BSSW Field Instruction Manual

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September 2018
Revised November 20, 2018
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PREFACE

BACHELOR OF SCIENCE IN SOCIAL WORK DEGREE PROGRAM
FIELD MANUAL

On behalf of the Social Work faculty, we welcome you to the field instruction experience. Practice is the essence of social work, and field is the arena for acquiring practice skills. Therefore, a planned, integrated field curriculum is of paramount importance. In addition to being the ultimate testing ground of practice skills, the field practicum distinguishes itself from traditional coursework in that it takes the student beyond membership and responsibility to the educational institution, to a more profound membership and ethical responsibility to the client, the professional community, and the broader social welfare community. The BSSW program at LIU Post and Brentwood Campuses prepares professional interns for this crucial transition from student to competent and ethical generalist social work practitioner.

The BSSW program’s field instruction program is guided by the mandates of the Council on Social Work Education’s curriculum policy statements and accreditation policies, the NASW Code of Ethics and University policy. This Field Instruction Manual is the result of constant, dynamic process of collaboration and re-creation as the needs and inputs of students, field instructors, agency educational coordinators, and faculty field liaisons emerge, evolve and interact. This manual is intended to guide the translation of LIU Post’s program mission, policies and standards into performance expectations and criteria for student, school, and field supervision. It also insures that evaluation of student progress and the larger curriculum planning process is also mutual and collaborative. We wish to extend our grateful appreciation for the exemplary participation of our community social workers and field agencies. Without their dedication and support, our students and our program could never have attained their present level of development and growth.

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Description of Field Curriculum

The field education component of LIU Post’s social work program reflects and complies with the program's goals and mission to prepare students for generalist social work practice, based upon a liberal arts perspective, and through the integration of core/foundation areas. The field practicum represents the integration and ultimate assessment of the student's ability to apply the content pertaining to social work values and ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, and research.

Attendance in weekly Field Seminar classes is required of all students. The emphasis for Junior students is on reconciling the demands of the field placement and understanding and utilizing the agency as a service provider. Seniors have more of an opportunity to focus on actual practice issues and to utilize their process recordings in class which illustrate diversity issues, values and ethical dilemmas, assessment, problem-solving, evaluation and termination processes. Completion of a research project is required in the seminar classes.

Goals of the Field Instruction Program

The field education component of LIU Post’s social work program reflects and complies with the program’s mission and goals to prepare students for generalist social work practice, based upon a liberal arts perspective and through the integration of core/foundation areas. The competencies of the Field Education component, which correspond to the Program competencies, are derived from the CSWE 2008 EPAS Handbook and reiterated in the CSWE 2015 EPAS Handbook.

Field is the signature pedagogy through which the Baccalaureate program prepares students to demonstrate the following competencies:

Competencies in Field Education

The field education component of LIU’s social work program reflects and complies with the BSSW program’s goal and mission to prepare students with the capacity to successfully meet program competencies. The competencies of the Field Education component specifically stem from the program’s goals. In addition, the field instruction competencies listed below were incorporated into the field instruction course outlines and all field evaluations.

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.

7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.

**Responsibilities and Functions of Field Director and Field Liaison**

**Director of Field Education**

1. Visits, interviews, and processes new agencies as potential field sites.

2. Interviews, advises, and provides students with a direct referral to an agency placement. Confirms, and then oversees placement of students in agencies. Provides written confirmation to students of their placements.

3. Is responsible for distributing and collecting all written correspondences between the agency and program including written confirmation regarding the placement of specific students, contracts, and all other required forms from field instructors.

4. Is responsible for the dissemination of all institutionalized policies and procedures in conjunction with the field to the field sites; including the field manual.

5. Monitors placements to assure compliance with program and field objectives, policies and procedures.

6. Provides orientations and educational seminars to field instructors.

7. Organizes and maintains the advisory committee.

8. Assists students and fieldwork instructors with adjustment issues.

9. Responds in writing to field problems of an administrative nature.

**Field Liaison/ Seminar Instructor**

1. Arranges for regular planned exchange between the program and field sites in order to monitor the student’s individual adjustment, learning, and progress within the agency.

2. Assures that the program’s educational objectives are being met through student assignments.

3. Assigns, reviews and approves students’ learning agreements.

4. Assists field instructors in developing supervisory skills.

5. Coordinates the pace of the seminar as much as possible with where the student is at developmentally in the field.
6. Provides seminar outlines to the field instructor, if necessary.

7. Assists students with the integration of course work and practicum.

8. Assists in resolving problems between students and field instructors or other agency personnel.

9. Suggests subsequent placements for the coming term, from which the student can best benefit.

10. Informs field instructors of school policies, procedures and expectations of field agencies to the field instructors, and continually monitors the fit between agency, student and program.

11. Evaluates students, field instructors and agencies; assigns students’ grades; and makes recommendations for continued use of agencies and field instructors.

12. Conducts a minimum of one field visit per semester per site.

**Agency selection and contracting**

Almost any setting where social work is practiced or can have a meaningful role can be used as a field placement. A human service agency may become a field instruction site for social work students in several ways. A faculty member, a social work practitioner in the community, or a student may recommend an agency. An agency may contact the program and request students. Or agencies may be recruited directly by the Director of Field Education.

Generally, once a potential field agency becomes known to the program, it is expected to provide written information on their programs, the learning experiences available to students, and the qualifications of the personnel available to supervise students, if it is interested in serving as a field site. In addition, the agency must pass a ‘site evaluation’ which is conducted by the Director of Field Education. An interview with the Director of Social Work or agency head further determines and confirms agency compatibility with the program’s educational objectives, appropriateness of assignments, and the agency’s resource capability for physically and educationally accommodating and committing to student needs.

Specifically, the Director of Field Education looks for agencies whose programs have competent staff to provide effective supervision and professional learning; a commitment to social work ethics, values, social justice, and training of social work professionals, and a mission that includes service to diverse populations and populations at risk. In addition, students must be able to employ a broad range of technologies and modalities, consonant with generalist practice at the field site. After the agency and the field instructor have been approved, and a student-agency pre-placement interview has been concluded, (see next section), the agency field supervisor enters into a contractual agreement governing her responsibilities as a field supervisor. Contained in this contract are the conditions, expectations, and terms of agreement that will be in effect during a student’s practicum. Along with the contract, the field instructor receives a packet of other required forms and materials including a Field Instructor’s Experience Outline (Appendix G), an Agency Data Base form (Appendix F), and a list of Field Expectations of
Juniors or Field Expectations of Seniors. These expectations detail the learning objectives of a Junior or Senior in placement.

The field instructor is then required by the third week of the semester to complete a Task/Assignment/Project List (Appendix K) with the student, which is to be submitted to the Director of Field Education, who further reviews the appropriateness and correspondence of assignments with Junior or Senior Expectations. After general compatibility has been satisfied, this list is subsequently submitted to the field liaison; who then continues ongoing monitoring and development of the individual student’s assignments and progress in the field.

Criteria for selection of agencies:

- Clearly defined services, whose mission and values are compatible with Social Work.

- Willingness to provide for the duration of the placement a qualified field instructor with adequate time to carry out expected educational tasks.

- Provision of appropriate learning experiences for students including direct service work assignments, participation in staff conferences, training, and seminars which complement and supplement the goals of generalist practice.

- Opportunities to serve diverse populations and populations at risk.

- Available work space and resources for the student to carry out the professional role.

- Willingness to cooperate and participate with the Program in the development, monitoring and review of a well-integrated generalist curriculum.

- Flexibility in providing the field instructor with adequate time to provide supervision and guidance to the student, as well as to review process recordings, prepare written evaluations, confer with the field liaison and attend orientation meetings at the school.

Philosophy, Process and Criteria for Student Placement

Philosophy

The program utilizes a structured self-selection model of field placement that provides the student with a degree of autonomy within structure in the field selection process. This model is compatible with the spirit and ethics of the profession by maximizing the student’s right to self-determination, within reason, by allowing his/her to take an active and responsible role in planning his/her educational experience. It also provides the student with crucial interview experience that will be needed for his/her job search after graduation. It should be noted that feedback was solicited from field instructors about this process and, by and large, this model of student placement was met with approval. The field instructor is empowered and engaged in a mutual contracting process where she may accept or reject a student based upon a pre-placement
interview. This is seen as preferable to being assigned a student “sight unseen” without the benefit of screening the student for appropriateness and fit beforehand.

Process

1. During the semester prior to commencing field work, and while enrolled in SWK 79; the Introduction to the Field, the student makes an appointment and meets with the Director of Field Education to discuss possible field assignments. In addition, for both Junior and Senior level field placements, the student fills out an application for field placement (See Appendices A & B).

2. The Director of Field Education assigns the student to an agency and gives him or her the name, address and phone number of the field instructor to contact.

3. The student then calls the agency as soon as possible to set up a pre-placement interview with the prospective field supervisor.

4. After the student has interviewed at the site, and he/she and the field supervisor have mutually accepted the terms and conditions of the internship at the agency, the student notifies the Director of Field Education.

5. The Director of Field Education then calls the field supervisor to confirm acceptance of the student, and then sends the necessary paperwork for formal contracting with the program.

Criteria

Though this process is student-focused, the student is advised that a number of factors are considered in the assignment of the student’s placement:

- Recommendations from faculty of student’s learning needs.
- Availability of a field site/field of practice.
- The student’s self-assessment of her learning needs; i.e., a greater or lesser need for structure, creativity, etc.
- The agency’s past track record with students based on student evaluations of their field experiences.
- Placements are limited by location and availability, and no student is guaranteed a placement at a set location due to their preferences.

_The student is also advised that the field instructor must meet the following criteria:_
Criteria for the Selection of Field Instructors

The field instructor must hold a BSW or MSW degree from a school accredited by the Council on Social Work Education and must have a minimum of three years of postgraduate experience in the field. The field instructor must be:

- Sensitive to the learning needs of students from all population groups including women, people of color, LGBTQ individuals and persons with disabilities.

- Committed to the education of social work students.

- Must have completed the Seminar in Field Instruction (SIFI), or has participated in some kind of training in the responsibilities of field instruction, or has in some way demonstrated to the Director of Field Education’s satisfaction, competence in the practitioner and supervisory role.

- Available to attend orientations, ongoing seminars, workshops, or other special activities offered by the school for field instructors.

- Physically available to the student during the same hours the student is in placement. The field instructor must provide a minimum of 1½ to 2 hours of direct supervision to the student.

- Must complete all necessary written contracts, forms, evaluations, and project and learning contracts with the student. He/she must also be available for periodic interviews with the field liaison regarding the student’s progress.

- Mindful of selecting educationally appropriate assignments for students and willing to teach in more than one practice modality.

Criteria for dual employment-internship sites

Students are highly discouraged from utilizing their places of employment for field internships. In those rare cases where the employment site is requested for approval as a practicum site, the following criteria must be carefully considered:

- The agency or institution must be large enough to provide a transfer to a different department or program that presents new or varying experiences from the student’s employment duties, and where these experiences and duties are unlikely to significantly overlap, intersect or in any way conflict.

- The alternate department or program must be able to meet the educational needs of the student, fulfill the educational objectives of a field practicum, and permit the student to complete the required practicum hours.

- The alternate site must meet all the criteria of an eligible practicum site as set forth in
LIU Post’s Field Instruction Manual regarding the Criteria for Selection of Agencies.

- The alternate site must provide the student with exposure to a client population and responsibilities that significantly vary from those of the student’s employment.

- The agency or institution must provide a field instructor who is not the student’s regular job supervisor. The supervisor must meet all the program’s credentials and requirements for an agency field instructor as set forth in LIU BSSW Field Instruction Manual regarding the Criteria for Selection of Field Instructors. The supervisor must also perform all other expected duties of a field supervisor including attendance at field meetings and providing the student with direct supervision for at least 1½ hours per week.

- If the student was working in the agency full-time, then the agency must provide written assurance that the student will be released from regular work duties and provided with the alternate internship experience at least 7 hours per week as a Junior and 14 hours per week as a Senior student. In addition, it is understood that the student must attend an attendant Field Seminar class three hours a week while in practicum.

- The student must attend the practicum site on separate and distinct days from paid work days. The agency or institution must provide assurance that the student will not perform any work demands of the agency or institution and will only focus only on practicum requirements during those days designated as practicum days. If this assurance is in any way violated, the program will terminate the internship at this site.

- Students who are directors, supervisors, or otherwise in any position of authority are not permitted to intern at their agencies.

- Students requesting that their employment setting serve as a practicum setting may request and be granted this option only once. A student will not be permitted to fulfill both Junior and Senior field placements at their place of employment.

- The Director of The Field Education Department reserves the right to make the final decision regarding a dual employment-practicum experience.

**Responsibilities of the parties:**

The student

The student interested in this option must submit a written request to the Director of Field Education at least one semester prior to beginning the desired practicum experience, or in the case of a new student, as soon as possible. The written request must contain the following:

1. Description of present and anticipated employment-related responsibilities, title and supervisor including the name and mission of the department or program.
2. Beginning date of employment with this agency.

3. Description of proposed practicum-related responsibilities and assignments including the name and mission of the alternate department or program.

4. The name and capacity of the intended internship supervisor, and her credentials and other qualifications for social work supervision.

5. If the student is employed full time: written plan detailing the release time for internship work and regular work signed by the current job supervisor and the intended internship supervisor.

The agency or institution

1. Written approval from an agency administrator or supervisor agreeing to this proposal. This should include signatures from the present supervisor, as well as the intended practicum supervisor, and if applicable, the program director or department head of the proposed practicum setting.

2. If the student is employed full time: written assurance from an agency administrator that the student will be released from paid employment responsibilities at least 7 hours per week for a Junior and 14 hours per week as a Senior with the understanding that the student must concurrently attend a Field Seminar class three hours per week while in practicum. This written assurance must reflect the understanding that the student’s time in the practicum must be spent on internship-related assignments and learning, and not on work-related assignments or demands of the agency AND that the internship will be terminated if these terms and conditions are violated.

The Director of Field Education

The student’s and agency’s proposal package will be reviewed by the Director of Field Education and a decision will be rendered within thirty days of receipt of the completed application package. If the request is granted, the student, agency and supervisors are expected to adhere to the agreement reached between the Field Office and all other affected parties. If the Director of Field Education learns that the student is attending to regular job duties during the designated practicum hours, then the practicum will be terminated.

**Evaluating Student Learning**

The faculty field liaison (who is the seminar professor), monitors the student’s fieldwork and is responsible for assigning the student’s grade at the end of the semester. The field liaison utilizes both a written evaluation and oral interview with the field instructor at mid-semester and at the
end of the semester to determine the individual student’s progress. See Appendices P, Q, R, S, T, and U for junior/senior midterm and final evaluation forms.

The liaison monitors the alignment of field practicum objectives with student assignments and educational development. In addition to reading the student’s process recordings, the field liaison also ensures that the communication process between field instructor and student is unimpeded and reciprocal. The field liaison also responds on an as-needed basis to requests from either the field instructor or student to intervene in any learning or contractual dilemmas requiring educational clarification, consultation or mediation. Field instructors are notified of their responsibility for immediately contacting the field liaison if there is any potentially serious problem with student performance, the student’s capacity to meet expected criteria, or failure to comply with the NASW Code of Ethics.

**Initial and Continuing Eligibility for Field Work**

Only students who are candidates for the baccalaureate degree in social work are admitted to the field practicum. To be formally admitted to the field, and advance in the major, students are required to go through an academic performance review process at the end of the fall semester of the Junior year (or the semester in which the student takes SWK 79). This process entails both an essay and an interview. A faculty committee evaluates students’ academic and behavioral readiness to assume the important responsibility of field work. Field admission is conditioned upon: completion of all prerequisites and completion of the following SWK courses (SWK 1, SWK 50, SWK 60, SWK 70, and SWK 79); a GPA of 2.75 in Social Work courses; and a 2.75 overall GPA.

Students who receive a C or below in the field are not permitted to advance in the Field, and must repeat the Field. Students are subject to educational and behavioral criteria in the field (and program) in order to maintain their status in the program. Students may be removed from field placement due to a serious breach of the field education contract; physical, mental or academic incapacity that seriously interferes with the work required in field placement; intentional breach of the NASW Code of Ethics, or dismissal from the program for any other reason.

**Malpractice Insurance and the Child Abuse Prevention and Detection Course**

The University purchases a blanket professional liability policy to cover LIU students during their participation in any supervised practicum or internship required by their degree program. Proof of coverage will be sent directly to participating sites prior to the student’s arrival. The $1,000,000 limit policy covers alleged errors or omissions of students while enrolled in a University-approved experiential learning program.

The University requires that students have health insurance while in the field. Students will be billed for student health insurance or they may waive out of it if they have proof of their own health coverage.
Students are also required to enroll in a Child Abuse Detection and Prevention course, preferably during the first semester of field work. Students must present a copy of the certificate to the field liaison who will give it to the field director upon completion of the course. No student will be permitted to graduate without this certificate. Students may take an online course at: [https://www.nysmandatedreporter.org/TrainingCourses.aspx](https://www.nysmandatedreporter.org/TrainingCourses.aspx)

### Admission and Advancement Requirements

Students who satisfy the general admission requirements of LIU Post may declare social work as a major at any time in their Freshman or Sophomore years if they meet the following criteria:

1. Entering Freshmen must have a minimum high school average of 80 and must be ranked in the upper half of their class.
2. LIU Post students must have a grade point average (GPA) of 2.75 or higher.
3. Transfer students must have a grade point average (GPA) of 2.75 or higher.

### Advancement to Field Placement

Field placement, which begins in the spring semester of the Junior year (for full-time students, or after taking SWK 79 for part-time students), requires students to function as professionals and often involves direct client contact. Therefore, the Social Work Program invests heavily in insuring that the students who progress to field placements are ready to assume the serious responsibility it entails. Prior to field placement, students take foundation courses in social work and a field instruction seminar. The instructors teaching these courses are committed to helping identify students’ learning needs as early as possible and assisting them so that they will be able to meet the requirements to proceed to the field. In addition, the Program Director and faculty meet regularly during the fall semester to review students’ academic performance and professional behavior. Students are subsequently informed about concerns and assisted in addressing them (see *Faculty Obligations for Assisting Students* on page 16 for details and Appendices Z & AA for learning contracts).

### Advancement to Field Requires:

1. Completion of pre-requisites:

   PSY 101 General Psychology (3 credits)
   SOC 1 - Introduction to Sociology (3 credits)
   BIO 1 - Foundations of Biology I, or BIO 7 (4 credits)
   PHI 13 - Human Values (3 credits)
   ECO 10 - Introduction to Microeconomics

2. Completion of the following Social Work courses:

   SWK 1 - Introduction to Social Work (3 credits)
SWK 50 - Social Welfare Programs and Policies 1 (3 credits)  
SWK 60 - Human Behavior in the Social Environment 1 (3 credits)  
SWK 70 - Social Work Practice 1 (3 credits)  
SWK 79 - Introduction to Field Placement (1 credit)

3. A GPA of 2.75 or higher overall and in the major

4. Commitment to follow all policies and procedures as documented in the student handbook and field manual.

5. Completion of a short self-assessment essay that is submitted two weeks prior to the end of the Fall semester of the Junior year (or the semester in which the student takes SWK 79).

