________________
(work) ______________________ (cell) _______________________

LEHMAN E-MAIL (This is the only e-mail address the Social Work Dept. will accept)
________________________________________

Valid Driver’s License: ☐ YES ☐ NO

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

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

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Do you speak any language(s) other than English? ________________

Which language(s)? _____________________________________________

Do you feel comfortable providing Social Work services in any language(s) other than English?

____________________________________________________________________

If yes, which language(s): __________________________________________

Please specify any disabilities requiring accommodations in your field placement.

____________________________________________________________________
NAME ________________________

Name of social work faculty advisor (SWK 312 instructor) _______________________________

Expected date of graduation ________________________________

SWK 311 grade _______________ Instructor ____________________________

List 3 fields of practice in which you would like to do your internship.

• ______________________________________________________________________

• ______________________________________________________________________

• ______________________________________________________________________

Is there ONE field of practice in which you would prefer not to be placed?

______________________________________________________________________

Additional comments regarding the assignment of your fieldwork placement: You may note concerns about transportation, child care, employment, scheduling needs, health factors, work-study, etc.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

___________________________________________________ ______________

___________________________________________________ ______________

______________________________________________________________________

Signature                               NAME (print)
WORK-STUDY INSTRUCTIONS

Work-study Arrangements: For Those Already Employed at an Agency

If you already work at an agency and would like your employment to be considered a Work-study placement, please indicate this request when you request your field work application. Additionally, you must fill out a Work-Study application, which is available in B-16. If you plan to complete a Work-study then please arrange a meeting with the Assistant Director of Field Education. You will be given an application at this meeting.

The field education department will contact you in May to arrange an agency visit at your placement. You cannot start your Work-study internship until the placement is approved by the Social Work Department. Work-study applications MUST BE submitted by March 31 and site visits must be completed no later than August 1st. The later the application is submitted, the more difficult it will be to place you if your Work-study falls through or is not approved.

Work-study Arrangements: For Those Already Employed at an Agency

If you would like the agency where you are employed to be considered a work-study placement, please indicate this request on your application. You must still fill out a regular field application and submit it. Under Fields of Practice, you indicate that you are looking into a work-study arrangement at your agency. A faculty member will then contact you to discuss your situation and the additional requirements needed for such placements. Students cannot start their work-study internship until the placement has been approved by the Social Work Department.

Requirements:

- As of the first day of fieldwork, you must be an employee of your agency for at least 9 months.
- You cannot be in a probationary period at your agency, including new-hire probation.
- Your proposed internship should preferably take place in a different department than your employment. You should also be assigned different tasks than what you are employed to do.
- Your proposed field instructor must be someone different than you supervisor.
- Your field instructor must be a licensed MSW with at least two years or more post-MSW experience. He or she will be expected to provide 1 hour of supervision per week and review your process recordings. Ideally, they will have also completed the SIFI (Seminar in Field Instruction).

Suggested Steps for Work-study Arrangement:

- Talk to your current supervisor about the possibility of conducting your internship at your agency. From this conversation, you will be able to gauge how willing he or she and the agency are to consider this.
- If it seems possible, ask your current supervisor who she or he might suggest
as field instructor, keeping in mind the requirements (licensed MSW, etc.).

- Schedule an appointment with Julie Aquilato to discuss the Work-study and to receive and application. (julie.aquilato@lehman.cuny.edu or (718-960-7249))
- Talk with this field instructor in depth. This person and you should review the work-study application and complete it together.
- Submit the application to Julie Aquilato. She will then contact you to set up a meeting between the proposed field instructor, you, and himself or a representative of the Social Work Field Education Department. Your current supervisor is welcome to attend as well.
- Following this meeting, Ms. Aquilato will either make suggestions for your internship or sign the agreement. **The agreement must be signed by the field work department or the internship is NOT approved.**

**THINGS TO REMEMBER ABOUT WORK-STUDY ARRANGEMENTS**

1. The tasks that you should be assigned at your agency should be the equivalent of those assigned to First-Year MSW students: direct practice, case management, group work, etc. Field instructors will be responsible for providing at least one hour of supervision per week as well completion of an educational plan, fall mid-semester evaluation, fall end-of-semester evaluation, and spring end-of-semester evaluation. They might also be encouraged to complete the SIFI (Seminar in Field Instruction), which is offered at Lehman and runs from September through May. If the field instructor has taken the SIFI at another social work school in the greater NYC area, he or she does not need to retake the course.