6. A performance review meeting with faculty. Each student meets with the Academic Performance Review Committee (APRC) during the final exam period of the Junior Fall semester (or the semester in which the student takes SWK 79). The meeting is focused on reviewing students’ academic and professional performance based on feedback from all faculty members who serve as their instructors. The committee and the student discuss his or her strengths as well as the issues that may have been raised during the semester and for which the student was offered help in remediating (see Faculty Obligations for Assisting Students on page 16 for details and Appendices Z & AA for learning contracts). Upon completion of the review, students are advised that the committee will make its recommendation regarding advancement after the grades are submitted for the semester, and they will be notified about the decision in writing. Readiness for field internship is based on the above listed criteria (1-5) as well as the following criteria:

   a) Attitude towards learning, as represented in openness to new ideas and seriousness in learning.

   b) Classroom attendance, alertness and performance.

   c) Timeliness in submission of assignments and evidence of effective writing skills (organization, spelling, grammar, and sentence structure).

   d) Professional demeanor as characterized by language as well as respect for peers and faculty.

   e) Adherence to the University’s academic conduct policies:

   http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards

   f) Behavioral criteria outlined in this handbook.

7. Formal notification by the program director regarding the final decision reached by the faculty committee. The committee may reach the following decisions:
a. Approval for advancement to the field if the student meets all the required criteria

b. Conditional approval for advancement to the field: in very rare circumstances, when a student fails to meet a standard but excels on other standards. The faculty committee specifies the criteria that need to be met (e.g. meeting GPA requirements or improving professional behavior) by the end of the spring semester and the student signs a learning contract with remediation steps to address them. The student is thus on probation for one semester and his or her performance is closely monitored and re-evaluated during the Spring semester in which he or she is first in the field and taking SWK 80. The learning contract that the student signs specifies that failure to remediate the difficulties outlined during the spring semester will result in an evaluation by the APRC, and he or she may be terminated from the program.

c. Rejection of advancement to the field due to failure to meet eligibility requirements, if a student fails to meet the advancement to field criteria. Because rejection from field means inability to remain in the social work program, the Program Director convenes the full ARPC to makes the final decision about the student’s status in the program. If the ARPC determines that the student cannot continue in the major, the student is counseled by the Program Director or a designated faculty member regarding choices such as an alternative major with social work as a minor (with proper GPA) or a leave of absence and request to return to social work at a later date. The student is advised that he or she may appeal the decision with the Social Work department chairperson. If still not satisfied, the student can appeal to the Dean of the School of Health Professions and Nursing following the procedures outlined on page 22.

Students’ Rights and Responsibilities

LIU Post policies regarding students’ rights and responsibilities are found in the University’s Student Handbook:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards
The Social Work Program adheres to the University’s overall policies on students’ rights and responsibilities.

Student Assistance, Evaluation, Grievance, Appeal and Termination Procedures

The program has developed criteria to evaluate student academic and professional performance and is committed to assisting students who experience difficulties. The program also developed procedures for grievance, appeal and termination to insure that graduates of our program are competent social work professionals who had full access to due process. Faculty commitment to assisting students who experience difficulties and the criteria for evaluation of students’ performance are described below.
Faculty Obligations for Assisting Students Who Are Experiencing Difficulty in Academic and/or Professional Areas of Performance

Faculty members are committed and obligated to assist students with classroom or field difficulties. For example, social work faculty members respond to students’ assignments with detailed feedback and comments regarding ways to improve performance. In many courses students have the option to submit drafts for review or resubmit assignments within a designated period.

The BSSW faculty routinely reviews Juniors’ and Seniors’ (upper-division students) progress around the mid-term and toward the end of each semester. Concerns regarding a student’s performance or readiness to graduate are shared with the student, and plans for addressing the issues are made.

The BSSW program was also designed to offer students extensive support in their field internships. The practicum experience is linked to a seminar that meets weekly and allows the instructor, who is also the field liaison, to closely follow and track the student’s experience. The seminar also allows students a weekly forum to raise issues related to field and get feedback from their peers as well as the instructor. The instructor/field liaison also makes regular visits to the field agency to discuss students’ performance with their field supervisors, reports regularly to the Director of Field Education about students’ performance in the field, and reviews field issues at the BSSW faculty meetings.

Criteria for Evaluating Students’ Performance

The Program makes every attempt to assist students and address their difficulties, in both the classroom and the field, before the problem affects performance. These efforts are described above. The criteria listed below inform the students about expectations and guide the faculty in identifying difficulties.

At the course level, criteria for performance are indicated in:

- Each syllabus, which includes behavioral expectations as well as grading policies.
- The Student Handbook

At the program level, the criteria for performance are:

- Students must maintain an overall cumulative GPA of 2.75 or higher
• Students must maintain a cumulative GPA of 2.75 in the foundation and related social work courses to retain standing in the program. One semester of probation is granted to students to bring up grades to the designated standards. Students who do not meet the GPA requirements by the last semester of the Senior year are not allowed to graduate unless courses are repeated and the GPA requirements are met.

The Social Work Program strives to assure that students entering the profession not only demonstrate competence in the required social work knowledge and skills, but also identify with the values and ethics of the profession and are able to deliver services in a professional manner.

*The following are indicators of students’ failure to meet professional performance standards:* 

1. Lack of Identification with the values of the profession, as demonstrated in a lack of adaptation to the goals of the Social Work Program.

   Students may demonstrate, through behavior and attitudes expressed in the classroom or with faculty, field instructors or clients, little or no commitment to the social work profession. For example, prejudices may present themselves that are irreconcilable with the profession’s dedication to promoting social justice and celebration of diversity. If students cannot separate personal attitudes and behaviors from professional attitudes and behaviors, and demonstrate a willingness to adapt to the goals of the profession, these students will be encouraged to seek another major and may be terminated from the program. The behavior of such students will be carefully monitored in the field for the protection of clients. Any indication that these attitudes are interfering with work with clients is grounds for termination.

2. Inadequate Interpersonal Relationship Skills

   Social work requires the ability to relate to others through non-judgmental communication and with warmth and compassion. Students will be evaluated in terms of their ability to relate genuinely and openly to clients, classmates, faculty and field instructors. A persistent failure to relate to others in a non-judgmental and genuine manner may result in termination.

3. Personal Problems

   Students may have problems that interfere with self-awareness and the development of professional attitudes and behaviors. These problems may manifest themselves in a variety of concrete ways, including absenteeism, lack of participation in class discussions, failure to complete assignments in a timely manner and belligerent behavior. Personal problems may also manifest themselves in inappropriate behavior such as lack of boundaries or over-identification with personal issues. Students are counseled upon identification of personal issues that impede their progress in the program and are referred for appropriate help. If help is not accepted and/or problems persist, students may be terminated from the program.

4. Violation of Norms and Ethics
Students’ educational lives are governed by a number of different codes, including the National Association of Social Workers (NASW) Code of Ethics, Campus Code of Conduct, and the Social Work Program’s criteria for professional performance. Violations that may result in termination from the program include:

a. Behavior judged to be in violation of the NASW Code of Ethics.

There is an on-going assessment of students’ identification with the values of social work profession as outlined in the NASW Code. These values include respect for the confidentiality of clients as well as for self-determination and non-discrimination. The NASW Code also identifies obligations to colleagues and to the advancement of professionalism and the social goals of the profession, primarily the commitment to the promotion of social justice. The NASW Code includes standards of propriety or personal conduct and criteria for measuring competence and professional development. Students are expected to be knowledgeable about the requirements and behave accordingly. See Appendix Y for the NASW Code of Ethics. Any conduct that is contrary to the NASW Code is subject to scrutiny and may serve as grounds for termination.

b. Behavior judged to be in violation of the Criteria Set Forth in this Document; and, the following specific behaviors identified by the Program’s Social Work Field Advisory Council (2/26/98), which relate to field experience. These include:

- Dating a client or supervisor
- Having sexual relations with a client or supervisor
- Talking with a client about the agency or supervisory problems
- Giving out personal phone number, unless approved by field supervisor as part of the field assignment.
- Going to a client’s home unless approved by field supervisor as part of the field assignment.
- Any provocative or seductive nonverbal/verbal behavior, including mannerisms, facial expressions, touching etc. between student and client or supervisor and student
- Stealing or falsifying documents from clients/supervisor/colleague/agency
- Any conscious and willful violation of agency rules, regulations, norms and protocols.
- Any verbal/nonverbal demonstrations of disrespect toward client, supervisor/agency or staff.
- Insubordination or refusal to take directions from a supervisor.
• Failure to terminate appropriately with the client and/or agency.
• Putting the agency or client in jeopardy.
• Defiance: intentionally refusing to follow supervisor’s appropriate recommendations
• Cursing, name calling, hitting, racist, elitist, discriminatory, and/or otherwise inflammatory judgmental comments.
• Repeated irresponsible behavior toward supervisor or client; not showing up or canceling appointments, failure to follow-up, complete administrative tasks, etc.

c. Behavior in violation of the Campus Code of Conduct (as stated in the Campus Student Handbook)
   http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards
• Violence or threat of violence, including behavior that jeopardizes the safety or well being of other persons and sexual assault and sexual abuse.
• Verbal or physical harassment of members of the campus community or their guests, including discriminatory or racist behavior.
• Forgery and falsification of any official campus records.
• Illegal possession of keys; Unlawful entry.
• Vandalism of campus property or destruction of property of another person.
• Violation of Smoking Policy
• Possession or use of weapons and dangerous items.
• Violation of Campus Traffic Regulations.
• Theft and/or Possession of Stolen Property.
• Misuse of fire prevention apparatus or failure to respond to a fire alarm.
• Hazing, including Violation of State Law on Hazing.
- Solicitation and or commercial activities by an on-campus or off-campus organization unless approved by the Office of Student Activities.

- Illegal Gambling

- Use of computers for the violation of personal privacy or the committing of crimes.

- Violation of Alcohol and Substance Abuse Policy.

- Failure to cooperate with Campus Officials, e.g. providing false or misleading information.

- Conduct unbecoming a student

The Campus has its own disciplinary sanctions for violations of Campus community norms, standards and policies. Sanctions consist of a verbal and written warning, suspension for repeated infractions, a period of disciplinary probation, denial of use of certain facilities, permanent dismissal from the residence halls or, in extreme cases, expulsion from Campus. In addition, the Campus follows a judicial process that includes a preliminary investigation, filing of charges and hearing and decision. The judicial process also includes an appeals procedure. Decisions that result in sanctions against social work students might result in termination procedure. This would occur in cases where the behavior conflicts with the Program’s criteria for professional performance.

If students have difficulties related to academic conduct violations, the instructor will follow University policy as described in:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards

If a student is having academic or professional performance difficulties (as defined in the section above), the issue will be addressed as follows:

A) In academic (non-field-related) courses

- The course instructor will bring the concern to the student’s attention and advise the student on the corrective actions required.

- If the difficulties persist, the instructor and student sign a written learning agreement (see Appendix A in the BSSW Student Handbook).

- If the difficulty continues, the instructor informs the Director of the Baccalaureate Program, and the director works with the student and instructor to resolve the issue and
review the learning agreement. The instructor may also request that the Program director convene the APRC to discuss the student’s difficulties.

- If the student does not fully satisfy the course requirements despite the assistance offered, he or she may subsequently fail the class.

- Students who receive a grade of F have the option of repeating the course.

- A student who wishes to contest the failing grade can follow the appeals procedures listed below in the section on Grievance, Appeal and Termination Procedures.

B) In Field courses

- A student who is having difficulties in the field is required to inform the field liaison about the issue as soon as possible.

- The liaison will work with the student to decide how the situation should be handled and will consult with the Director of Field Education if necessary. Possible resolutions include the student approaching the field supervisor directly and/or the field liaison intervening to resolve the situation with the field supervisor.

- If the problem is irresolvable at the field liaison level (e.g. there are inadequate learning opportunities), the Director of Field Education will be informed and may re-contract with the agency.

- If the problem is related to student difficulties (see criteria for professional behavior pp.15-21), the field liaison and the field supervisor will devise a plan of action with the student (see forms in Appendixes Z & AA).

- If the student fails to comply with the plan of action, the field liaison and field supervisor may recommend failure in the course. The field liaison will inform the field director and request the Program director to convene the APRC.

- If an agency removes a student from field placement in the middle of a semester, the field liaison will inform the Field Director and request the Program Director to convene the APRC.

- Because the field practicum and the related seminar are inseparable components of the field courses, students may not attend one without the other. If a student misses more than 4 weeks of fieldwork or 4 seminar classes the field liaison will inform the field director and request the Program director to convene the APRC.

- The APRC will make the final determination about the student’s status in the program,
The APRC may recommend allowing the student to repeat the course on probation, with clear remediation instructions. If the APRC judges that the student’s performance issues present serious violations of professional behavior, it has the power to make the decision to terminate the student from the major.

**Grievance, Appeal and Termination Procedures**

Faculty members are expected to make student-related decisions and evaluations on the basis of consistent, fair, and equitable application of clearly articulated standards and procedures outlined in course syllabi, BSSW student handbook and field manual as well as University policies. Students have the right to grieve and appeal faculty decisions/evaluations that deviate from the expectations listed in syllabi as well as program and University policies. They can do so at many levels, following the protocols of the BSSW program, the School of Health Professions and Nursing and LIU Post. To give students proper due process, a decision of termination from the program can only be made by the full APRC.

Students wishing to submit a grievance/appeal must follow the procedures below:

A. Students contesting decisions regarding violations of academic conduct policy must follow the procedures outlined by the university:

   [http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards](http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards)

B. Procedures for contesting a decision/evaluation (not related to academic conduct policies):

   • A student who wishes to contest an instructor’s decision/evaluation must make first an effort to resolve the matter with the professor. The student must contact the instructor within 10 business days of the issue.

   • The instructor will meet with the student to discuss the concern within 5 business days of being contacted.

   • If there is no resolution, the student may file a formal written grievance with the Chair/Program Director of the department within 10 business days after meeting with the instructor/faculty member.

   • A Chair/Program director will schedule a meeting with the student within 5 business days of his/her receipt of the student grievance.

      • The Chair/Director will contact the faculty member/instructor to request a written description of the problem and attempts made to resolve it.

      • If resolution is not reached, the Chair/Program director will convene the APRC, which is comprised of 4 faculty members of Social Work and related departments. The APRC will review the documents, and if it is deemed that the grievance is of merit, may meet with
the student and the faculty member to further discuss the issue and reach a resolution. The Chair/Director must advise the student in writing of the APRC decision within 10 business days of the meeting with the student.

If the student is not satisfied with the decision, he or she can further appeal it to the Dean of the School of Health Professions and Nursing (SHPN) subject to the procedures outlined on p. 371 of the undergraduate bulletin: [http://liu.edu/CWPost/Enrollment-Services/Registration/Academic-Bulletins](http://liu.edu/CWPost/Enrollment-Services/Registration/Academic-Bulletins)

- The student may appeal the decision to the Dean of the School of Health Professions and Nursing within 10 business days of the issuance of the Chair/Director’s decision. The student must submit a formal, written appeal to the Dean using the SHPN Grievance Appeal Request Form indicating the basis of the appeal indicating (1) the basis of the appeal and (2) all methods used to date to resolve the grievance. It is the student’s responsibility to provide specific evidence to support his/her appeal.

- The Dean will review the case and, if she/he believes the appeal has merit, will refer the matter to the Dean’s Academic Standing Committee. A meeting of the Academic Standing Committee will be convened within 10 business days of receipt of the referral.

- The SHPN Academic Standing Committee will hear statements from both the student and faculty/department.

- The Academic Standing Committee will make a recommendation to the Dean within 5 business days after the conclusion of its meeting.

- The student will be notified by the Dean in writing of the decision within 10 business days of the Dean receiving the recommendation from the SHPN Academic Standing Committee.

- The Dean’s decision is the final decision-making body within the School of Health Professions and Nursing. If the student wishes to appeal the Dean’s decision, the student must submit an Appeal Request Form to the Office of the Vice President of Academic Affairs within 5 business days after receipt of the Dean’s letter.

**Program of Study**

Freshmen and Sophomores are considered pre-professional students and must maintain a cumulative grade point average of 2.75 to be considered for advancement to the Junior year in the social work major. Social work majors must begin field experience in the Junior year of course work. All social work declared majors must maintain a 2.75 grade point average in social work courses.

Students should be registered full-time for the final two years of the program to fulfill course and field requirements. Courses in the social work major are not offered each semester and require attendance to fulfill course requirements. In addition, field requirements include 100 hours per
semester in the 2nd semester of the Junior year and 400 hours in the Senior year. Under special circumstances, and with the program director’s approval, students might take less than a full load of courses. For instance, students could take the second and third courses of the Research, Human Behavior and Policy sequences prior to formal admission to the program. Students cannot take Practice courses without taking a Field Placement introduction or instruction course in the same semester. Students cannot take SWK 71, 75, 80, 90 and 91 without formal advancement to the field.

**Description of Required Field Seminar Courses**

**SWK 79 Introduction to Field Instruction (1 credit)**

The purpose of this class is to orient junior-level social work majors to the field practicum. The course requires one required interview with the field director and at least one to two field agency interviews. SWK 79 prepares students for entry into the field practicum experience and the concurrent Field Seminar class; SWK 80, by anticipating and responding to common concerns among entry-level students, explicating field program policies, and preparing the student for the agency selection and initial interviewing process. Students are introduced and acquainted with the various roles and responsibilities of each of the field team members. In addition, the field contract, task/assignment form, the learning contract, the process recording, the supervisory process, diversity and cultural competence issues in the field and the qualifications and challenges of developing ethical and professional behavior are also explored. In preparing students for the “mechanics” of fieldwork, the seminar also takes time to validate the developmental challenges that students experience in mastering the demands of the field placement Practice Seminar: *Meets once a week except for a few weeks scheduled for individual meetings with the professor.* Please see the course outline (Appendix L).

**SWK 80 Field Instruction I (4 credits)**

Field experience involves placement of the student in a social service agency or social work department of a larger institution. The student is required to intern for a minimum of 100 work hours during the standard spring semester of the Junior year. The student is required to offer social work service to diverse clients or client systems under the direct, regular supervision of an agency field instructor agreed upon by the agency and the program.

The instructional techniques in the seminar class parallel processes students will be utilizing in the field as a student and as a social worker. Students’ field experiences are processed using the problem-solving process. Developmental tasks are partialized or deconstructed into manageable parts; agency analysis, the supervisory process, the formulation of learning goals, struggles with diversity and ethical dilemmas, etc. These tasks are processed through journals and assignments that require reflection on the intersection of experience, knowledge, skills, and self. In class, students are also encouraged to collectively utilize the problem-solving process to help their peers’ in the resolution of learning dilemmas. Students are also continually reinforced to prepare agendas and actively assert their own learning needs in class and in supervision. By the end of SWK 80, students will be required to have secured their field placement for the upcoming academic year. *Meets 3 hours per week. Seminar instructor/field liaison meets at least once per*
semester with field instructor for student evaluation. Open to Juniors only; Spring Semester. See the course outline (Appendix M).

**SWK 90 Field Instruction II (6 credits)**

Field Instruction II is designed to be taken concurrently with the social work field work practicum. This is the second course in the three practicum sequence. Fourteen hours of supervised field experience per week; a minimum of 200 hours for the semester, are required of the student in an approved social work agency or placement.

The combination practicum-seminar is designed to provide social work students with the opportunity to integrate and further build upon the knowledge, values, and skills learned during the previous semester. Students will have progressively varied opportunities to develop more intensive interactive helping skills, to become better adept at writing process recordings, preparing assessments and summaries of contracts, and in conducting rudimentary agency research.

Outcome indicators corresponding to CSWE’s course competencies below are integrated into the field instructor’s final evaluation. Student process recordings, journals, individually prepared exercises, and class role plays serve as mediums for a communal learning structure that facilitates the infusion and integration of social work values, knowledge and skills into the professional self. Seminar instructor/liaison meets at least once per semester with field instructor for student evaluation. *Meets 3 hours per week. Open to Seniors only; Fall Semester. (See Appendix N for course outline.)*

**SWK 91 Field Instruction III (6 credits)**

Field Instruction III is designed to be taken concurrently with the final Social Work field work practicum. This is the third course in the three practicum sequence and represents the culmination of the undergraduate social work curriculum. Fourteen hours of supervised field experience per week; a minimum of 200 hours for the semester, is required of the student in an approved social work agency or placement.

The combination practicum-seminar is designed to provide social work students with the opportunity to integrate and further build upon the knowledge, values, and skills assimilated during the previous semesters. The focus in the final semester of professional training is on middle phase work skills, termination skills, administration and presentation of the student’s research survey and findings. In addition, the student will have the opportunity to assume the collegial role of educator with his/her peers through a demonstration of a selected professional competence or skill.

Outcome indicators corresponding to CSWE’s course competencies below are integrated into the field instructor’s final evaluation. Student process recordings, journals, individually prepared exercises, and class role plays serve as mediums for a communal learning structure that facilitates the infusion and integration of social work values, knowledge and skills into the
professional self. Meets 3 hours per week. Open to Seniors only; Spring Semester. (See Appendix O for course outline).

**Required Hours in the Field**

Juniors are required to complete a minimum of 100 hours in the field in the standard spring semester after having successfully completed Introduction to Social Work (SWK 1), Social Policy (SWK 50), Social Work Practice (SWK 70), Human Behavior in the Social Environment (SWK 60), and Introduction to Field Instruction (SWK 79) courses. Seniors are required to complete a minimum of 400 hours in the field during the standard Fall and Spring semesters combined. Seniors are required to attend field work during intercession break, with the exception of Holiday Week. Juniors and Seniors are required to make up any days missed due to illness or absence for any reason. Students must complete the required internship hours in each of the field classes: SWK 80 and SWK 90 before advancing to the next course.

**Student Safety in the Field**

Students follow agency safety protocols. During the field instructor orientation and in ongoing field seminars safety is discussed. Topics of discussion include self-care, emotional and physical safety, safety in the agency setting as well as safety during home visits. Students are encouraged to speak with their field instructors about safety during supervision. Field instructors and field liaisons work with students to inform them of safe practices such as de-escalation techniques when working with clients.

**Field Expectations for Juniors**

Junior expectations are incorporated into the midterm and final field evaluations. By the end of the Junior year, the student is generally expected to have:

1. An adequate understanding of the agency or organization, the community and clients it serves, the role(s) of the social workers therein, the range of services offered, the nature of the funding source(s) and the effect of the larger social welfare environment on agency functioning.

2. Beginning communication skills needed in relating to clients, including; preparation, assessment and contracting, exploring, communicating, understanding and active listening.

3. An appreciation of the various factors/needs affecting client functioning including physical, social and psychological aspects and those attitudes, feelings and mode of expression that apply toward a beginning understanding of the client.

4. A genuine concern for the client’s welfare assisted by the guidance of social work values and ethics in professional interactions.

5. An ability to write a descriptive and informative account of a client/community contact, or process recording.
6. Begin to take responsibility for her/his own learning within the supervisory conference by preparing questions, communicating learning needs, etc.

The Junior student is more specifically expected to have:

7. Recognition of the relationship between social welfare policy, agency function and actual social service delivery.

8. Beginning skills in data-gathering, identification/assessment of the problem or issue at hand, and potential intervention strategies.

9. A beginning ability to contract with clients on either a concrete need or limited request for service which the agency or external helping system can provide.

10. An understanding of client issues from a systems perspective with the recognition that intervention may need to broaden to work with multiple system layers.

11. A beginning ability to deal with the feelings of clients.

12. Basic empathy for the client, taking into consideration the special vulnerability of client groups.

13. A view of diversity as a source of richness and strength.

14. Skill in bringing together agency service and client need in a way that reaches for full client participation.

15. An appreciation and recognition of the various roles utilized by the generalist social worker.

16. A commitment to using the NASW Code of Ethics as a guide to practice with emphasis on client rights, especially confidentiality.

17. A concern for issues of social justice and a commitment to learning.

18. An understanding of how personal issues and values can help or hinder the helping process.

19. Beginning recognition of the gaps in one's own knowledge and recognizing the relevance of practice theory, policy issues and research on enriching understanding of the client and problem.

20. Beginning realization of the importance of evaluation of one's own practice.
Field Expectations for Seniors

The senior social work student is generally expected to develop by the end of the first semester:

1. A more comprehensive knowledge of the agency as a social welfare system within a broader community of helping organizations; its role, its economic and political constraints with regard to resources, sanction and community perception and the role of social work within that milieu.

2. A more pronounced exhibition of professional behavior and self-awareness.

3. A more sophisticated assessment and conceptualization of presenting and attending problems and the various factors affecting client functioning in the problem-solving process.

4. Greater proficiency in practice skills as they relate to the phases of the helping relationship: pre-engagement and preparatory skills; beginning phase skills in engagement, exploration, contracting, and assessment; ongoing middle phase intervention skills; and skills in termination and transfer.

5. Increasing responsibility for one’s own professional development demonstrated through a more active role in identifying learning needs, and a more intensive self-assessment of one’s own practice within the supervisory process.

6. An appreciation of how research can be utilized to identify and serve populations at risk, and can ultimately enhance agency outreach and effectiveness in serving diverse populations.

The 1st semester Senior student is more specifically expected to have:

7. A more thorough integration of the knowledge base of the profession and more consistent performance of indicated general practice skills.

8. Greater ease in the application of those interviewing and relationship-building skills that are needed to engage clients’ full participation in the helping process.

9. An ability to deal with the feelings of clients while recognizing and acknowledging the client’s unexpressed feelings and concerns.

10. A more enhanced ability to determine clients’ feelings and to work with them in ways that lead to growth and change.

11. A deeper level of empathy and understanding of the client and client systems through the integration of information from the supervisor, seminar and practice classes, colleagues and literature.

12. An awareness of the concepts and steps of the problem-solving process; (see Appendix I) with an increasing level of comfort in implementing those planning steps that are relevant to the
work phase at hand; including assessment, planning, intervention, evaluation, termination and follow-up.

13. A greater appreciation of boundary issues vis a vis agency, worker and student role constraints and parameters.

14. A more rigorous understanding of the emotional, social and political dynamics of the helping process.

15. An ability to identify and conceptualize one’s own values, strengths and limitations and how they may help or hinder the helping process depending on the context.

16. Ability to use a wider array of resources to help diverse clients; including networking, referrals, and liaisons with other helping systems both informal and formal.

17. Increased identification with the role of the generalist social worker and the various roles that may entail.

18. More comfort in dealing with the authority of the field instructor.

19. An increasing ability to demonstrate accountability to the clients, the agency and professional ethos.

20. An ability to recognize and responsibly acknowledge areas where one’s knowledge of the problem, process or skills required to effectively intervene are inadequate or underdeveloped and need to be referred to a more experienced practitioner, while still taking professional responsibility for one’s own intervention.

21. An ability to personally and professionally separate one’s own issues from the issues of the client.

Field Expectations for Second Semester Seniors

1. Development of an appropriate multilevel intervention plan with the client’s participation, but with minimal direction by the supervisor.

2. Holding clients to follow plans and work on mutually agreed upon goals.

3. Development or conceptualization of innovative programs or projects that would improve upon or satisfy a gap in service.

4. The utilization of research methods to document an unaddressed need or problem or improve policy or service delivery in some way.

5. A developing ease in utilizing the problem-solving process with micro, mezzo and macro systems.
6. The reflection of a greater and more multi-faceted conceptualization of problems, planning interventions and goals in process recordings and agency documentation.

7. An ability to justify an applied mode of intervention from a broader base of understanding of systems knowledge rooted in sound foundational practice knowledge.

8. Demonstrated responsibility in planning for termination with clients and subsequent referral for continued service.

Practice in the Field

Generalist Practice with individuals, families, groups, communities, and organizations

Generalist practice is the application of an eclectic knowledge base, professional values, and a wide range of skills to target and change any size system. Generalist practice includes:

- Practice within an organizational structure under supervision
- A wide variety of professional roles
- Critical thinking skills applied to the problem-solving process

(see Kirst-Ashman & Hull, 2017, Generalist Practice with Organizations and Communities.)

A generalist practitioner utilizes the problem solving method (see Appendix I) to strengthen and enhance the relationship between client systems and their environment. Generalist social workers develop skills in:

- Engaging in interpersonal helping
- Managing change processes
- Utilizing multi-level intervention modes
- Intervening in multi-sized systems
- Assessing and examining one’s own practice
- Functioning within a social agency

The prime objective of the field program is to prepare students for integrated generalist practice with a broad range of client systems, while acquiring the knowledge and skills needed to work
with people as individuals, as family and group members, and as part of larger community and organizational systems. There are three dimensions of generalist practice:

**Micro practice**: focuses on problem-solving with individuals

**Mezzo practice**: focuses on work with small groups. The ability to understand and facilitate group dynamics and communication patterns is needed. Working with families combines micro and mezzo practice.

**Macro practice**: targets change in large systems, organizations, and communities, as well as in agency and social policies.

**Knowledge and skills in direct service to individuals, families, groups, communities, and organizations at various phases of the relationship**

Utilizing the problem-solving process, the student is expected to engage in direct practice experiences with a combination of individuals, families, groups, communities and organizations. This requires the student to develop proficiency in a number of specific skills required at various phases of the helping relationship below. (Also see Appendix I.)

- Preparing and beginning work: reviewing case material; formulating questions re: areas to be explored; anticipating potential needs, feelings and concerns of clients; reflecting on own possible reactions to clients or situations.

- Exploring: exploring client’s relationship with other systems; conveying sensitivity and empathy especially to oppressed and vulnerable groups; identifying and responding to feelings expressed verbally and nonverbally; integrating social work values and ethics. Utilizing skills of probing, seeking clarification, reflecting content, reflecting feelings, partializing and going beyond what is said.

- Contracting: explaining and clarifying agency purpose, policies, procedures, role of social worker and limits of confidentiality to client; working with clients to reach a mutual understanding of the problem; helping clients to prioritize needs and to agree on plan of intervention; reaching for clients input and response; renegotiating the plan as needed.)

- Work Phase: listening to clients’ thoughts, feelings, concerns and perceptions of presenting problem, being nonjudgmental and accepting of clients, supporting clients’ right to self-determination, empowering clients to recognize and use inherent strengths; partializing manageable achievable steps toward goal; helping clients view alternative solutions, providing information and/ or advice when needed; being aware of and using professional self appropriately; utilizing skills of summarizing; applying problem-solving skills to other situations; identifying next steps.

- Evaluation: using research methods to monitor and evaluate own practice; using evaluation to help clients assess movement toward goals or establish new goals/ contract;
encouraging clients to express constructive criticism of service provided; evaluating own learning and areas of further professional growth.

- Development of roles with use of resources: developing roles appropriate to situation and resource: enabler, broker, mediator, advocate; understanding, developing and appropriately utilizing agency and community resources; using knowledge and skill in linking clients with needed resources; demonstrating ability to advocate for clients and helping clients to advocate for themselves when possible.

- Endings: appreciating the significance of termination, identifying and expressing own and clients’ feelings related to endings; helping clients work through loss; exploring unfinished business with client; facilitating client transfer/ referrals.

**General Guidelines for Field Assignments**

Assignments should, whenever possible include:

1. a general orientation to the agency and community in which the student will be working.
2. exposure to and inclusion in professional/staff meetings, seminars, educational workshops, and staff trainings. client systems of various sizes and types.
3. work with diverse populations and populations at risk.
4. opportunity to develop communication and relationship-building skills and to utilize the problem-solving process.
5. opportunity to contract with clients for the satisfaction of a concrete need or an intangible service; (counseling).
6. opportunities to utilize advocacy, brokerage and empowerment skills to promote social change and further social justice; i.e., by helping to prevent practices that are inhumane or discriminatory against any person or group of persons.
7. opportunity to sample a wide range of interventions, roles and social contexts.
8. exposure to the administrative tasks of social work.
9. an explicit understanding of the educational/administrative purpose or value of the assignment.
10. opportunity for specific, purposeful, focused intervention with client/client systems.

**Recommendations for Assignments with Individuals, Families, Groups, Communities and Organizations**

**Individuals and families:**

It is recommended that students be assigned to a client system or family with a specific goal or purpose to achieve. For example: fulfillment of a concrete need, referral for services, to provide counseling, etc. Recommendations and guidelines include, but are not limited to:
• Voluntary clients in need of services: individuals or families who have requested help with a needed service; applying for public assistance, home health care, etc. The assignment may require the student to assist or accompany the client and learn about social welfare policies and/or eligibility requirements.

• Cases requiring basic interviewing skills (fact-gathering), but not intensive diagnostic skills: individuals or families who are encountering a manageable or concrete problem or concern that does not require advanced problem-solving skills or therapy, i.e. a family that needs to explore available options for a frail elderly family member in need of nursing care.

• Cases requiring supportive counseling rather than psychotherapeutic counseling: students may render supportive counseling to clients; especially those who are physically or socially isolated, who have few or no family ties or are disconnected for any other reason. However, students must not be expected to administer therapy with clients who are in need of specialized counseling for an addiction or disease, such as psychosis, eating disorders or drug and alcohol addictions. Students may however assist such clients with obtaining information, referrals, and services.

• Cases that can be sustained over the course of the internship: ideally, individuals or families should be assigned with whom students can work with from engagement through termination phases; where the student can assess the client system over several interviews and build a relationship. Crisis cases should be assigned with caution and only with adequate preparation and supervision.

• Mentally alert and somewhat verbal clients: clients should ideally be able to talk about and otherwise express their needs to the student. Initially, clients should be stable enough that they are unlikely to be harmed by a beginning student’s lack of skill or ability.

• Cases where agency or community supports/ resources can and do assist the student in helping the client: however, clients should not be assigned to students who are experiencing problems that are so challenging that they are either impossible or emotionally overwhelming to the student. This may include terminally ill or comatose patients, highly suicidal clients, non-English speaking clients for whom translation is unavailable, severely verbally abusive clients, homeless or transient clients who are ineligible for all existing services, etc. The student should have access to those pre-existing services or professionals who can assist the student in helping the client.

• Safe situations and clients: the student should never be placed in any setting, or placed with any client that may physically endanger the student in any way. If students must make home visits in at-risk neighborhoods, then arrangements must be made to guarantee the student’s safety.

• Clients who are not legally or ethically challenging: students should not be assigned cases where the exercise of the clients’ right to self-determination may place the client and/or student in legal jeopardy. This may include cases such as a mentally committed client who wishes to
leave a mental institution, a patient refusing life-saving medical care, a self-destructive client, etc.

- Clients who are peers: students are prohibited from counseling clients who are LIU Post students and/or social work students from any other program. Students may however refer peers to another worker or service and/or disseminate educational information or materials to them.

**Groups:**

It is recommended that the assigned group or group to be formed have a specific purpose and be designed to fulfill a measurable need or goal. Recommendations include, but are not limited to:

- Task groups: groups that meet to carry out a specific task or objective; tenant associations, advisory committees, conference or community event planning committees, etc.

- Socialization groups: groups that meet the socialization needs of clients; recreational groups, “rap” groups, discussion groups, groups for isolated community members, etc.

- Problem-solving groups: groups that are organized around a special interest or need, to resolve or master a life issue or developmental task; i.e., helping the mentally ill negotiate the daily tasks of transitional living, divorce groups, parents-without-partners support groups, etc.

- Psycho-educational groups: groups that provide information and/or assist members in dealing with a social problem; i.e., groups for recovering alcoholics, post-surgery groups, parent training groups, orientations to new services or programs.

- Behavioral change groups: groups that help to facilitate or promote individual behavioral change; i.e., groups for battering men, parolees, truant children or anti-social children, etc.

Depending on student experience, expertise, and interest, as well as the organizational constraints of the agency, group assignments may initially include observation and/or agency representation/participation. Over time, the student’s role may further evolve into team participation, facilitation, co-facilitation, or primary responsibility for group formation/facilitation.

**Communities/Organizations:**

Assignments can reflect a range of tasks and functions characteristic of the organizing or planning dimensions of social work:

- Organizational/Group Development: grass roots collective action organizing that responds to social or community problems affecting life, health and well-being.

- Social welfare policy: advocacy or legislative activity for adoption of or change of laws, programs, social policies to enhance human functioning.
• Planning/ Program Development: organization of professionals/ consumers/ service providers to improve the delivery or coordination of existing social services and/ or propose the development of new agency programs or services.

• Community Education/ Leadership Development: development, dissemination and utilization of educational materials resources that provide information regarding human and legal rights, social problems, social policies, etc.

Depending on student experience, expertise, and interest, as well as the organizational constraints of the agency, macro assignments may initially include observation and/or agency representation/ participation. Over time, the student’s role may evolve into team participation, facilitation, co-facilitation, or primary responsibility for any one or more of the following:

• Community needs assessment
• Program monitoring and evaluation
• Committee staffing/ task force work
• Resource development; proposal writing, fund-raising, development of community directories
• Policy/ legislative analysis
• Constituency development
• Legislative advocacy; lobbying, testimony
• Coalition building
• Communications development; newsletters, media, seminars, speakers, conferences, community outreach
• Education and training of agency staff or volunteer community groups

Compatibility of Field Assignments with Program Mission

The program makes every effort to assign students a field placement that can provide the varied workload discussed above, including exposure to diverse clients and populations at risk. The program recognizes that not every agency is able to provide a balanced multi-system practice experience, or can provide exposure to a range of client populations. In these cases, the Director of Field Education plans for overall balance and complementarity of the student’s field opportunities over the course of the Junior and Senior placements. That is, if the Junior placement provides only exposure to a specific social problem with individuals or groups, effort will be made to “round out” the student’s field experience with opportunities for exposure to another type of social problem using macro skills in the Senior year, or vice versa. Similarly, if one placement provides exposure to client populations of specific racial or ethnic backgrounds, then effort is made to supplement this experience with an alternate placement that provides exposure to other kinds of client populations. However, if during the first semester of the Senior placement, there are indicators that the placement is not adequately providing a balanced experience, the liaison and the field instructor may either:
a) create an assignment within the agency or agency milieu which would afford the student the opportunity to gain exposure to, or practice experience with those problems or populations that are lacking in the placement

OR

b) the field liaison, field instructor, student and Director of Field Education can jointly explore the possibility of providing an alternative placement to broaden the student’s learning opportunities.

This supplementary assignment will require the approval of all parties involved, but will not require the student to work additional hours above the normal workload for that semester/year.