2. While preferable, Lehman College CANNOT dictate or suggest to agencies that they provide students comp time or time off to complete their internship. This is entirely up to your agreement with your place of employment. **Keep in mind: this might result in students working their regular 35 hour work week along with an additional 15 hours for their internship.**

3. If you work at an agency that has not had Lehman interns before, the organization might require an Affiliation Agreement. This is a document that must be executed, negotiated, and signed by both CUNY and your agency’s legal departments. Please know that completing this document takes time, so the sooner you make your internship arrangements, the faster the fieldwork department will be able to handle this.
This application is for students who are interested in using their current job in Social Work as their field instruction site.

Requirements:
1. The student must be an employee of the agency for at least 9 months prior to applying for a Work-Study position.
2. The proposed internship should take place in a different department than the student’s place of employment. The student should also be assigned different tasks than what they are employed to do.
3. The proposed field instructor must be someone different than the supervisor.
4. The field instructor must be a MSW with at least two years or more post-graduate experience. He/she will be expected to provide 1 hour of supervision per week and review the student’s weekly process recordings. Ideally, they will also have completed the SIFI (Seminar in Field Instruction) or be willing to take the course.

Student Information:

Name: ____________________________ Date: ____________________________
E-Mail: ____________________________ Home Phone: ____________________________
Cell Phone: ____________________________ Work Phone: ____________________________

Agency Information:

Agency Name: ____________________________ Agency Telephone: ____________________________
Name of student’s current supervisor: ____________________________

Student’s current job responsibilities:
________________________________________
________________________________________
________________________________________

Proposed Field Instructor:

(Please attach completed Curriculum Vitae or a copy of Field Instructor’s resume)

Proposed Task Supervisor:

________________________________________
Field Instructor’s Contact Information:

Address: ________________________________________________________________

E-mail: ______________________________ Work Phone: _______________________

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

____________________

Describe the proposed fieldwork assignment (Please be specific; attach additional paper if needed):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Will the Field Instructor and/or student both be at the above address? Yes______
No________

IF NO, where will the student be for field placement? (If the student will be at the above
current work address please leave blank)

Site Name: __________________________ Site Telephone: __________________________

Department (If applicable):

____________________________________________________________________________________

Address:

____________________________________________________________________________________

City, State, Zip:

____________________________________________________________________________________

Where will the Field Instructor be? (If not at the agency address above or in different location
from the student)
Site Name: __________________________  Site Telephone: ______________________

Department (If applicable):

_____________________________________________________________________________

Address:

_____________________________________________________________________________

City, State, Zip:

_____________________________________________________________________________

Please list the Educational Coordinator of the agency's field work program if one exists. If there is no Educational Coordinator, please list the Director of the Agency or the person who would have final approval of the planned arrangement.

**SIGNATURES:**

Student: ______________________  Date: ______  Field Instructor________________________

Date: ______

Lehman Fieldwork

Representative____________________  Date: ______  Educational

Coordinator________________________  Date: ______

LEHMAN COLLEGE/CUNY
SOCIAL WORK DEPARTMENT

Fieldwork Educational Plan
Undergraduate Placement

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

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

Student Name:  
Agency:

Date of Plan:  
Length of Plan (Eg. Fall 2009):

Field Instructor:  
Field Advisor:

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

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

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

IV. Supervision (Undergraduate students receive a minimum of 1 hour of individual supervision per week.)
   ○ Eg. John will have individual supervision with his field instructor every Friday at 10 a.m. He will also have group supervision every other Wednesday at 3 p.m.

V. Process Recordings (Undergraduate students are required to write a minimum of 1 process recording per week). Please note: Students are required to submit process
recordings complete with field instructors’ comments to their field advisors throughout the semester.
  o Eg. John is responsible for one process recording per week. He will submit this to his field instructor two days before individual supervision.

VI. Work Schedule (Undergraduate students must have 14 hours of field work per week.)

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

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<tr>
<th>Student</th>
<th>Date</th>
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<tr>
<th>Field Instructor</th>
<th>Date</th>
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| Process Recording #:     | received by: ____________________ |
|                          | received on (date): _____________ |
|                          | for: seminar____ practice_____ |
| Faculty Field Advisor    | FI comments: yes _____ no _____ |
Lehman College  
Department of Social Work

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

Your Name: ___________________  
Agency: _____________________

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

<table>
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<tr>
<th>Type of Contact:</th>
<th>Individual</th>
<th>Family</th>
<th>Group</th>
<th>Initial</th>
<th>On-going</th>
<th>Collateral</th>
<th>Supervision</th>
<th>Other ______</th>
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<tbody>
<tr>
<td>Nature of Contact:</td>
<td>In Person</td>
<td>Telephone</td>
<td>Other ______</td>
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Location of contact (home visit, agency, hospital room, etc.): ________________

Language(s) of interview: ___________________  
Was an interpreter used? ______

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

What are the short-term goals with this client?

What are the long-term goals with this client?

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

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

What special circumstances or situation affected this interaction?

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

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

**Plans for future actions** *(Describe the activities you plan to undertake on behalf of the client)*:
Name of student: _____________________________________________

Name of agency: _____________________________________________

Date and time of this group meeting: ______________________________

I. DESCRIPTION OF THE GROUP

Name and type of group: ________________________________________

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

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

When and how frequently does the group meet? ______________________________

How long is each session? ____________________________________

What are the criteria for membership in this group? ______________________________
________________________________________________________________________________

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

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

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

Indicate which individuals are mandated and which are voluntary. ______________________________
________________________________________________________________________________
________________________________________________________________________________

Where does the group meet? ______________________________________

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

II. DESCRIPTION OF SESSION

A. How did you prepare for this group session? What was your role during this session?
B. Describe and discuss the behaviors of group members and the group dynamics that you observed directly before the beginning of the group session.

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

Lehman College/CUNY
SOCIAL WORK PROGRAM

Undergraduate Mid-Term Fieldwork Evaluation – Fall Semester

STUDENT’S NAME__________________________________________
FIELD INSTRUCTOR’S NAME__________________________________
FIELD INSTRUCTOR’S Phone #______________________________
FIELD INSTRUCTOR’S Email Address ___________________________
AGENCY__________________________________________________
UNIT/DEPARTMENT________________________________________
ADDRESS OF AGENCY_____________________________________

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

I. Direct Services to Clients

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

Comments:

______________________________________________________________________________________________
______________________________________________________________________________________________
II. Agency as Service Delivery System

A. Beginning to understand agency function. ____________

B. Beginning to use Community resources. ____________

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

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

III. Supervisory Process

A. Regular attendance at scheduled weekly supervisory meetings.________

B. Preparation of agenda.________

C. Identifying learning needs/problems.__________

D. Developing self-awareness.__________

E. Accepting constructive criticism.__________

F. Use of Process recordings:
   a. Does the student submit process recordings in time for use in the weekly supervisory conference? Yes___ No____
   b. Is the student beginning to reflect upon his/her interventions and role in the process recordings? Yes ____ No______

IV. Professional Issues

A. Responsiveness to agency polices and regulations.________

B. Use of time, punctuality, and attendance.____________

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

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

_________________________________________________________________

V.  A. Please indicate any other significant strengths:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

B. Please indicate any other significant areas of concern:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Field Instructor’s Signature__________________________ Date_______________

Student’s Signature______________________________ Date________________

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

FROM: Lehman College Field Education Department

RE: New Fieldwork Evaluations

Attached please find our new fieldwork evaluation form.