**Guidelines for Process Recordings**

Process recordings challenge the student to recall, rethink, summarize and evaluate the verbal and nonverbal content of the professional interview. Process recordings also enable the student to reflect on the dynamics of the helping relationship, and the development and efficacy of their interventions within it. Written recordings aid the field instructor and student in identifying issues, problems, and learning needs that may require further evaluation and attention.

Students are to submit a process recording for every significant client contact they have, or any significant collateral contact they make on behalf of a client system. Process recordings should also be submitted for those students who are initially observing interviews between social workers and clients as part of their orientation to the agency. The impressions that a student notes and record, sharpen the student’s observational acumen in preparation for future interviews.

The following elements should be included in all process recordings:

- Purpose of the interview
- Observations about the physical and emotional climate and its impact on the client
- Actual description of the interview or content of the interview
- The student’s impressions
- The student’s reflection of his/her role, techniques and skills
- A plan for future contact and activity

If the agency has adopted a format for process recordings, the student should conform to agency specifications. If there is no institutionalized format, the format in Appendix J of this manual may be utilized. Junior level students are required to submit one process recording per week to their supervisor, and Senior level students must submit two process recordings a week to their supervisor. Field liaisons review process recordings including the supervisor’s comments on them throughout each semester.
Field Instructor participation, education and benefits

Orientation to the Field for Field Instructors

There is an orientation for all participating field instructors at the start of every new field term, usually during the third week of the Fall semester. A packet is provided at the orientation which clarifies the program’s suggested format for process recordings, distinguishes the field coordinator’s role from the field liaison’s role, and offers guidelines for field assignments. An additional packet is mailed to all participating field instructors prior to this orientation which includes introductory materials including a three-party contract, which outlines the expectations of the student, field instructor and program in the field partnership. [See Appendix H for a copy of the three-party contract.]

The orientation seminar is designed to acquaint field instructors with the precepts of generalist social work, the program’s Curriculum Policy Statement, and the students’ Seminar/Practice course outlines, as well as to gain an understanding of how to incorporate Research and Policy learning opportunities in the field. The field manual is available on the LIU website and details field and program policy in depth.

Educational Seminars

The Director of Field Education, in concert with recommendations from the Social Work Advisory Committee, is also responsible for coordinating a minimum of 2-3 educational and professional seminars during the academic year which are open to faculty, field instructors, and students. The Director of Field Education is heavily invested in utilizing the talents, knowledge, and skills of the field instructors on the Advisory Committee to present at the trainings and share their expertise in any of the topics below which may include, but are not limited to the following:

- Generalist social work and the field
- Safety in the field; (including how to deal with an angry client)
- Computer technology in the field and client confidentiality
- Interdisciplinary issues for social workers; the Health Profession and Social Work, Domestic Violence and Social Work, etc.
- The Creative Supervisor

The Social Work Advisory Committee

The Social Work Advisory Committee serves as a supplemental channel for the clarification, explication and development of field curriculum goals and objectives. The Advisory Committee is open to all active and non-active field instructors currently listed in the program’s field bank.
The Committee was formed with the intended purpose of developing a mechanism for the incorporation of feedback from field instructors on field policies and practices.

**Benefits for Field Instructors**

The Social Work Program offers three incentives to field instructors who supervise our undergraduate students:

A courtesy card that enables our field instructors:

1. To use our University Library.
2. To obtain discount tickets at selected Tilles Center events.
3. In addition, all active field instructors will receive tuition remission benefits as follows:

   ½ credit for one Junior student (one semester) 1 credit for one Senior student (two semesters).

Credits are awarded at the end of each academic year. The credits expire within one year. Therefore, credits earned in the academic year 2018-2019 may be used during the 2019-2020 academic year. Credits may be used by employees of the agency only. [See Appendix BB for the complete policy and Appendix CC for the scholarship award form.]

**Student Policies**

**Student Absences Due to Illness**

If students are briefly absent from field due to illness or personal reasons and this absence interferes with the completion of the minimum number of field hours, these hours must be made up following consultation with field liaison and field supervisor. If absences do not interfere with the completion of minimum field hours, they do not have to made-up. If absences are for an extended period of time the student, field supervisor, and faculty liaison must meet to decide upon a course of action.

**Identification of Student Status**

In accordance with the NASW Code of Ethics, students must identify themselves as students or interns in their work with clients and agency representatives unless otherwise recommended by agency field supervisor.

**Non-Discrimination Policy**

It is the policy of Long Island University that no person in relationship with the University will be subject to discrimination on the grounds of race, color, creed, sex, sexual orientation, disability, or national origin.
The Social Work Program does not discriminate on the basis of race, ethnicity, age, gender, sexual orientation, disability or any other individual or cultural characteristic in any area of policy and procedure, including student admissions, termination and faculty recruitment. The program supports the principles of affirmative action and due process in hiring, admissions, retention and termination decisions affecting both students and staff.

**Sexual Harassment Policy**

The social work program shares the University’s belief that a proper academic environment cannot be maintained when members of the academic community are subjected to sexual harassment. Thus the program reaffirms the University’s policy, which strictly forbids the sexual harassment of any student. We adopt and are guided by the University’s policy which defines sexual harassment as: A form of behavior that consists of making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal or physical acts of sexual or sex-based nature where such conduct interferes with the employee or student’s performance or creates an intimidating, hostile or offensive working or learning environment.

The sexual harassment of students is unlawful pursuant to Title IX of the Education Act of 1972. The sexual harassment of a student is also unlawful pursuant to New York State law. Persons who violate these government prohibitions regarding sexual harassment shall be subject, as an individual, not only to any penalties attached thereto but also to appropriate University-imposed sanctions.

Students who wish to file a complaint alleging sexual harassment may do so by contacting: the Human Resources officer of the Campus (516 299-4236); the Dean of the School of Health Professions and Nursing (516 299-2485); or the Dean of Students/Campus Title IX Coordinator (516 299-2255). The choice of the appropriate avenue of complaint is at the discretion of the student.

University officers urge any person who believes he/she is subject to sexual harassment to use the procedure set forth above. All allegations of sexual harassment will be received and treated with the utmost discretion.

**Evaluation of the Field**

**Students’ evaluation of the field placement and supervisor**

Students are able to critique their field placement and the programs support of the field experience through a written field evaluation at the conclusion of their practicum. Students are encouraged to provide ongoing verbal feedback about the adequacy of their field experiences to their field liaison and the Director of Field Education. See Appendix V: Student Evaluation of Field Placement
**Field Instructors’ evaluation of the program**

Field instructors are encouraged to provide ongoing feedback to the program regarding its support of the field practicum as often as needed on an oral basis to the Director of Field Education. In addition, the Social Work Advisory Committee offers field instructors an additional conduit to cite areas in field administration that may need to be improved. Finally, a written form evaluating the field component has also been designed to be distributed to all field instructors at the conclusion of the field term. See Appendix W: Field Instructors’ Evaluation of LIU Post Social Work Program

**The program’s evaluation of the field**

The program continuously evaluates the appropriateness and alignment of student field experiences with foundation course work through faculty meetings. However, since faculty field liaisons are in a more direct position to evaluate the efficacy of individual field placements than course instructors, they are asked to complete a written evaluation on each agency and field instructor at the conclusion of each field term. In order to ascertain whether the field sites and instructors are maintaining compliance with program specifications, the items in this evaluation are cross-referenced with the Criteria for Selection of Field Instructors and the Criteria for Selection of Agencies. Determination as to whether or not to continue a field placement in active status is primarily based on the recommendation of the liaison, with the input of the student. See Appendix X: Faculty Field Liaison’s Evaluation of Student’s Field Practicum.
APPENDICES

Appendix A: Junior Level Application for Field Placement

Student Personnel Data Form
Date completed:____________________

Name: __________________________________________________________________

Student ID# ______________________________________________________________

Address: __________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Telephone numbers (home, cell and work): ________________________________

________________________________________________________________________

Email address: ____________________________________________________________

Foreign Language Fluency (list languages and degree of fluency): _____________

________________________________________________________________________

Have you completed the general education courses and Social Work foundation courses
necessary to begin fieldwork? Yes _____No____

Anticipated date of graduation: ________________________________

GPA _____________ Number of credits earned (not including Spring) ___________

Do you have a car?  Yes  No
Driver’s License/State ____________________ ________________________________

What are your plans after graduation? _____graduate study in social work
_____graduate study in another field _____work in social services

Other: __________________________________________________________________

____________________________________________________________
Colleges and Universities Attended  Dates  Degree  Major/Minor

Social Work Experience: List any social-work related experience you have had (voluntary or paid). Please provide a detailed resume with jobs/volunteer activities. Include employer name, your position, dates and specific duties.

Other Paid Work Experience: See above for information to include.

Which of the following fields of practice interest you, and what is it about these populations that interest you? Circle all that apply. If you have strong feelings about not working with a specific population, let us know this too, and indicate the reason for your preference. Additionally, please list any special considerations: transportation difficulties, provisions for disabilities, childcare issues, etc. We will do our best to accommodate you; please understand that we take into account a number of factors when making a field placement. Please note that the junior level field placement is a generalist practice foundation placement and may be in any social work setting.

1. Gerontology (aging)
2. HIV/AIDS
3. Medical and health care
4. Children’s services
5. Law enforcement
6. Mental illness
7. Domestic violence
8. Disabilities
9. Substance abuse
10. Advocacy/Community Organizing
11. Gay, Lesbian, Bisexual, Transgender

Risk Management
Your acceptance into certain field placements may be dependent on a criminal background check, and/or the ability to meet requirements concerning health insurance, immunization, documentation [usually required in health care settings], and/or checking on your auto liability insurance if you use your personal vehicle in transporting agency clients, etc. It is advised that you discuss these issues with the potential field instructor and/or agency representative at the time of your interview.

Some field placements may reside at locations that involve potential risks to your health and safety. You are advised to discuss the management of these risks (i.e., protocol for handling violent clients) with the appropriate field instructor or agency representative. As a student intern, it is your responsibility to become informed of and to comply with the agency’s policies and practices to minimize any risks to your safety.

Students desiring entrance into a health-care profession or occupation should be aware that the presence of a criminal record can result in the inability to meet either program objectives and/or licensing/certification/registration requirements. Moreover, a clinical site may prevent a student from participating in a clinical rotation should a background check reveal a criminal conviction. To the extent that you feel that a past experience may have a negative impact upon your ability to complete this program and obtain licensure, please bring this to our attention.

Students are required to take a child abuse prevention and detection course.

Students are strongly encouraged to purchase malpractice insurance while in the field.

An important part of your professional education is acknowledging the limits of your knowledge and skills and avoiding situations that are not in your area of competence. Should any questions arise requiring knowledge or skill that you are lacking, you must see your field instructor and/or field liaison immediately.

I have read the above and understand that there are risks including personal injury, illness and even death involved in field placement. I also understand that it is my responsibility to 1) take the child abuse prevention and detection course 2) purchase malpractice insurance and 3) become apprised of and comply with all agency policies and practices concerning my safety and welfare in the field. I accept these risks.

**ASK ANY QUESTIONS BEFORE SIGNING!**

____________________________  ________________
Signature                                Date

Attach your resume!
Appendix B: Senior Level Application for Field Placement

Long Island University - Social Work Department

Field Instruction Office
(516) 299-3714 or 3924/FAX (516) 299-3912

Name: ___________________________________________ Date Completed: ___________

Student ID #: ___________________________________________

Address: ___________________________________________

____________________________________________________________

Telephone numbers (home, cell and work): home: __________________________

Cell: __________________________ work: __________________________

Email address: ___________________________________________

Best method for contacting you during the summer months: __________________________

*Please notify the Field Instruction Office at (516) 299-3924 or Fax (516) 299-3912 if there are any changes in the above information.

Foreign Language Fluency (list languages and degree of fluency): __________________

____________________________________________________________

Have you completed the general education courses and Social Work foundation courses necessary to begin fieldwork? Yes ________ No ________

Anticipated date of graduation: __________________________

GPA ___________ Number of credits earned (not including Spring) ___________

Do you have a car? Yes No Driver License/State___________________________

What are your plans after graduation? ____ Graduate study in social work

____ Graduate study in another field ____ work in social services

Other: ___________________________________________

____________________________________________________________
A. Other Colleges & Universities Attended - Dates  Degree?  Major and Minor

Social Work Experience: List any social-work related experience you have had (voluntary or paid). Include field experience completed for SWK 80.

Other Paid Work Experience:

Which of the following fields of practice interest you, and what is it about these populations that interest you? Circle all that apply. If you have strong feelings about not working with a specific population, let us know this too, and indicate the reason for your preference. We will do our best to accommodate you; please understand that we take into account a number of factors when making a field recommendation. Additionally, please list any special considerations: transportation difficulties, provisions for disabilities, childcare issues, etc. Please note that the senior level field placement is a generalist practice foundation placement and may be in any social work setting.

1. Gerontology (aging)  2. HIV/AIDS  3. Medical and health care
10. Advocacy/Community Organizing  11. Group work
14. Women’s issues  15. Other ___________________

Risk Management

Your acceptance into certain field placements may be dependent on a criminal background check, and/or the ability to meet requirements concerning health insurance, immunization, documentation [usually required in health care settings]. It is advised that you discuss these issues with the potential field instructor and/or agency representative at the time of your interview.

Some field placements may reside at locations that involve potential risks to your health and safety. You are advised to discuss the management of these risks (i.e., protocol for handling violent clients) with the appropriate field instructor or agency representative. As a student intern,
it is your responsibility to become informed of and to comply with the agency’s policies and practices to minimize any risks to your safety.

Students desiring entrance into a health-care profession or occupation should be aware that the presence of a criminal record can result in the inability to meet either program objectives and/or licensing/certification/registration requirements. Moreover, a clinical site may prevent a student from participating in a clinical rotation should a background check reveal a criminal conviction. To the extent that you feel that a past experience may have a negative impact upon your ability to complete this program and obtain licensure, please bring this to our attention.

Students are required to:

- comply with any administrative requirements of the agency. Once a placement is confirmed, it is expected that a student will comply with any agency requirements (e.g. background check, medical compliance, orientation). The student will arrange with the on-site field instructor days and times of attendance and is expected to attend field. Failure to do so may result in convening the APRC

Students are required take a child abuse prevention and detection course

Students are strongly encouraged to purchase malpractice insurance while in the field.

An important part of your professional education is acknowledging the limits of your knowledge and skills and avoiding situations that are not in your area of competence. Should any questions arise requiring knowledge or skill that you are lacking, you must see your field instructor and/or field liaison immediately.

I have read the above and understand that there are risks including personal injury, illness and even death involved in field placement. I also understand that it is my responsibility to 1) take the child abuse prevention and detection course 2) purchase malpractice insurance and 3) become apprised of and comply with all agency policies and practices concerning my safety and welfare in the field. I accept these risks.

ASK ANY QUESTIONS BEFORE SIGNING!

_________________________________________________  __________________
Signature Date

Please attach an updated resume!
Appendix C: Student Confirmation of Field Placement

Date

Dear (Student's name):

I am writing to inform you that your agency selection for fieldwork has been confirmed, and the necessary materials have been forwarded to your agency supervisor.

Please call the agency supervisor, listed at the bottom of this letter, at least a week before the semester starts to confirm the day of the week you will be reporting. You are expected to begin fieldwork the week of September 14th. Please dress appropriately for an agency setting and inquire as to any other agency protocol expected of a student intern.

You are required to attend fieldwork every week on the day(s) the agency is open even if those days are school holidays. This includes intercession unless other arrangements are made with your supervisor. The reason for this is to provide continuous, uninterrupted service to your clients.

Seniors are required to complete a minimum of 400 hours (exclusive of lunch) over the course of the fall and spring semesters. You are required to make up any days missed due to absence for any reason. It is your responsibility to keep track of your hours every week and to have your supervisor sign off on the enclosed log sheet each week.

As always, feel free to call me at (516) 299-2750 or (516) 299-3924 with any questions or concerns you may have. My best wishes for a productive and rewarding semester.

Sincerely,

Director of Field Education
Field Instructor Name
Agency Name, Address, Phone #
Appendix D: Field Instructor Confirmation of Student Placement

Date

Dear ________________:

Thank you for interviewing and agreeing to serve as a field instructor for our junior/senior student, , for the 2017-2018 academic year.

Our students will be starting their field placements September 10, 2018.

[Student Name] is required to complete a minimum of 400 hours over the course of the Fall and Spring semesters. (All required hours are exclusive of lunch.) As agreed upon in our contract, students will require at least 1 - 1½ hours of formal supervision a week. We require students to prepare and submit process recordings in supervision and to keep a journal of all hours and activities undertaken in the field.

Please refer to the green insert in this letter, which outlines the various forms enclosed and indicates which ones need to be signed and returned to the field office. Your field liaison is Field Liaison name. Please feel free to discuss concerns about your student’s progress in the field with Field Liaison name, who can be reached at phone number or by e-mail at e-mail address.

I have scheduled a Field Orientation on TBA. It will be held at TBA and lunch will be served. We would be delighted if you can attend. This is an opportunity to meet with your field liaison prior to the start of field. Please call Betsy Klipera at 516 299-3924 to reserve a place.

Thank you once again for your anticipated cooperation and partnership with the Social Work Program. If you have any questions about field policies and procedures, do not hesitate to contact me at 516-299-2750 or by e-mail at Linda.Babolcsay@liu.edu.

Very truly yours,

Director of Field Education
Appendix E: Agency Field Site Survey

(Periodically sent to agencies to determine availability of student placements)

Name
_____________________________________________________________________

Position_________________________________________________________________

Agency Name_____________________________________________________________

Agency Address____________________________________________________________

Phone____________________________
Email____________________________

I am______ am not______ interested in supervising student interns. (If you are no longer interested, then stop here and do not proceed with completing survey.)

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

I would be willing to supervise a maximum number of ______ student interns per semester.

My agency could be described as performing the function of
_________________________________________________________________

The highest degree I possess is a _____ DSW/Ph.D. _____ MSW _____ BSW____
_____ Other (please specify)

I have____ have not_____ completed the Seminar in Field Instruction (SIFI) at an accredited School of Social Work on_________ (date.)

The earliest my agency would be able to accommodate students is ______ (date.)

My agency does______ does not______ have a provision in its insurance policy for the coverage of student interns.

I have the following concerns and/or questions:
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
Appendix F: Agency Data Base Form for Field Practicum Sites

Long Island University
Social Work Department (Please Type or Print in Black Ink)

AGENCY __________________________________________________________
ADDRESS: _______________________________________________________
_______________________________________________________________
AGENCY TELEPHONE: __________________
AGENCY FAX: ____________________________
EXECUTIVE DIRECTOR: ______________________________
EDUCATIONAL COORDINATOR: ________________________________

AGENCY SITES FOR THE FIELD PRACTICUM:
(Please list each practicum site and address. If students will be placed only in the main agency, move on to next question.)

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

PERSON(S) PROPOSED AS FIELD INSTRUCTORS: (Each proposed field instructor needs to complete the “Field Instructor’s Experience Outline.”)