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

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

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

**Negotiate, mediate, and advocate for clients.**

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

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

*Thank you for your continued work with Lehman students!*
Faculty Advisor: _____________________________

FIELDWORK EVALUATION – SWK 440
UNDERGRADUATE SOCIAL WORK PROGRAM
FALL SEMESTER 20__

STUDENT: ____________________________________________

AGENCY: ___________________________________________________________________________

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

FIELD INSTRUCTOR: ____________________________________________

INSTRUCTOR TELEPHONE: ____________________________________________

(Area Code) (Number) Extension

INSTRUCTOR EMAIL: ____________________________________________

SEMESTER: _________________________ YEAR _________________________

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SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES

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FIELDWORK EVALUATION INSTRUMENT

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

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

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

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

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

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

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

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

**Evaluation Process**

- The fieldwork instructor and student jointly review the student’s performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the fieldwork instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- Finally, the fieldwork instructor and student both sign and date the instrument.
  
  *Note: The student’s signature does not indicate agreement, but rather that the evaluation has been read.*

- The fieldwork instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- If the student wishes, he or she may append an additional statement to the instrument.
- The faculty advisor assigns the grade for the field practicum.

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

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

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

### Practice Behaviors

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

Evidence to support rating and Strategies to increase competence:
COMPETENCY II:

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

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

**Practice Behaviors**

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

**Spring Semester Only**

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

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

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

Practice Behaviors

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

Evidence to support rating and Strategies to increase competence:
COMPETENCY IV:

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

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

**Practice Behaviors**

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

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

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

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

**Practice Behaviors**

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

COMPETENCY VI:

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

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

**Practice Behaviors**

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

COMPETENCY VII:

**Apply knowledge of human behavior and the social environment.**

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

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Spring Semester Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
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<tbody>
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</table>

Evidence to support rating and Strategies to increase competence:
COMPETENCY VIII:

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

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

Practice Behaviors

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Spring Semester Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Analyze, formulate and advocate for policies that advance social well-being.</td>
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<tr>
<td>26.</td>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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</tbody>
</table>

COMPETENCY IX:

Respond to contexts that shape practice.

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

Practice Behaviors

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Spring Semester Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td>28.</td>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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</tr>
</tbody>
</table>

COMPETENCY X:

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>IP</th>
<th>EC</th>
<th>FC</th>
<th>C</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Substantively and affectively prepare for practice with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>30</td>
<td>Use empathy and other interpersonal skills.</td>
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<tr>
<td>31</td>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<tr>
<td>32</td>
<td>Collect, organize, and interpret client data.</td>
<td>Spring Semester Only</td>
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<tr>
<td>33</td>
<td>Assess client strengths and limitations.</td>
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<tr>
<td>34</td>
<td>Develop mutually agreed-on intervention goals and objectives.</td>
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<tr>
<td>35</td>
<td>Select appropriate intervention strategies.</td>
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<tr>
<td>36</td>
<td>Initiate actions to achieve client and organizational goals.</td>
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<tr>
<td>37</td>
<td>Implement prevention strategies and enhances client capacities.</td>
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<tr>
<td>38</td>
<td>Help clients resolve problems.</td>
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<tr>
<td>39</td>
<td>Negotiate, meditate, and advocate for clients.</td>
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<tr>
<td>40</td>
<td>Facilitate transitions and endings.</td>
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<tr>
<td>41</td>
<td>Critically analyzes, monitors, and evaluates interventions.</td>
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</tbody>
</table>

**Evidence to support rating and Strategies to increase competence:**
UNDERGRADUATE EVALUATION OF STUDENT PERFORMANCE

SUMMARY OF STUDENT ACHIEVEMENT

FALL SEMESTER

I. Student’s Strengths:

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

III. Student’s Comments

________________________  __________________________
Signature of Field Instructor                      Date

________________________  __________________________
Signature of Student                      Date

________________________  __________________________
Signature of Faculty advisor                      Date
Attached please find our new fieldwork evaluation form.