NAME NEW F.I. EXPERIENCED F.I.
_______________________________________ _____  _____
_______________________________________ _____  _____

WHICH ONE OF THE FOLLOWING CATEGORIES BEST DESCRIBES YOUR AGENCY?
01 Health Care Setting  ____
02 Mental Health Program  ____
03 Family Agency  ____
04 Child Welfare agency  ____
05 Agency Serving the Aged  ____
06 Substance Abuse Agency  ____
07 School Setting  ____
08 Settlement House  ____
09 Community-Based Multi Service center  ____
10 Justice System Agency  ____
11 Community Organization  ____
12 Industrial or Union Setting  ____
13 Program for the Disabled  ____
14 Other  ____ Please describe: ___________________

MAJOR FUNCTIONS AND SERVICES OF AGENCY (i.e. auspice, methodologies employed, goals, etc.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

MAJOR CHARACTERISTICS OF CLIENTS SERVED
(i.e. age, gender, race, ethnicity, social disability, etc.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

MAJOR PROBLEM AREAS ADDRESSED
(i.e. individual or family problems, substance abuse, child welfare, maternal/child health, etc.)

________________________________________________________________________

________________________________________________________________________
MAJOR POPULATION GROUPS SERVED BY YOUR AGENCY (check all that apply)

__children __adolescents __adults __older adults __individuals __families __groups
__communities __organizations

What is the primary social work practice in your agency?

__casework __group work __administration
__community organizing __research
__other

What is the secondary social work practice in your agency?

__casework __group work __administration
__community organizing __research
__other

DESCRIBE THE MAJOR KINDS OF ASSIGNMENTS STUDENTS CAN HAVE IF PLACED IN YOUR AGENCY.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Other learning experiences available for students in your agency (i.e. seminars, in-service training, research, activities, second method assignments, etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
AVAILABLE PLACEMENTS

What placements are available for LIU Post students for the next school year? (Please indicate numbers by primary practice method and year of study.)

Primary Practice Method

<table>
<thead>
<tr>
<th>CASEWORK</th>
<th>GROUP WORK</th>
<th>COMMUNITY</th>
<th>ADMINISTRATION</th>
<th>ORGANIZATION</th>
</tr>
</thead>
</table>

1st Year

2nd Year

AVAILABLE FINANCIAL ASSISTANCE

Does your agency have an insurance provision for students?
Yes    No

Does your agency provide any financial assistance for students?
Yes    No

If yes, please describe

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of person completing this form:

_________________________________Date_________________
Appendix G: Field Instructor’s Experience Outline

Long Island University
SOCIAL WORK DEPARTMENT

Date____________________

1. Name_________________________________

Home Telephone________________________________

Agency Name________________________________

Agency Phone________________________________

Agency Address________________________________

Title in Agency________________________________

II Graduate School Education:

a. School Attended______________________________

b. Area of Study______________________________

c. Degree_______________ Date conferred___________

c. List Post-MSW Education in Social Work


Organization_______________________________

Title_______________________________

b. Prior (list chronologically): Dates _________

Organization ________________________________

Title_______________________________

Dates _________

Organization_______________________________

Title_______________________________

Dates _________
Organization ___________________________

Title __________________________

IV. Licenses Held: LMSW ______ LCSW ______

Please indicate license #: __________________

V. Seminar for New Field Instructors – SIFI
   (required during the first year as a Field Instructor)

   Acad. Year _____ School ____________ Instructor ___________

VI. Field Education Experience:
   Experience as a Field Instructor/No. of Students Supervised

   Acad. Yr. Agency School BSW MSW 1st Yr. MSW 1st Yr.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

V. Demographics: (Optional)

   Gender_____ Age _____Racial/Ethnic Identity________________

   Languages other than English: ________________________________

   Office Use Only
   Academic year__________Student _______________________

   Name________________________Program_________
Appendix H: Three Party Field Contract

LIU Social Work Program

Statement of understanding involving_______________________________________________________
(Student name)

_______________________________________________________ Agency name

Field Instructor

Expectations of students

I agree to:

1. Inform myself and adhere to the policies and requirements of the Social Work Program and field site in which I am placed.

2. Be committed to the welfare of clients while conducting myself in a professionally responsible manner.

3. Implement social work values and professional standards of behavior in accordance with the NASW Code of Ethics.

4. Participate fully and actively in my own learning by expressing my needs, evaluating my work and acknowledging my areas of strength as well as those areas in need of further attention, development and change.

************

5. I agree to the following responsibilities:

a) Arrange an initial interview with the assigned field site in order to meet field instructor, clarify agency location and purpose, starting date and hours, and understanding of the nature of the student role and assignments in the agency.

b) Keep confidential those interactions which I conduct or whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.

c) Complete assigned tasks on time and in accord with agency and school requirements.

d) Submit to my field instructor all process recordings as indicated as well as a listing of any specific learning needs, questions or dilemmas that I feel I need to confer on.

e) Notify my field instructor of lateness or absence at once and arrange to make up this time within two weeks.
f) Arrange for coverage of my clients during vacation periods and at the end of my placement.

g) Attend all meetings called by the field coordinator or field site supervisor.

h) Inform field instructor and field coordinator of any difficulty, personal or professional which affects my work time and/or performance.

i) Engage fully in the evaluation process including the final evaluation.

____________________________  ________________
Student Signature          Date

Expectations of Field Supervisors and Agency Field Sites

We, _______________________________ and ________________
Agency  Field Instructor

agree to share in the purpose of LIU’s Social Work Program by helping to prepare students with a basic competence for entry level professional generalist social work practice. The agency/organization agrees to:

1) Consider referred students for acceptance without regard to race, ethnicity, religion, culture, gender or sexual orientation.

2) Provide an experienced BSW or MSW level field instructor, committed to educating students for social work practice.

3) Assign at least one case by the second week of placement and increase the load at a pace which keeps the student challenged but not overwhelmed. Assignments will be made with educational value as the primary consideration; appropriate to the level and skill of the student.

4) Help the student actively engage in the learning process by encouraging her/him to identify her/his own needs and to reflect on her/his own work continuously.

5) Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.

6) Prepare for student’s arrival by designating work space and equipment preparing case assignments and orientation to the agency and the community.

7) Provide a minimum of one to one and a half hours of supervision at a regularly scheduled, mutually agreed upon time.
8) Require one process recording for each supervisory conference where appropriate.

9) Vary assignments to include clients from different cultural, social, and religious backgrounds and call for different helping roles, i.e. counseling, advocacy, brokerage, outreach, etc. Where possible to include work with individuals, groups, families and communities.

10) Provide ongoing feedback to the student on her/his progress in specific areas of practice.

11) Complete a detailed written evaluation of the student at the end of each semester with the student as an active participant in the process. (Guidelines to be provided by the Social Work Program.)

12) Include students in staff meetings, training sessions and other professional meetings whenever possible.

13) Attend all field instructors’ meetings at the University whenever possible.

14) Provide ongoing feedback to the Social Work program regarding the administration of the Field Experience component.

15) Maintain contact with the field coordinator.

16) Arrange contingency assignments, supervision, accommodations, etc. in the event of field supervisor’s absence.

_____________________________  _______________
Field Instructor                Date

**Expectations of LIU BSSW Program**

I, ____________________________, the Field Director of the LIU Social Work program agree to:

1. Provide written guidelines to the field instructor regarding the philosophy, curriculum and requirements of the Social Work program.

2. Make an effort to coordinate student field days and hours with mutually agreed upon times for the agency and supervisor.

3. Provide pre-placement orientation for all field work instructors.
4. Arrange for regular planned exchange between the program and the agency by visiting field agencies regularly to monitor educational objectives, student progress and any other adjustment issues as they may arise.

5. Provide support to students at the beginning and throughout the placement.

6. Respond to any problem or concern of either student or agency in a timely fashion.

7. Include input of field instructors in field curriculum development.

8. Provide an accompanying Field Seminar to complement and reinforce the field learning experience.

9. Provide written guidelines to the field instructor regarding the preparation of student evaluations.

10. Provide student and agency with a medium for evaluating the field experience and the Social Work program.

_______________________________  ____________
Field Director                   Date
Appendix I: Application of the Basic Problem-Solving Process

The following is an illustration of the problem-solving process as it can be utilized by the field instructor in preparing the intern for engaging a client. (Adapted from the BSW manual of West Chester University, Department of Social Work, April 1994)

1. Assessment

--Gather information about the client system --Clarify agency function and student role --Identify client strengths

2. Planning

--Discuss agency programs and policies that apply to client contract

--Discuss how the client feels about the service and how the case was referred --Clarify purpose of the contact and need to prioritize presenting problems and translate problems into needs

3. Intervention

--Help student with anxiety of the first interview and expected client reactions

--Clarify the need to contract with clients and work on proximate goals

--Help students understand specific objectives and roles in the helping process; who will do what, by when? How will outcomes be measured?

4. Evaluation

--Help student understand the need to co-develop and follow a plan with the client, monitor and recognize indicators of progress and revise the plan or recontract when indicated and/or terminate service or refer out.

5. Termination

--Assure the student that she need not be "perfect" in the use of social work skills --Demonstrate that the proper application of skills results in the termination of clients since the initial goals have been accomplished.

--Help the student work through her own feeling of separation and termination and how they affect the client.

6. Follow-up

--Assist the student in reviewing the case. In hindsight, what would they do differently?

--Educate the student in understanding the need to evaluate work through research methods. This insures better service to the client system. The ability to assess practice skills and sharpen them when necessary to become more effective as a generalist practitioner
Appendix J: Suggested format for process recordings

Name of Student      Date
Agency
Names of clients/ others involved in session (no last names!)
Title of session (optional)

1. Pre-engagement comments/ purpose of contact:
The student should note in this section the purpose of the contact, and any collateral contacts
made on behalf of the client prior to this interview. The student should also include a brief
working summary containing the status of the student’s progress with this client’s system thus
far. Student may also indicate in this section how (s) he felt prior to engaging with this client
system; if they had anxiety, were eager, etc.

2. Narrative:
This section contains the script of the student’s and client’s nonverbal and verbal interactions
that comprise the process of the interview. This should be an objective accounting of events, and
the student’s thoughts and feelings regarding the interaction. Alternating lines of ‘client said’,
‘worker said’ may be incorporated into the summary.

3. Impressions:
This section is to be used by the students to interpret and assess the significance of verbal and
non-verbal behaviors or events; what they believe is going on behind the veneer of the manifest
interaction.

4. Concrete and abstract goals:
This section is for the student to devise both short term and long term, concrete and abstract
plans, goals, and/or interventions that can be employed to further service the client. The student
notes not only those specific skills and services (s)he can and will provide, but also what (s)he
sees as practical and realistic as opposed to ideal, but unattainable. A time frame should be
included.

5. Questions and Issues:
This section affords the student the opportunity to raise questions relating to generalist practice,
skills, or emotional reactions they may have had to the interview or client. Students can also ask
for guidance in accessing further information, needed resources, clarification on policy or
research issues, or readings on a given topic.

6. Hindsight:
This section is solely for the student to assess her own professional intervention. This section
should answer the question, ‘If I could do this interview all over again, what would I do
differently, and why?’
**Appendix K: Field Work Tasks-Assignments-Project List**

LIU Social Work Department

Student______________________________________________________

Junior _____ Senior 1st Semester _____ Senior 2nd Semester _____

Agency______________________________________________________

Days and Hours in Agency____________________________________

Field Instructor____________________________________________

All students are expected to have exposure to generalist practice experiences involving oppressed populations, diverse client systems, and varied practice modalities. You may check with your faculty field liaison if there are any concerns regarding the appropriateness of assignments. Please include staff meetings, educational seminars, supervisory conferences, and time spent preparing process or agency records in this list. Please check the attached list of field competencies and indicate in the last column to which competency [the number only] each assignment most closely corresponds. This list is to be submitted to the field coordinator no later than the conclusion of the third week of practicum. Please attach additional sheets if necessary.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Hours/Week</th>
<th>#Field Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(must add up to 7/14 hours)</td>
</tr>
</tbody>
</table>

________________________________________________________

Field Instructor’s Signature       Date

________________________________________________________

Student’s Signature       Date
Competencies in Field Education

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

Describe your student’s adjustment to his or her practicum setting thus far.

Describe your student’s emerging strengths.

Note any concerns you have about your student.
Appendix L: Syllabus SWK 79

Long Island University, Syllabus SWK 79
Pamela Brodlieb, M.S. Ed., LCSW Fall 2018
Hoxie Hall, Room 114 -- 299-3714 Tuesday 11:00-12:20 P.M.
Pamela.Brodlieb@liu.edu KA

Office hours: Mon.10:30am-11:30am, Tues.11:00pm-2:00pm, or by appt.

Course Prerequisites:
Social work students enrolled in SWK 79 must have successfully completed SWK-1: Introduction to Social Work and SWK 50 and/or SWK 51; Social Welfare Programs and Policies I and II or as co-requisites.

Course Description:
The purpose of this class is to orient junior level social work majors to the field practicum. The course requires one required interview with the field director and at least one to two field agency interviews. SWK 79 prepares students for entry into the field practicum experience and the concurrent Field Seminar class; SWK 80, by anticipating and responding to common concerns among entry-level students, explicating field program policies, and practically preparing the student for the agency selection and initial interviewing process. Students are introduced and acquainted with the various roles and responsibilities of each of the field team members. In addition, the field contract, task/assignment form, the learning contract, the process recording, the supervisory process, diversity and cultural competence issues in the field and the qualifications and challenges of developing ethical and professional behavior are also explored. In preparing students for the “mechanics” of fieldwork, the seminar also takes time to validate the developmental challenges that students experience in mastering the demands of the field placement.

Course competencies (with corresponding practice behaviors related to program competencies):
Upon completion of the course, students should be able to:

1. Articulate the historical and current role of field instruction in becoming a professional generalist social worker and advocating for client access to services.
   - Advocate for client access (I 1).
   - Advocate for human rights & social/economic justice (V 2.)

2. Articulate the policies and practices related to field instruction and the proper use of supervision and consultation for professional development.
   - Practice personal reflection and self-correction for professional development (I 2).
   - Use supervision and consultation (I 6).

3. Demonstrate professional demeanor in behavior appearance and communication.
   - Demonstrate professional demeanor in behavior, appearance and communication
4. Recognize the need to apply professional values and ethical principles in practice.
   - Recognize & manage personal values so that professional values guide practice (II 1).
   - Make ethical decisions by applying NASW standards (II 2).

5. Recognize the importance of social work practice without discrimination through attention to diversity issues in practice and learning about them from clients
   - Recognize diversity’s impact on life experience (IV 3).
   - Learn diversity issues from clients (IV 4).

6. Attend to professional roles and boundaries in practice within social service delivery system.
   - Attend to professional roles and boundaries (I 3).

7. Identify fields of practice and settings and conduct effective interviews to assess social service organizations and their policies.
   - Demonstrate effective oral and written communication in work with individuals, families, groups, organizations, & communities (III 3)
   - Analyze, formulate and advocate for policies to advance social well-being (VIII 1).

**Required Text(s)**


*BSW Field Manual* – available on line and on Blackboard

**Recommended Text**


**Contact Hours**

There will be 1.3 contact hours/week or 19.5 contact hours for the semester. Supplementary assignments will require 30 hours for a total of 49.5 total semester hours.

**Class attendance and punctuality**

It is important for social work practitioners to be actively engaged in their learning and be punctual in attendance. Thus, students are expected to attend all classes. As professionals, students are expected to inform the instructor if they anticipate lateness or absence and discuss any special problems.
- Students with more than 2 unauthorized missed weekly (4 twice weekly) classes will lose 5 points from the final grade (documentation should be provided to the instructor regarding medical illness that causes a student to miss a class).
- Students with 4 missed weekly (8 twice weekly) classes may not receive a passing grade for the course.
- Three late appearances or early departures equal one absence.

Class participation and assignments

*Students are expected to participate in class discussions/activities and demonstrate knowledge of assigned readings – textbook and handouts.* Students are also expected to refrain from talking when others are talking and to insure **ALL CELL PHONES ARE TURNED OFF BEFORE CLASS.** They must submit all written assignments as typed in APA format and ON TIME.

- No assignments will be accepted past the due date (in the beginning of class) unless special arrangements have been made with the instructor. Any “extensions” for assignments must be requested 24 hours in advance of the day they are due and will only be granted for unforeseen and unavoidable circumstances (i.e., the death of a close family member, a severe illness) at the discretion of the instructor.
- Assignments that remain outstanding at the end of the semester will not result in an Incomplete, but will each receive the grade of F.
- Students will have the option to revise their papers after receiving a grade. Those who choose to resubmit a paper with revisions need to attach the original paper to the revised version and submit it *within a week* and no later than the next week’s class unless granted special permission. Only ONE revision per assignment is allowed.

Academic dishonesty and plagiarism

*From the Undergraduate Bulletin:*

Academic dishonesty is unacceptable, and condemned in the strongest possible terms. It undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of any of the following:

- **Cheating** - using or attempting to use unauthorized materials, information, or study aids in any academic activity.
- **Fabrication** - unauthorized falsification or invention of any information or citation in an academic activity.
- **Plagiarism** - representing the words or ideas of another as one's own in any academic activity.
- **Facilitating academic dishonesty** - helping or attempting to help another to cheat, fabricate, or plagiarize.

Academic dishonesty may be punishable by a range of penalties, including failure in the course and expulsion from the University.

Please speak with a member of the faculty should you have any questions.

The Social Work Department suggests that you review the plagiarism material on the LIU Library Web page for additional information.
The URL is:
http://www.liu.edu/CWPost/Post-Campus-Library

**Special needs**
Students with specific, diagnosed learning needs who require special arrangements must contact the university Disability Support Service office at (516) 299-3164 in order to receive accommodation forms. They must give the accommodation form to the professor during the first week of classes or as soon as they become eligible for services.

**Course Grade**
The grade will be based on:
(40%) Student tasks in the agency field site selection process; which includes meeting with the field director, scheduling and completing the field interview, preparation of a process recording on the selected agency interview, and reporting back to the class and field director on the confirmed placement for the coming semester.
(25%) Participation in group discussions, activities and role plays.
(35%) The completion and presentation of all required written assignments; where indicated.
**Students are required to complete the seminar in Child Abuse Detection.**

**Final project and key assignment for SWK 79**
The final project consists of a pre-arranged field site selection, prepared agency interview format with a social work field instructor, and written process recording. This assignment represents the culmination of most of the course objectives listed above. Specifically, the project was designed to meet course competencies 2, 3, 4, 6, 7.

Students are required to submit a written **process recording** [according to the Appendix in the Field Manual] on the interview with the selected agency supervisor/site. The written assignment must include the interviewer’s answers to the student’s questions on p.170 of Cochrane and Hanley. **Students must also complete p. 233-236 and p. 239-242 of Rogers, et al. as part of the written requirement of this project.** Finally, students will also verbally present and process the agency interview with the class.

**Course Outline and class schedule**
Course content and assignments are designed to introduce, reinforce and/or emphasize those **practice behaviors** associated with this course, and to assist students in developing the social work core competencies.