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

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

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

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

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

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

Thank you for your continued work with Lehman students!
STUDENT: ________________________________

Lehman College/CUNY
Department of Social Work

FIELDWORK EVALUATION – SWK 471
UNDERGRADUATE SOCIAL WORK PROGRAM
SPRING SEMESTER 20__

AGENCY: ____________________________________________________________

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

FIELD INSTRUCTOR: ________________________________________________

INSTRUCTOR TELEPHONE:
(Area Code) (Number) Extension

INSTRUCTOR EMAIL: ________________________________________________

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SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES

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FIELDWORK EVALUATION INSTRUMENT

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Insufficient Progress</th>
<th>Emerging Competence</th>
<th>Frequent Competence</th>
<th>Competence</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>Rarely demonstrates awareness, knowledge and skills as a social work intern</td>
<td>Is beginning to demonstrate awareness, knowledge and skills as a social work intern</td>
<td>Frequently demonstrates awareness, knowledge and skills as a social work intern</td>
<td>Consistently demonstrates awareness, knowledge and skills as a social work intern</td>
<td>Expertly demonstrates awareness, knowledge and skills as a social work intern</td>
</tr>
</tbody>
</table>

**Evaluation Process**

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

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

- The fieldwork instructor sends the completed evaluation to the faculty field liaison, who reviews and signs the evaluation.
- If the student wishes, he or she may append an additional statement to the instrument.
- The faculty field liaison assigns the grade for the field practicum.

The Social Work Department appreciates your work with our students.
Faculty Advisor: _______________________________________

Lehman College / CUNY
Department of Social Work

FIELDWORK EVALUATION – SWK 471
UNDERGRADUATE SOCIAL WORK PROGRAM
SPRING SEMESTER 20__

STUDENT: ______________________________________________

AGENCY: ______________________________________________

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

FIELD INSTRUCTOR: ______________________________________

INSTRUCTOR TELEPHONE:
(Area Code) (Number) Extension

INSTRUCTOR EMAIL: _______________________________________

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SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES

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FIELDWORK EVALUATION INSTRUMENT

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

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

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

<table>
<thead>
<tr>
<th>IP</th>
<th>Insufficient Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rarely demonstrates awareness, knowledge and skills as a</td>
</tr>
<tr>
<td></td>
<td>social work intern</td>
</tr>
<tr>
<td>EC</td>
<td>Emerging Competence</td>
</tr>
<tr>
<td></td>
<td>Is beginning to demonstrate awareness, knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>as a social work intern</td>
</tr>
<tr>
<td>FC</td>
<td>Frequent Competence</td>
</tr>
<tr>
<td></td>
<td>Frequently demonstrates awareness, knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>as a social work intern</td>
</tr>
<tr>
<td>C</td>
<td>Competence</td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates awareness, knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>as a social work intern</td>
</tr>
<tr>
<td>AC</td>
<td>Advanced Competence</td>
</tr>
<tr>
<td></td>
<td>Expertly demonstrates awareness, knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>as a social work intern</td>
</tr>
</tbody>
</table>

Evaluation Process

- The field instructor and student jointly review the student’s performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated. If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument. Note: The student’s signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

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

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

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

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>IP</th>
<th>EC</th>
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</tr>
</thead>
<tbody>
<tr>
<td>42. Identify need and advocate for client access to the services of social work.</td>
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<td>43. Practice personal reflection and demonstrate positive change that assures continual professional development.</td>
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<tr>
<td>44. Recognize and attend to professional roles and boundaries.</td>
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<td>45. Demonstrate professional demeanor in behavior, appearance, and communication appropriate to agency context.</td>
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<td>46. Engage in career-long learning.</td>
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<td>47. Utilize supervision and consultation.</td>
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</table>

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

Apply social work ethical principles to guide professional practice.