**CLASS SCHEDULE:**

**Session 1: September 18, 2018**
**Session 2: September 25, 2018**
**Unit 1: Why do social work students have field instruction?**
Overview of the course and field requirements.
Introduction to the field: What is field and what is not?
Purpose and evolution of field work.
Roles and role expectations of each of the field instruction team members.
Readings:
*Cochran & Hanley:*
What is field? - pages 6-7
What to expect from others: the college or university, agency and field instructor, your peers, yourself. –pages 8-16
Developmental stages in the field- pages xvi-xvii
*Glassman:*
Preface and Chapters 1 and 2 and page 217
*Rogers, et al:*
Chapter 1
*Field Manual:*
Goals of the field instruction program
Responsibilities and functions of the field director and field liaison
Field expectations of Juniors

Assignments:
1. Fill out the *Student Personnel Forms* and return next week **September 25, 2018**

2. *Rogers, et al: Due for class discussion (hand in to professor) on September 25, 2018*
Practicum destinations (p. 209-222) Be prepared to discuss in class. This exercise asks you to rate your comfort level with a variety of different practicum settings, social problems and client populations. Try to identify in your comments whether your relative “discomfort” with some of these scenarios reside in the following areas:
   - Your value system.
   - Your feelings of safety.
   - Your level of knowledge, perceived skill.
   - Your inexperience or unfamiliarity in that area or with that population. Fear of the unknown.
   - The area or social problem seems too emotionally upsetting.
   - You can’t identify or maybe you over-identify with the client population or social problem.
   - The problem or setting seems too unpredictable or frustrating.
   - You think that you (or any social worker) couldn’t possibly be effective in a setting like that or with that population. You don’t want to work where you can’t make a difference.

3. **Essay:** List the qualities you have that could be an asset to you as a social worker. Describe ways or times these qualities are helpful to you and how, at times they may be a problem for you. If you were to describe yourself to someone else, what would you say? If someone who knows you were to describe you, what would he or she say? This essay will be collected at the start of the next class. *Essays should be 2-3 pages double spaced.* Please do the readings prior to completing the essay. **Due October 2, 2018.**

**Unit 2: How is my field placement determined?**
**Session 3 – October 2, 2018**
Preparing for the field site selection process
Factors and steps involved in choosing a placement
Meeting with the field director
Arranging and preparing for the field site interviews
Resumes: how to discuss work and educational experience
What you should disclose re: strengths and weaknesses, medical conditions, criminal records vis-
a vis what you should know about your agency
How to dress
Reconciling expectations

Readings:

Cochrane & Hanley:
Check-out your fit with social work (p 17)
Steps to finding a field placement (p. 168)
Interviewing with an agency: Questions you may be asked, questions you may want to ask (p. 169-171)

Glassman, Chapters 3 and 4

Field Manual
Philosophy, process and criteria for student placement
Criteria for selection of agencies
Criteria for selection of field instructors

Class exercises: (Read chapter 3 in Royce first)
Role Play: “The agency interview”

Interview a classmate and then reverse roles after preparing answers to the following interview questions:
p. 169-170 of Cochrane and Hanley;
p. 36-38 of Royse and the following:
   1. What interests you most about this practicum setting?
   2. What do you believe you can contribute to this setting?
   3. Tell me about any social work related volunteer/employment experience you may have had?
   4. What social work courses do you like best and why?
   5. How do you typically approach new experiences?
   6. What would you like to be doing five years from now?

Also prepare an answer to the questions, “Why should I choose you over all other students?” and “Why did you choose this agency over all other agencies?”
Assignments:

***Cochrane & Hanley: Decision map (p. 178-179) – Due October 9, 2018***

1st quadrant. What you want
What do you want out of your placement/field instructor? What type of work do you want to do-field of practice?

2nd quadrant. What you can have
What is available in your field area after speaking to the field director, and what do the placements require? How does quadrant 2 compare to quadrant 1?

3rd quadrant. What you bring
Your personal issues, experience, skill, knowledge, learning style, strengths that prepare you for this choice.

4th quadrant. What will make it possible/difficult
The driving and opposing forces that help/hinder you from getting what you want. (What works for you and against you) i.e. geographical location, scheduling problems, child care, work, family concerns, etc.

Unit 3: What am I expected to know about my agency?

Session 3 - October 9, 2018 (please sign up for meeting times for October 23 session).
Session 4 - October 16, 2018 APA class-library
Session 5 – October 23, 2018 Individual meeting with professor and field director
Session 6- October 30, 2018
Orientation to the agency: micro, mezzo, macro
Agency role and function
The workplace
Student, worker and volunteer roles and tasks: How are they similar? How are they different?
Supervision: How much, how often, by whom, and why?
The 3 party contract, the project list, the learning agreement
Student rights and student policies

Readings:

Cochrane & Hanley:
Micro, mezzo, and macro levels of orientation to your practicum (p. 24-31)
Workplace differences: cultural competence: agencies and professionals (p. 134-137)
Workplace dynamics (p. 137-139)
Understanding supervision: (p. 72-80)
  -Why do I need a field instructor?
  -Styles of support
  -Levels of independence/readiness
  -Issues of authority
  -Balancing task and process
  -Feedback: a central skill
  -Guidelines for asking and giving feedback

Glassman, Chapter 5
Field Manual
General guidelines for field assignments
The three-party field contract
Field work tasks, assignments, project list
Student policies
Termination policy
Sexual harassment

Assignments:
Develop a preliminary learning agreement (see Royce; p. 44-49)

Essay: What do I expect to learn from my placement?
What qualities do I expect my supervisor to have? (Describe your ideal supervisor.)
Essays must be 2-3 pages typed double-spaced. Use APA style. Due October 30, 2018

Class exercises:
Role play: supervision

Unit 4: What am I expected to do, and how am I expected to behave at my placement?
Session 8 – November 6, 2018
Session 9 – November 13, 2018
Pragmatic concerns
Liability insurance
Self-awareness
Agency recording and process recording
Personal values, professional values and the NASW Code of Ethics
Absolute and relative confidentiality
Ethical behavior and ethical dilemmas
Evaluating your practice

Readings:
Cochrane & Hanley:
Workplace skills (139-143): Tolerance and respect, Collaboration and team building,
   Assertiveness, Negotiation, Ethical analysis and decision-making, Advocacy,
   Empowerment and Organizational change
Seven step model of ethical decision-making (p. 119-123)
Evaluating your practice (p. 123-124)
Professional behavior checklist (p. 127)

Glassman, Chapters 6 and 7

Field Manual
The process recording, The SWFAC recommendations for behavioral criteria in the field
Evaluation of student performance, Junior 7 week educational statement, Junior Final Evaluation

Assignments
Rogers, et al:
**Ethical Dilemmas (p. 329-332)- Due November 13, 2018**

Class exercises:
Royce: Appendix A (p. 223) Problem oriented recording (will be distributed by professor)
Selection of Critical Incidents from Chapter 9 (p.120) in Rogers, et al

**Unit 5: Who is the client?**
**Session 10- November 20, 2018**
Which client does my practicum serve? What is it like to be a client? What does helping mean?
Angry clients, diverse clients, involuntary clients, oppressed clients, minority clients
What if the client is a group or a community? Populations at risk

Readings:
Glassman, Chapters 8 and 9

Class exercises:
Role play: An initial meeting with a client- define helping
What if the client is a child?
What if the client speaks another language, is from another culture?
What is the client is involuntary?

**Unit 6: What is the work of a generalist social worker?**
**Session 11 – November 27, 2018**
Generalist practice and social work roles
An overview of the phases of social work: beginnings, middles and endings; fluid and not mutually exclusive
Empathy, acceptance, self-control, responsible assertiveness
Communication, interviewing skills, contracting and assessment

Readings:
Cochrane & Hanley:
Beginning the work (p. 57-65)
Turning in, explaining your role, listening to unspoken messages, reviewing your work.

Handout- Cournoyer, Chapter 1
Field manual: Generalist practice and The Problem-Solving Process

**Session 12 – December 4, 2018**
Discussion of interviews and beginning work in the field- wrap up
Appendix M: Syllabus SWK 80

Long Island University-Social Work Department

Course Outline

SOCIAL WORK FIELD EXPERIENCE SEMINAR I

CATALOG: SWK 80, SECTION 1        SPRING SEMESTER

PRE-REQUISITES

Students enrolling in SWK 80 must be formally admitted to the major by completing the Entrance Interview Admission Process. They must also have completed SWK 1, SWK 50, SWK 60, SWK 70 and SWK 79.

SWK 80; The Field Experience Seminar I is designed to be taken concurrently with the Social Work field work practicum.

DESCRIPTION OF COURSE

Field Experience involves placement of the student in a social service agency or social work department of a larger institution. The student is required to intern for a minimum of 100 work hours during the standard Spring semester of the Junior year. The student is required to offer social work service to diverse clients or client systems under the direct, regular supervision of an agency field instructor agreed upon by the agency and the program.

The instructional techniques in the seminar parallel processes students will be utilizing in the field as a student and as a social worker. Students’ field experiences are processed using the problem-solving process. Developmental tasks are partialized or deconstructed into manageable parts; agency analysis, the supervisory process, the formulation of learning goals, struggles with diversity and ethical dilemmas, etc. These tasks are processed through journals and assignments that require reflection on the intersection between experience, knowledge, skills, and self. In class, students are also encouraged to collectively utilize the problem-solving process to help their peers’ in the resolution of learning dilemmas. Students are also continually reinforced to prepare agendas and actively assert their own learning needs in class and in supervision.

By the end of SWK 80, students will be required to have secured their field placement for the upcoming academic year.

PHILOSOPHY AND COMPETENCIES OF THE SEMINAR

As students conceptualize and contextualize their roles as social workers in a social welfare organization, they are prompted to negotiate and ultimately integrate the connections between observation, analysis, and practice knowledge. The seminar class supplements and complements the field experience by naming or typifying aspects of student learning, and by ultimately
assisting students in the translation and internalization of their developmental experiences. Making conscious what were previously unconscious learning processes promotes the development of self-awareness and professional identity. The first semester of the Field Seminar sequence specifically highlights the program competencies and the objectives of the field instruction sequence. Upon completion of this course, students will be able to:

I. Demonstrate ethical and professional behavior.

II. Engage diversity and difference in practice.

III. Advance human rights and social, economic, and environmental justice.

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

V. Engage in policy practice.

VI. Engage with individuals, families, groups, organizations and communities.

VII. Assess individuals, families, groups, organizations, and communities.

VIII. Intervene with individuals, families, groups, organizations, and communities.

IX. Evaluate practice with individuals, families, groups, organizations and communities.

METHODOLOGY
The primary tasks related to the above objectives include:

• negotiating agency structure and purpose

• reconciling the demands of the supervisory relationship

• identifying and measuring learning needs

• exploring and defining the boundaries of the social work role in an organizational context and

• recognizing agency-related and/ or supervisory-related diversity and ethical dilemmas.

Specifically formulated exercises in Rogers, et al, and Cochrane and Hanley, serve as the primary tools for helping students negotiate these key developmental task points in the field, e.g., analysis of field agency structure, identification of supervisory goals, identification of ethical dilemmas, etc. In addition, students are required to submit a journal entry every week that requires them to retrospectively reconstruct the integration of knowledge, values and skills learned in the field during the prior week. Part of the journal entry also requires that students reflect on a theme that relates to the above tasks that may or may not be problematic for the student at that point in time. Students are encouraged to present learning dilemmas during the seminar, which serve as the basis for collective problem-solving. Related readings, simulated supervisor-student and worker-client scenarios, case examples from field work process, lectures,
(and films where appropriate), serve as the vortex for class discussion, facilitating critical thinking, and movement toward realization of the above tasks and goals. (NOTE: The course will be modified as indicated to correspond with issues and needs of the students at their point of progress.)

REQUIRED TEXTS


SUPPLEMENTAL TEXTS


GRADING POLICY
Student performance is looked at from several perspectives; perceptions of agency field instructor; in writing and during coordinator’s visit to the agency, and performance in field seminar class; including papers, class participation and problem-solving activities with one’s peers.
35%--Written assignments/ learning contract/ journals.
15%--Class participation in discussions, exercises, etc.
50%: Midterm and final evaluation by field supervisor, and student use of evaluation process. (NOTE: You are required to submit at least 1 process recording per week to your field instructor.)

Breakdown of Course Hours SWK 80
Field work= ~7 hours per week or 100 hours per semester
Seminar= 3 contact hours/ week or 45 contact hours

Supplementary assignments
Weekly journals 15 hours
Weekly written workbook assignments 15 hours
Readings 15 hours

Total hours 45 hours
JOURNALS

Students are required to submit a journal entry every week that reflects on the knowledge, skills and/or values the student is learning and integrating in the field from the previous week. The student is also to assess in the entry the appropriateness of the theories and frameworks learned in class for understanding and working with clients in the field. The student will also be asked to reflect on an assigned theme that emerges from class discussion or in assignments.

**No assignments/journals will be accepted more than 1 week past the due date unless special arrangements have been made with the instructor. This will be strictly enforced! Assignments that remain outstanding at the end of the semester will not result in an Incomplete, but will be factored into the final grade.**

ATTENDANCE & PUNCTUALITY

Consistent attendance is critical in a Social Work practicum and complementary field seminar in order to facilitate group flow, cohesion and continuity, and a progressive building of skills; the development of each one contingent on the one learned prior.

It is important for social work practitioners to be actively engaged in their learning and be punctual in attendance. Thus, students are expected to attend all classes. As professionals, students are expected to inform the seminar instructor if they anticipate lateness or absence and discuss any special problems. They are also expected to inform their field instructor of anticipated lateness or absences.

- Students with more than two unauthorized missed classes will lose 10 points (documentation should be provided to the instructor regarding medical illness that causes a student to miss a class).
- Students with 4 missed classes will not receive a passing grade for the course
- Three late appearances or early departures equal one absence
- Perfect attendance adds 3 points to the final grade. These points are forfeited if there are any late arrivals, any outstanding written assignments remaining at the end of the semester, or if the student has not completed a minimum of 100 field hours.

CLASS PARTICIPATION AND ASSIGNMENTS

Students are expected to participate in class discussions/activities and demonstrate knowledge of assigned readings – textbook and handouts. Students are also expected to refrain from talking when others are talking and to insure ALL CELL PHONES ARE TURNED OFF BEFORE CLASS.

They must submit all written assignments as types in APA format and ON TIME.
• No assignments will be accepted past the due date (in the beginning of class) unless special arrangements have been made with the instructor. Any “extensions” for assignments must be requested 24 hours in advance of the day they are due and will only be granted for unforeseen and unavoidable circumstances (i.e., the death of a close family member, a severe illness) at the discretion of the instructor.

• Assignments that remain outstanding at the end of the semester will not result in an Incomplete, but will be factored as missing into the final grade.

• Students will have the option to revise their papers after receiving a grade. Those who choose to resubmit a paper with revisions need to attach the original paper to the revised version and submit it within a week and no later than the next week’s class unless granted special permission. Only ONE revision per assignment is allowed.

ACADEMIC Dishonesty AND Plagiarism from the Undergraduate Bulletin:

Academic dishonesty is unacceptable, and condemned in the strongest possible terms. It undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of any of the following:

• Cheating - using or attempting to use unauthorized materials, information, or study aids in any academic activity.

• Fabrication - unauthorized falsification or invention of any information or citation in an academic activity.

• Plagiarism - representing the words or ideas of another as one's own in any academic activity.

• Facilitating academic dishonesty - helping or attempting to help another to cheat, fabricate, or plagiarize.

Academic dishonesty may be punishable by a range of penalties, including failure in the course and expulsion from the University. Please speak with a member of the faculty should you have any questions. The Social Work Department suggests that you review the plagiarism material on the LIU Library Web page for additional information.

SPECIAL Needs

Students with specific, diagnosed learning needs who require special arrangements need to contact the university Disability office and provide the course instructor with a formal request for accommodation within the first two weeks of the semester.

OUTLINE OF CLASS SESSIONS
Units 1 & 2
Beginning: Feeling vulnerable and self-conscious?
  • Introduction to the purpose and format of the course; what Seminar is and what it isn’t.
  • Contracting with class: Confidentiality.
  • Overview of history and purpose of Field Instruction
  • Identification of field placements and scope of practicum settings
  • Distinction between the roles of field director, field liaison and field instructor
  • Evaluation process of student performance in field and seminar
  • Keeping track: hours in the field, readings, process recordings, journals, seminar assignments, research
  • Field Instructors orientation, advisory council meetings, and liaison meetings.

(See page 19 of Royse, et al, for “Do’s and Don’ts of Agency Behavior.”)

  • Agency orientation
  • Planning - your first days at the agency
  • Meeting with your supervisor
  • Space
  • Connecting with other students
  • Meeting agency staff
  • Breaks
  • Writing and recording
  • Getting it right versus giving it time

CLASS EXERCISES:
Ice Breakers:
How did you wind up at your placement?

Index cards: Interview each other in pairs.
P 18; Cochrane and Hanley.] Report respondent’s answers to the following:

  a. What am I most excited about when I think of field?
  b. What am I most anxious about when I think of field?
  c. What do I do to relieve stress?

Brainstorm:
What do you expect to gain from your first semester of field? (Ideas for learning contracts).

What kind of client are you? [Reflect on a time you obtained help from an outside source.]

  • What did you want/ need out of a [professional] helper and helping relationship]?
  • What did you want out of the process?
  • How did you want to be treated?
  • What did you respond to?
  • What didn’t work for you?
Reflect on the variations in the accounts. What kind of student are you?

- What do you want and need at this early, anxious stage?
- How quickly do you want to go?
- How much control do you want to have/give up?
- How much do you want to depend on others to get you through?
- How much help do you want?

Discussion:
1. What do you think is meant by helping?
2. How can you explain helping to your client?
3. Review initial meeting with field instructor and your orientation to the agency.
4. Discuss student responsibilities and thoughts and feelings about getting started.

READINGS:
1. Cochrane & Hanley; pages xi-xvii, & Chapter 1
2. Rogers et al, Preface and Chap.1
4. Review Chap. 2 - Evaluating Student Performance p.18-19
5. Review Chap. 3 - Getting Started p. 32-35

ASSIGNMENTS:

1. Complete the following exercises in Rogers:
   a. Exercise 1.6: Your Travel Guidebooks, p. 229-232. (Due at end of semester.)
   b. Exercise 2.2: Agency Reading, p.237-238
   c. Exercise 4.4: Your preliminary impressions of your practicum, p. 273-274

2. JOURNAL: Integrate theme 2.1 on Page 32 of Cochrane & Hanley into entry. Reflect about the events and experiences of your first day in the field. How do you feel about your choice of social work after the first day?

UNIT 3
Learn about your agency and practicum:
- Mission/Ideology/History/Function/Organizational goals
- Host versus primary setting
- Services offered e.g., counseling, recreational, educational, financial, etc.
- Organizational structure and function
- Decision-making processes and policies; centralized versus decentralized (Who controls the flow of information? Is decision-making and info dissemination limited to the few or the many?)
• Managerial style; mechanistic versus organic
• Communication, the chain of command, agency protocol and the organizational chart
• Agency culture
• Social/Economic/Gender/ Racial/ Professional stratification and staffing patterns
• Funding Sources; private, public and PFS contracting
• Parameters and catchment areas
• Identify programs/ systems within the setting

• Task versus maintenance functions
• Formal versus informal organization
• Boundary issues
• Evaluation of client satisfaction
• Accountability to the public

About the clients

• Provide a profile of people receiving assistance
• Efforts made to reach [accessibility] hard-to-reach populations
• Client eligibility for services/ Fee schedule
• Treatment of clients

• Sensitivity to diversity, oppression, marginal status
• Implications for social and economic justice

Learning about agency protocol

• Obtaining and reviewing client files, charting requirements

• Review of forms used by staff - intake, psychosocial, release of information, medical, etc.