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

Practice Behaviors

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<tr>
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</thead>
<tbody>
<tr>
<td>48. Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<td>50. Tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>51. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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</tbody>
</table>

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

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

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

**Practice Behaviors**

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<tr>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>52. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>53. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>54. Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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</table>

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

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

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

Practice Behaviors

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<thead>
<tr>
<th>Practice</th>
<th>Description</th>
<th>IP</th>
<th>EC</th>
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</thead>
<tbody>
<tr>
<td>55.</td>
<td>Analyze and deconstruct the extent to which societal structures and values may present opportunities to maximize potential; oppress, marginalize, or alienate; and create or enhance privilege and power.</td>
<td>✔️</td>
<td>✔️</td>
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<td>56.</td>
<td>Be sufficiently self-aware to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>57.</td>
<td>Recognize and communicate an understanding of the importance of differences in shaping life experiences.</td>
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<td>58.</td>
<td>Utilize themselves as learners and engage those with whom they work.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY V:

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

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

### Practice Behaviors

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<thead>
<tr>
<th>Practice Description</th>
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<tr>
<td>59. Confront the forms and mechanisms of oppression and discrimination, as well as countervailing systems of empowerment.</td>
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<td>60. Advocate for human rights and social and economic justice.</td>
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<td>61. Participate in practices that advance social and economic justice.</td>
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</table>

Evidence to support rating and strategies to increase competence:
COMPETENCY VI:

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

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

**Practice Behaviors**

<table>
<thead>
<tr>
<th>62. Use practice experience to inform scientific inquiry.</th>
<th>IP</th>
<th>EC</th>
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<tr>
<th>63. Use research evidence to inform practice.</th>
<th>IP</th>
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**Evidence to support rating and strategies to increase competence:**

COMPETENCY VII:

**Apply knowledge of human behavior and the social environment.**

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

**Practice Behaviors**

<table>
<thead>
<tr>
<th>64. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</th>
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<th>EC</th>
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<tr>
<th>65. Critique and apply knowledge to understand person and environment, with emphasis on the urban context.</th>
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**Evidence to support rating and strategies to increase competence:**
COMPETENCY VIII:

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

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

Practice Behaviors

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<tbody>
<tr>
<td>66. Analyze, formulate and advocate for policies that advance social well-being.</td>
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<td>67. Collaborate with colleagues and clients for effective policy action.</td>
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Evidence to support rating and strategies to increase competence:

COMPETENCY IX:

Respond to contexts that shape practice.

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<tbody>
<tr>
<td>68. Continuously discover, appraise, and attend to changing communities, locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>69. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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Evidence to support rating and strategies to increase competence:
COMPETENCY X:

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

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<tr>
<td>70. Substantively and affectively prepare for practice with individuals, families,</td>
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<td>groups, organizations, and communities.</td>
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<td>71. Use empathy and other interpersonal skills.</td>
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<td>72. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>73. Collect, organize, and interpret client data.</td>
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<td>74. Assess client strengths and limitations.</td>
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<td>75. Develop mutually agreed-on intervention goals and objectives.</td>
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<td>76. Select appropriate intervention strategies.</td>
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<td>77. Initiate actions to achieve client and organizational goals.</td>
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<td>78. Implement prevention strategies and enhances client capacities.</td>
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<td>79. Help clients resolve problems.</td>
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<td>80. Negotiate, meditate, and advocate for clients.</td>
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<td>81. Facilitate transitions and endings.</td>
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<td>82. Critically analyzes, monitors, and evaluates interventions.</td>
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<td>Evidence to support rating and strategies to increase competence:</td>
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SUMMARY OF STUDENT ACHIEVEMENT

UNDERGRADUATE EVALUATION OF STUDENT PERFORMANCE

SPRING SEMESTER

I. Student’s Strengths:

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

III. Student’s Comments

__________________________________________________________________________
Signature of Field Instructor ____________________________ Date __________

__________________________________________________________________________
Signature of Student ____________________________ Date __________

__________________________________________________________________________
Signature of Faculty advisor ____________________________ Date __________