• Office supplies, use of phone/fax
• Reimbursement of expenses e.g., car, gas, phone, etc.

• Compilation of statistics
• Computers and confidentiality, taping and recording interviews

Special safety considerations

• Home visits, transporting clients
• Violent behavior, office security
• Sexual harassment
• Working after hours and leaving premises

How are you learning in the field?
• Just do it-sink or swim
• Observation, shadowing, and a lot of preparation
• Make it up as you go along

READINGS:
1. Cochrane and Hanley; Chapter 2, and p 133-139.
2. Rogers et al, Chap. 2
4. Brill: Chap. 1 - Setting the Stage

ASSIGNMENTS:
1. * Complete your “Task Assignment Form” with your supervisor and submit next week.

2. Please bring in a copy of your agency mission, organizational chart, and any related agency pamphlets, public information available about your agency. Incorporating all available information, be prepared to present on your agency next week.

3. JOURNAL: 1) Using Cochrane and Hanley’s matrix on page 136, assess your agency’s (and the professionals who work in it) cultural competence. Identify and justify your categorization with examples from your agency. If your agency falls “between” categories, speculate as to why you think your agency is more culturally evolved in some aspects than in others. Then, compare and contrast how the staff is treated in your agency with how clients are treated by your agency. What are the parallels and differences? Do you think worker satisfaction affects client satisfaction? Why or why not?

UNIT 4
Reality Confrontation: Feeling depressed? Is the honeymoon over?

Learning about your role and yourself …

• In the supervisory process. Whose purpose does supervision serve?

• In your expectations of yourself, your expectations of your supervisor, and your clients’ expectations of you.

• In managing differences (gender, age, ethnicity, etc.)
• In issues of authority and power

• In managing responsibilities as a student, agency worker and representative, and emerging professional.

• In your relationships with agency staff and in their reactions to students
• In collateral contacts with other client systems/ agencies/ professionals off site

CLASS EXERCISES: Be prepared to present on the following:
1. Complete the answer to (your) client’s question: What will you be doing for me?
2. Complete the answers to a collateral agency’s questions: What is your role in your agency? What do social workers in your agency do?

3. Complete the answers to your supervisor’s question: What is your role with your clients?

4. Identify one or more roles you engage in at your agency. How do they complement and/or conflict?

5. What do the clients think social workers do?

6. What indicators do you get about the role of social workers in the agency: official and unofficial versions?

7. Discussion: The reciprocal nature of role-learning. OJT.

Discussion: Issues related to supervision

1. Do you ever disagree with your supervisor; have an alternative point of view about how things can be handled?

2. Are you comfortable with giving your supervisor feedback about how she can help you better as a supervisor; what she does that helps you and what doesn’t help you in supervision?

3. Can you identify and articulate your learning style to your supervisor so she can best assist you? Are there conflicts between her learning style and yours?

4. Do you have ideas about how to improve your practice skills? Can you engage your supervisor in this process?

READINGS:
1. Cochrane and Hanley: Chapters 4 & 5.
2. Rogers, et al: Chapter 5
3. Royse, et al: Chapter 4

ASSIGNMENTS:
1. Complete the following exercise in Rogers: Exercise 5.1: Managing your supervision, p 281-284.

2. Journal:

Identify and describe the qualities of your ideal supervisor. What do you expect from a supervisor in the way of knowledge, skill, communication style and personal and professional attributes? Answer the following questions discussed on pps. 73-76 of Cochrane and Hanley;
a. What does getting support mean to you?

b. How is a supervisor different from a friend?

c. What does power mean to you? How many types can you think of?

d. What does authority mean to you?

e. What power do you have?

f. How do you respond to power?

The next time you have supervision, ask your supervisor what power she thinks you have. Note her response in your journal and compare it with your response to the last question.

Compare and contrast your ideal with your present supervisor. (You may make 2 columns for “real” and “ideal.”) Which qualities would you change, and which would you keep the same, if you could? Are you experiencing any boundary issues with your supervisor? If yes, what are they? (Prepare to present and discuss this in class.)

UNIT 5
Relative mastery: Feeling more confident and competent?

Developing Learning Objectives, Goals and Contracts
• Identifying learning needs
• Translating learning needs into goals
• Deconstructing goals into objectives and tasks
• Operationalizing your objectives
• Identifying factors that may influence your progress/learning
• How stress impedes learning

• Monitoring, measuring, and evaluating your progress

CLASS EXERCISES:

Group exercise:

1. Brainstorm and come up with a group list of the possibilities, challenges and requirements of your placements.

2. Then rank them as to which are most exciting, which are most feasible (doable), and which are likely to be hardest to handle.

3. Then choose one goal and brainstorm strategies to meet that goal.

Discuss: Whose “agenda” is determining your learning experience?

READINGS:
1. (Handout) Melcher, Manfred. “The Journey: Becoming a Social Worker” (Parts 1 & 2). What resonates for you and what doesn’t?
2. Cochrane and Hanley: Chapter 3
3. Royse, et al, Chap. 3 - (Look at learning contract on p. 36)
4. Rogers et al, Chap. 4

ASSIGNMENTS:
1. Complete the following exercise in Rogers, et al.
   b. Exercise 4.2: User-action strategies, p 269-270
   c. Exercise 4.3: Under the microscope, p 271-272

2(a). Develop a draft of your learning objectives, and goals (tentative learning agreement) for discussion with your field instructor, after completing the exercises above in Rogers et al.

2(b). After your field instructor has offered her input, write up your learning objectives and goals, in contract form, and submit to your seminar instructor for further refinement. Use Table 3.1, page 45 in Cochrane and Hanley for format of learning agreement.

2(c). Your learning agreement should have three columns:
   a. Goals: What you hope to achieve. Your goals can relate to Program requirements, agency possibilities, or personal needs (see Chapter 3 in Cochrane & Hanley). Your goals must be Measurable, Attainable, Realistic, Specific.
   b. Strategies: The work you will have to do to reach your goals
   c. Evaluation: Measures to determine how well those strategies are addressing your goals and ultimately whether you have achieved those goals.

3. Journal:
   a. Reflecting on your midterm evaluation with your supervisor, and what you are discovering about your own strengths and vulnerabilities: discuss how you feel about having to confront your own emerging insights, and feedback from others about your development.
   b. Then, think about your previous work experience and:
      • Discuss what you know about your own personal style of learning a new job skill and/or a new work role.
      • What obstacles impeded you from learning/adapting to your new role?
      • What strategies did you employ to cope with obstacles and to help you learn new work skills?
      • What did you discover about their level of helpfulness?
      • Do you think these strategies can help you learn both the work skills and the work identity of a professional social worker? Why or why not?
** Junior 7-Week Evaluation due NEXT WEEK** (Handout)

UNIT 6

Understanding Ourselves and our Diversity

- Learning to know and use one’s self in the helping process
- Impact of culture on the helping process
- Impact of social and economic status on meeting human needs and on life chances and quality of life issues
- Self-understanding, values, impact of family
- One’s fit in society – ignorance, oppression, empowerment, social justice, acceptance
- Thought and feeling reactions
- How do I think and feel about myself?

Understanding Others and their Diversity

- Understanding ethnic diversity, social justice

Discuss: How are you handling your stress?

Diversity exercises/ dilemmas

READINGS:
2. Brill: Chap. 2, 3, 4 & 11.
3. Royse, et al: p 68-71. (Handout) “How do I work with clients who are different than me?”
4. Cochrane and Hanley: Chapter 8
5. Rogers, et al: Chapter 5

ASSIGNMENTS:

- Complete the following exercises in Rogers:
  Exercise 3.1: Your cultural uniqueness, p 259-262
  Exercise 2.6: Diverse Roads, p 251-254
  Exercise 3.2: Diversity dilemmas, p 263-266
  Exercise 5.3: Don’t expect it to be easy, p. 285-286 (base this assignment on Ex.3.2 above)

- JOURNAL:

Brill states, "Ethnicity finds expression in every aspect of individual, family and group life." and "...also affects the way people regard and deal with the crises of life." Have you encountered any
illustrations of this in your work with clients? Explore how life chances and access to social and economic resources affect the effective resolution of crisis.

UNIT 7

The Process of client contact
• How do clients come to your agency?
• Where are they referred from and what sources are they referred to?

• What are the procedures for initial client contact? Telephone screenings, intakes, office/home visits?
• Is there an intake worker? Is this person separate from service provider?
• How are clients assigned for service?
• How does the agency want you to introduce yourself? As a social worker, as an intern? Are you comfortable with this? If not, how are these types of issues addressed with your supervisor?

Meeting the Client
• Recognizing own fears and apprehensions
• Using supervision to assess nature and purpose of client contact
• Being aware of and sensitive to difference and diversity among client populations
• Learning to write process recordings

Talking and Listening Skills - Basic Communication Skills
• Voice, speech and language

• Body language
• Listening and active listening
• Variations due to diversity
• Manifestations of social and economic inequities in communication

CLASS EXERCISES: (See seminar activities on p. 103 of Cochrane and Hanley.)
• Discuss: In preparing to meet with a client, identify the goal of your initial contacts.

Who defined this goal: the client, the agency, the worker, the supervisor, the funding source or a combination of these? Does the agency utilize a deductive or inductive process for helping the client? Explain. How does this affect what you can do to help the client?

READINGS:
4. Rogers, et al: Chapter 6
5. Cochrane and Hanley: Chapter 6

ASSIGNMENTS:

1. **Exercise 6.2: Process recording, p. 299-300. (Students must submit a copy of a process recording with this assignment, preferably one that the supervisor has already made comments on. Please disguise all client information).**

2. **JOURNAL: Identify your beginning communication skills, in terms of voice, speech, language and nonverbal gesticulation through a vignette from your practice. Identify where and how you are intentionally employing your developing skills.**

*** Give field instructors Final Evaluation***

UNIT 8
Values and ethics

• Relative vs. absolute confidentiality
• Limitations of the client’s right to self-determination
• Restraints of social and economic justice; advocacy and social change issues
• Boundary issues
• NASW Code of Ethics: Values of Social Work

• Legal Statutes
• Carelessness, inexperience, and overidentification with the client

CLASS EXERCISES:

1. Discuss ethical dilemmas in Chapter 8 of Royse, and Chapter 7 of Cochrane and Hanley using the Seven Step Method of Ethical Decision-making found on p 119 of Cochrane and Hanley to guide you in their resolution.

READINGS:

ASSIGNMENTS: (Prepare to discuss in class.)

2. Cochrane and Hanley: Complete the Professional Behavior Checklist on p. 127 and prepare to discuss in class whether you think your clients and supervisor would agree with your self-assessment. Why or why not?

3. **JOURNAL: Select one dilemma or critical incident from Rogers, Chapter 8 or 9 that most closely resembles one that resonates for you. Classify it as either a client system, student-
related, instructor-related, cultural-related, agency-related or other dilemma. Then fill out the corresponding section in Rogers, Exercise 8.2: Detours and Backtracking, p 333-340. Be prepared to present in class.

UNIT 9

Evaluation and Termination

• Beginnings and endings as fluid and not mutually exclusive
• Reflections on growth and learning; helping clients to do the same
• Identification of gains made, and areas in need of further attention
• Identification of future directions for personal and professional growth

• Development of an ending plan
• Significance of sharing feelings about termination (for you and your clients)
• Saying goodbye
• Formalization of your next practicum selection

CLASS EXERCISES: Look over Tasks for termination on pps.152 and 153 of Cochrane and Hanley. Check off the tasks you have completed and reflect on the tasks you have yet to complete. Be prepared to explore and discuss why certain tasks are easier to complete than others. What do you feel is preventing you from attending to the uncompleted tasks?

Rainy day cards? Discuss unfinished business, suggestions for seminar improvement.

READINGS:
2. Brill, Chapter 12.
4. Cochrane and Hanley: Chapter 9

ASSIGNMENTS: In order to receive a grade in this course, all of the following must be submitted on the last day of class!
1. Your completed field evaluation.
2. Your evaluation of the practicum for future prospective students.
3. Your learning agreement.
5. Exercise 5.5: Heart and soul, pps. 291-293.
7. **Exercise 7.2: [Review indicators in class. Long exercise—circle verbs before you begin.] Your learning by midterm, pps. 311-328.
9. Complete Journal Assignment 9.1 & 9.3 on pg. 157 of Cochrane and Hanley. Also, evaluate the seminar class; what did you like and dislike about it? In what ways did you feel it integrated well or did not integrate well with the field? Identify specific exercises, journal assignments, or discussions that you felt were particularly meaningful, and those you felt were of little or no significance to you or your learning. How do you think the seminar class could be improved? What would you have added or done differently if you were running the class?

10. Exercise 1.6—Assigned at the beginning of the semester.
Appendix N: Syllabus SWK 90

Field Instruction II

**CATALOG:** SWK 90, SECTION 1
**INSTRUCTOR:** Claudia Dounelis
**Phone:** (516) 721-6821 cell
**Email:** Claudia.dounelis@liu.edu

**Begins:** September 11, 2018
**Day:** Tuesday: 8:15pm-10:55pm
**Office hours:** Available upon request

**Pre-Requisites**
Senior status and SWK 80.

**Description Of Course**

*Field Instruction II* is designed to be taken concurrently with the Social Work field work practicum. This is the second course in the three practicum sequence. Fourteen hours of supervised field experience per week; a minimum of 200 hours for the semester, is required of the student in an approved social work agency or placement.

The combination practicum-seminar is designed to provide social work students with the opportunity to integrate and further build upon the knowledge, values, and skills learned during the previous semester. Students will have progressively varied opportunities to develop more intensive interactive helping skills, to become better adept at writing process records, preparing assessments and summaries of contracts, and in conducting agency research.

Outcome indicators corresponding to CSWE’s course competencies below are integrated into the field instructor’s *Final Evaluation*. Student process recordings, journals, individually prepared exercises, and class role plays serve as media for a communal learning structure that facilitates the infusion and integration of social work values, knowledge and skills into the professional self.

**Course Competencies**

SWK 90-91 integrates the knowledge and skills of all other courses in the social work curriculum. In the field, students are expected to meet the following core competencies as set forth by CSWE in the 2015 EPAS. These competencies are cross-listed with the Social Work Evaluation Assessment Project [SWEAP], which is the field evaluation instrument used to assess student performance:

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

**Required Texts**

**Cournoyer, B. (2017, 2014). The social work skills workbook (8th ed.). Boston, MA: Cengage Learning.**


[from last semester]

**Do not sell these books back at the end of the semester. You will continue to use them in SWK 91.**

Case to be provided:

Ray, J. “Transitional Homes for Young Street Mothers.”

**Class attendance and punctuality**

It is important for social work practitioners to be actively engaged in their learning and be punctual in attendance. Thus, students are expected to attend all classes. As professionals, students are expected to inform the instructor if they anticipate lateness or absence and discuss any special problems.

- Students with more than 2 unauthorized missed weekly classes will lose 5 points from the final grade (documentation should be provided to the instructor regarding medical illness that causes a student to miss a class).
- Students with 4 missed weekly classes may not receive a passing grade for the course
- Three late appearances or early departures equal one absence.
- Students receive 2-3 points added onto their final grade for perfect attendance. These points are forfeited if there are any assignments outstanding.

**Field attendance**
Any day missed in the field must be made up. Students are required to complete a minimum of 200 hours per semester. Students are not to terminate field work prematurely, when they have satisfied this requirement. Students are to attend field work until the official close of the semester/academic year. **Students are to return to field immediately after official New Year holiday. There ARE accommodations on campus for students needing housing during winter break.**

**Class participation and assignments**

Students are expected to participate in class discussions/activities and demonstrate knowledge of assigned readings – textbook and handouts. In order to ensure maximum participation, LAPTOPS and ELECTRONIC DEVICES are not to be used in Seminar classes. Students are also expected to refrain from talking when others are talking and to insure **ALL CELL PHONES ARE TURNED OFF BEFORE CLASS.**

- No electronic submissions of assignments will be accepted without prior permission from the instructor.
- No assignments will be accepted past the due date (in the beginning of class) unless special arrangements have been made with the instructor. Any “extensions” for assignments must be requested 24 hours in advance of the day they are due and will only be granted for unforeseen and unavoidable circumstances (i.e., the death of a close family member, a severe illness) at the discretion of the instructor. [This policy does not apply to the FINAL research paper, where an INC may be taken until it is submitted.]
- Assignments that remain outstanding at the end of the semester will not result in an Incomplete, but will each receive the grade of F.
- Students will have the option to revise their papers after receiving a grade. Those who choose to resubmit a paper with revisions need to attach the original paper to the revised version and submit it within a week and no later than the next week’s class unless granted special permission. Only ONE revision per assignment is allowed.

**Academic dishonesty and plagiarism**

From the Undergraduate Bulletin:

Academic dishonesty is unacceptable, and condemned in the strongest possible terms. It undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of any of the following:

- **Cheating** - using or attempting to use unauthorized materials, information, or study aids in any academic activity.
- **Fabrication** - unauthorized falsification or invention of any information or citation in an academic activity.
- **Plagiarism** - representing the words or ideas of another as one's own in any academic activity.
- **Facilitating academic dishonesty** - helping or attempting to help another to cheat, fabricate, or plagiarize.

Academic dishonesty may be punishable by a range of penalties, including failure in the course and expulsion from the University.
All students are required to review university policies, including academic conduct policy standards, disciplinary process and appeals process, as outlined in student handbooks and at the following website:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct.aspx

Please speak with a member of the faculty should you have any questions. The Social Work Department suggests that you also review the plagiarism material on the LIU Library website.

Special needs
Students with specific, diagnosed learning needs who require special arrangements must contact the university Disability Support Service office at (516) 299-3164 in order to receive accommodation forms. They must give the accommodation form to the professor during the first week of classes or as soon as they become eligible for services.

Honors students
Please identify yourself to your SWK 90-91 instructor and refer to Honors Program Requirements in Student Handbook. It states:

‘Honors students will be conducting their honors work in coordination with their senior research project for the social work major and thus the SWK 90 and SWK 91 professor(s) will serve as honors advisor(s).
Senior year guidelines: As soon as the semester begins, the student will identify herself/himself as an Honors student to the SWK 90 and SWK 91 professors and begin work on the joint project and review the guidelines as documented in the social work program’s student handbook.”

Breakdown of Course Hours
Field work= ~14 hours per week or 200 hours per semester
Seminar= 3 contact hours/ week or 45 contact hours

Supplementary assignments
Agency based research proposal (includes rewrites) 40 hours
Weekly journals 10 hours
Weekly written workbook/ process assignments 20 hours
Readings 15 hours
IRB proposal process 5 hours
Total hours 90 hours

Course grade
Student performance is looked at from several perspectives; field instructor evaluations, and performance in field seminar including assignments, role plays, class participation, and problem-solving activities with one’s peers.

30%: Final Research Project (see below.)

20%: Journal entries are required every week in addition to required written assignments (see below). In addition, students are required to conceptualize their learning needs through the design of a ‘Learning Agreement,’ in collaboration with their supervisors. In the next semester, the
student’s midterm evaluation will be based on progress made on the goals outlined in the learning agreement.

In addition, three **client related process assignments** shall be submitted [and presented in class.] These should include material from process recordings that were prepared in the field and submitted to the field supervisor in supervision:

1) *an initial interview* (includes preparation, introduction, clarifying purpose, role, limits of confidentiality, combined with a beginning process.)
2) *exploration and identification of skills in the interview process [matrix]*
3) *a discussion of factors that helped you to arrive at an assessment of a client situation, and develop a subsequent practice plan. [To be presented in class in a case conference.]*

Process assignments will be presented and discussed in class for illustrative purposes. Please ensure client confidentiality by disguising your client(s) name(s).

50%: Midterm and final evaluation by field supervisor, and student use of evaluation process. (NOTE: You are required to submit at least 2 process recordings per week to your field instructor.)

**Journals**

Students are required to submit a journal entry every week that reflects on the knowledge, skills and/or values the student is learning and integrating in the field from the previous week. The student may also be asked to reflect on an assigned theme that emerges from class discussion or assignments. Students have the option of sharing their journals with the class, but are not required to do so.

For the research project and process assignments, see the key below:

- **“A” (Exemplary)** – “A” papers are professional in appearance; have no typos and use correct grammar, sentence structure, and spelling. The writing in these papers is clear, concise, and well organized. The paper demonstrates that the writer has thought carefully about the topic and clearly understands the issues pertaining to it. The paper is not a simply regurgitation of information; it demonstrates the use of a variety of high-quality and appropriate sources and offers analysis, synthesis, and an in-depth, scholarly and interesting perspective on the topic, including the writer’s observations and conclusions.

- **“B” (Competent)** – “B” papers are generally well done and professional in appearance. These papers have minimal typos and generally use correct grammar, sentence structure and spelling. The writing in these papers is generally clear, concise and well-organized; the progression of the paper, referencing of sources, and exploration of issues may not be as clearly present and comprehensive as in excellent papers. The paper demonstrates that the writer has thought carefully about the topic and generally understands the issues pertaining to it. The paper is not a simple regurgitation of information; it demonstrates...
the use of a variety of high-quality and appropriate sources and offers analysis and synthesis, but an in-depth, scholarly and interesting perspective on the topic is less well developed than in an excellent paper. The writer’s observations and conclusions are present but less well linked to the material presented.

- **“C” (Emerging)** – “C” papers are generally professional in appearance but may have problems such as formatting errors, types or problems with grammar, sentence structure and spelling. The writing needs additional work in the areas of clarity, conciseness and organization. Problems may be present in the appropriate use of references. Although the topic is generally covered, the paper lacks a depth and understanding of related issues. The analysis and synthesis of information is limited and the quality of the sources used is questionable. The writer’s observations and conclusions seem to be opinions and not supported by the paper.

- **“D” (Limited)** – “D” papers typically reflect minimal effort in preparing the paper. There may be numerous formatting errors, typos, and problems with grammar, sentence structure and spelling. Significant problems with clarity, conciseness, and organization of information are present. Significant problems in referencing information are often present. The topic is minimally covered; analysis and synthesis of the information or the exploration of related issues are missing or weakly stated. The quality of the sources used is questionable and the information used is not integrated with the text. The writer’s observations and conclusions may be missing or seem unconnected to the paper.

- **“F” (Failing)** – A grade of “F” is warranted when students do not complete the paper, when preparation for the paper has clearly been minimal, when the paper is disorganized, unclear, lacking in basic coverage of the topic, or when the appearance of the paper makes it difficult to interpret the writer’s intent. A failing grade will also be given if there is evidence of plagiarism or if the writing in the paper is significantly below appropriate college standards regarding such things as basic grammar, sentence structure, and spelling.

**Library resource for social work students**
http://liu.cwp.libguides.com/socialwork

**RESEARCH PROJECT: SWK 90-91**

Students will have the opportunity to design a research study in SWK 90, and implement it in SWK 91. [If this is not possible, students have the option of conducting a policy analysis on a policy affecting the agency. Guidelines will be provided.] The research project will include a literature search, research question, methods section (SWK 90); presentation and interpretation of findings, and a discussion of the implications for the agency and social work (SWK 91).

***Students must submit their completed proposal of the project with their application to the IRB***
of LIU, and to their agency IRB if applicable, **BEFORE** collecting data.

The purpose of the project may include assessing the existence, extent and/or characteristics of a problem as experienced by a population at risk. Students may either frame their research as a *Community Needs Assessment*, or if the field agency consents, an *Agency Program Evaluation*. It is recommended that students explore acceptable areas of agency research with their supervisor.

A **Needs Assessment** survey may serve one of five different purposes:

1. **To determine whether services exist in the community.** *This type of study explores and documents existing services that address a specific need or problem of a client population with whom you work or are interested in working.*
2. **To determine whether there are enough clients to justify creating a new program.** *This type of study documents the scope of a problem relative to the existence and capacity of existing programs addressing it.*
3. **To determine who uses existing services.** *This type of study would explore who benefits from a specific service or program and who does not.*
4. **To determine what barriers prevent clients from accessing services.** *This type of study explores those obstacles that prevent or impede potential clients from utilizing a program or service.*
5. **To document the existence of an ongoing problem.** *This type of exploratory study would address the fundamental question of what types of problems (and their dimensions) people are confronting. Since this type of study does not assume that it already “knows” what those problems are, qualitative methods may be more suitably employed.*

**Formative Program Evaluations** are descriptive (they do not establish causality) and provide detail about a program’s strengths and weaknesses. There are a number of areas the agency may want to explore including the perceived effectiveness of a service or program, the level of client satisfaction with a program, whether a program or workshop influenced a change in participants’ attitudes or behaviors after a period of time, etc.

**Demographic studies** utilizing available data (e.g., case files) to create a demographic profile of the users of a particular program or compare characteristics or outcomes between groups. However, all client **files must be de-identified** before collecting the data in order to comply with Human Subjects Review.

**SWK 90: Written Final Paper:** With the help of your field supervisor:

1. **Determine your research question:** What would you like to know? What would your agency like to know? What would the clients like to know? Are you interested in knowing more about a *client population*; their characteristics, needs, strengths and assets, satisfaction with services, the obstacles they face or how they are affected by agency services or lack of agency services? Or are you interested in knowing more about *services*; the extent to which they meet client needs, or their success in reaching target populations? Or are you interested in knowing about
the workers; their practice methods, frustrations, needs, relationships with other agencies, etc?

In sum, what will be your unit of analysis?

2. **Interview the literature related to your topic:** Can you come up with a print-out of references related to your topic? Can you pick out 10-15 scholarly journals, books or newspaper articles from this list that are most closely related to your research question? List the author, title and reference information of these articles and a brief summary of how it helps you further understand your area of interest.

3. **Amass agency data/ research reports:** Does the agency collect data on the clients utilizing their services that could be of help to your study? Has your agency (or any related agencies) done any prior studies in your area of interest? What supports exist in the agency for research purposes?

**Important:** Please make sure you check with your agency’s IRB for permission to conduct your proposed study as soon as you and your supervisor decide upon a research question.

4. **Evaluate the importance of your research question:** Can you make a case for why it is so important to answer this question? To whom is it important? How many people are affected by this problem or issue, and how are they affected? Can your literature be used to create a rationale for your study? How will the answer to this question be of use to the agency, community or social work profession? Is this a feasible study; can it be done with the resources available and within the time constraints of your internship?

5. **Choose your methodology/ measures:** What is the best method for exploring your topic; available data, survey data and/or observation and interviewing? Can you justify the fit of this method with what you want to know? Are there existing (standardized) instruments you can use that address your research question? If so, how reliable and valid are they?

6. **Define your intended variables/ areas of inquiry:** What specific factors, variables or areas of inquiry are you interested in exploring? Have you included input from agency staff and clients? Draw up an outline that lists all the possible dimensions of these variables/ areas of inquiry. Form at least one question or measure (e.g. instrument, observation, interview, existing records) that could address each one of these dimensions. Are questions clear, concise and mutually exclusive?

7. **Draft a copy (or include a pre-existing copy) of your questionnaire or guide:** Include a copy of your instrument including each question word-for-word in the order in which you intend to present the items. We will pretest your instrument in class for reliability and content and construct validity.

8. **Plan how to administer your questionnaire or instrument:** With your field instructor, come up with a doable sampling strategy. Decide who will participate, and how many people will participate. What type of a sample will you use; probability or non-probability? Decide whether the instrument can be self-administered or answered through an interview format. In short, explore with who and what instrument, when, and where the data collection will take place. Justify your choices.

**Outline a cover letter if you are using a self-administered survey:** If the questionnaire is confidential and anonymous, outline a cover letter introducing the purpose of the research, the importance of participating, who is sponsoring it, how the sample was selected, statement of how participants will be protected from harm or exploitation—how participation is voluntary and will in no way affect receipt or eligibility of service, assurance of anonymity and confidentiality, estimated time for completion of the survey, directions for return, and cutoff date for return.
**Utilize Westerfelt and Dietz for the correct format for writing up your proposal. Start your paper with an overview of the agency and whether the agency has ever investigated your area of inquiry before. If so, report agency findings. Again, emphasize the significance of your study for agency improvement.

*Plan to file a copy of your refined proposal and an application to the IRB at the beginning of the Spring semester.*

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**CLASS OUTLINE**

(Please follow instructor’s instructions for the completion of all readings and assignments, as they may at times fall out of sequence depending on the class’s progression and focus.)

**Unit 1:**
Introduction to Field Seminar II: Beginnings. How is seminar different from class?
Identification of field placements: agency mission, agency value base (ideology), structure and function, client population and the supervisory relationship

Overview of research projects: Review HPA 18 feedback. Discuss the needs assessment and program evaluation options.

Characteristics of professionalism, ethical decision-making, communication
Review Code of Ethics/ values of Social Work/ legal obligations
Review basic interpersonal skills and concepts of talking, listening and active listening.

**READINGS:**
Westerfelt & Dietz: Chapter 1 and 2.
Cournoyer: Chapter 2: Introduction to professionalism. Chapter 5: Social work values and ethical decision-making. Chapter 6: Talking and listening: The basic interpersonal skills.

**CLASS READING/ DISCUSSION**
Litigation—Professional Misbehavior bullets: pp 163-165.
Handouts: Beginnings [poem]
Developmental Stages in the Field
The Eyes Have It.
Agency Analysis worksheet
Agency Orientation Checklist
Agency Do’s and Don’ts

CLASS EXERCISES: Present agencies
Cournoyer: Introduction to Professionalism, Chapter 2.
  Common errors of talking and listening bullets: pp. 227-228, of email, p 236-237
  Ethics case situation: What about Bob? pp. 184-200
  Active listening exercises: [student tells class a problem] pp 243-245.

WEEKLY JOURNAL REFLECTIONS:

Complete one survey for 2 weeks in the Appendix, pp 553-554 on critical thinking and lifelong learning and add a paragraph in your weekly journal reflecting on what you learned about yourself from your ratings on some of the indicators and your overall scores on the scales. Feel free to comment on whether or not you think the items on the scales are valid indicators of the variable being measured. Do not attach actual survey.

ASSIGNMENTS

Complete research focusing exercise

Complete agency profile: Attach agency mission

Self-assessment: Preferred approaches to new learning

JOURNAL: 1. (Theme: Where have you been?) Review your field goals from last semester and evaluate if you achieved them. Be prepared to discuss what driving forces helped you attain your goal(s), and for those goals not reached, what forces you think impeded you from attaining them. Reflect on any loose ends or unresolved issues that were never addressed. [You may use Rogers, Exercise 7.1-Evaluating Your Learning Agreement on pp. p. 307+ to help guide your discussion.]

2. (Theme: Where are you going?) Discuss your goals in terms of skills, exposure to opportunities, work with client populations you have for yourself for the upcoming semester in field. [Becoming more “comfortable and confident” is not an acceptable field goal!] Explore opportunities/
impediments for accomplishing your field goals at your new placement. Devise these in light of your reflection on the items from the *Critical Thinking and Lifelong Learning Survey* (Cournoyer, pp 553-554).

**Unit 2:**

*Determine your research question*

*Evaluate the importance of your research question*

*Prepare for work with the client* through preparatory review, exploration, consultation, arranging, empathy, planning and self-exploration

*Review beginning engagement skills:*

Introductions, describing initial purpose, defining your role and client’s role, discussing agency policy and ethical factors, limits and parameters of confidentiality

*Prepare workload [task sheet] with your supervisor*

Identify parallel process between student and supervisor and student and client


**CLASS EXERCISE:** Read and discuss: *Transitional Homes for Young Street Mothers*. Discuss your journals; theme 1 and theme 2, and how you will connect them. Cournoyer: Chapter 7, *case situation* exercises: p 252+.

Chapter 8: *Beginning* bullets; describing initial purpose. Where does your agency fit? Present yourself to class as you would to your agency client. Incorporate agency purpose and BSW roles into introduction: pp 275-276.


Chapter 8 case situation and exercises, p 276+.

Handouts: Value Conflicts Between Helping Professionals and Bureaucracies

**JOURNAL:** In addition to discussing your initial adjustment struggles to your placement explore possible research questions with your supervisor. List them in your journal and discuss which one appeals to you most and why.

**ASSIGNMENTS:**

[Handout] Social Work with Small Groups, Preparation Ex. 6.1 or 6.2. Prepare the first session for a new group at your agency.

Complete and be prepared to discuss Section III, *the Research Question*, in Westerfelt and Dietz.

**Process Assignment #1:**

**Part I:** *[prototype will be provided]*. Include a few lines on each aspect of Preparing (for engagement) as discussed in Chapter 7 of Cournoyer including: *preparatory reviewing, exploring, consulting, arranging, empathy, etc.* These steps include both the internal and external tasks of preparing.

**Part II:** Refer to p 265, Box 7.3 for “preliminary plans” for a session with a client. [Example on p 266-267, Box 7.5]. After preparing and using the outline as a guide, hold a preliminary meeting
with a client or client system. Attach the process recording of that session. Make sure the pre-
engagement comments include a clear purpose and a clear summary of your preparatory steps from
Part I. [This process recording should also reflect how you incorporated the steps from Box 7.3 in
this first interview.]

**Due Week 3-4: Fill out your task/ project assignment list with supervisor and bring to class
next week.**

**Unit 3:**
Conducting the literature review
Amass agency data/ research reports

Exploring in the interview process
- Asking questions, clarifying, reflecting content, reflecting
- feelings and meaning, partializing, going beyond,
- what is said
Developing awareness of and addressing ethnic diversity in the
interview: understanding client response re: ethnic, language,
cultural factors
Review cultural factors affecting the helping process among
diverse groups

READINGS: Westerfelt & Dietz, Read Chapter 5: Choosing Your Methodology and Developing
a Time Line.

Cournoyer: Chapter 9, Exploring

Zastrow handout: Burnout
Vulnerability in Field Placement/ Vicarious Traumatization in Field Placement

Handout: Structuring the Helping Process. Discuss boundaries of professional helping.

CLASS EXERCISES: Blind spot exercise. Supervisory dilemmas.
Cournoyer: Exercises on components of exploring: asking questions, seeking clarification,
reflecting content, reflecting feelings, reflecting feeling and meaning, partializing, going beyond,
reflecting issues, reflecting hypotheses, p 324+.
*Identify possible ethnic and cultural issues with the use of these skills.

Group Exercise 6.5: Why me? Mothers with HIV/AIDS group formation role play.
Exercise 6.11: Planning a task group.

Rogers: Stress exercise
“How Crisis Counselors Stay Happy”
Group exercise: Headband role play
**JOURNAL: What kind of client are you?**

Reflect on a time you needed help and you were a client/patient. **Do not discuss the actual circumstances/problem that led you to seek help**, just focus on your client status.

- How did it feel to be a client and ask for help?
- What kind of help did you want/not want from a helper?
- What qualities did you seek/expect from your helper?
- What did you want your helper to do and not do in your helping relationship?
- How much and what kind of participation did you want in the process? How much and what kind of participation did you want from your helper in the process?
- In hindsight, what ultimately helped and did not help you?

From your answers above, devise a "self-assessment." For example, "As a result of this experience, I now know that I want and need from a helper. I learned about myself when I was in the position of being helped. I found that I felt about giving up/having/not having control with someone else. I found that ____ worked and ____ didn't work for me. I expect ____ from my helper and if I don't get____, ___ is how I react. As a result of this, I want to be kind of social worker."

- Finally, what kind of help do you think your clients want from you? How do you know? Will you ask them?

**ASSIGNMENTS:**

**Process Assignment #2:**

Read Chapter 9 on Exploring first! Then, follow the matrix prototype provided in class [from Cournoyer, 6th edition, pp. 291-2] by deconstructing a process recording that illustrates those skills you used to help explore a problem with a client. Include 3 complete CONSECUTIVE worker-client interaction sets. Identify the content, skill, gut reaction, and reflection as per the matrix. **Attach the full process recording.**

(Supplemental) Review your recent process recordings and identify where you used the above components of exploring. Bring examples to class. Identify any ethnic or cultural factors you needed to be aware of.

**Midterm evaluation: Submit your mid-term (7 week) evaluation to your field instructor.**

**Unit 4:**

*Choose your methodology/measures:*
1) research design; 2) data collection procedures; 3) sampling; 4) measures or instrument; 5) protection of human subjects.

Define your variables/areas of inquiry

**Refining assessment and planning skills**

Organizing descriptive information
Bridging the gap - Understanding the individual and how their problems are part of larger societal concerns - working with vulnerable populations

**READINGS:**

*Folaran, G. (Fall, 2001). Understanding published research to enhance competent practice. The*
New Social Worker, 8-10.
Westerfelt & Dietz, Read Chapter 4: The Literature Review.
Cournoyer: Chapter 10, Assessing
Bradshaw, J. “The family as a system.” & “Profile of a functional family system.”

CLASS EXERCISE:
Cournoyer: Chapter 10 exercises on identifying issues, sharing hypotheses, confirming issues, organizing descriptive information, p 377+.

Present assessment [PR#3] in class case conferences
Supplemental: Bring to class a blank assessment or intake form from your agency and discuss its strengths and limitations.

ASSIGNMENTS:

- Complete and be prepared to discuss Section IV, the Literature Review, in Westerfelt and Dietz
- Gather ten abstracts from literature search. Discuss in class.
- As per your midterm evaluation and class discussion prepare and submit your learning contract to your field instructor, your seminar instructor and faculty mentor. Your midterm evaluation next semester will be based on your progress on these objectives.

Process Assignment #3/ Case conference:
1. Prepare an assessment on a client using the format in Box 10.1, pp 394-397 of Cournoyer in Chapter 10. [Prototype available on pp 577-581]. In #12, make sure you include both prior and current psychological and social services. Attach the Critical Events Time Line [pp 309-310]. Qualify all judgments made about the client with observations or evidence of some type. Disguise all identifying information.
2. Present your assessment in a class case conference. In your oral presentation, note the client’s risk and protective factors [see section p. 403] and motivation and readiness for change [see section p. 405]. In view of all you know, what are your tentative goals for contracting with this client? How did you arrive at these goals?

Unit 5:
Measurement: Pretest of the data collection instrument
Protecting research subjects from harm
Guest speaker: LIU’s Institutional Review Board on how to complete application for protection of Human Subjects. (Date to be determined)

Refining advocacy skills and promoting social justice in oppressed and vulnerable populations

READINGS: Westerfelt & Dietz, Read Chapter 6: Survey Research &/or Chapter 7: Qualitative Research if it pertains to your project and read and complete worksheets in related chapters.
Cournoyer: Chapter 3: Critical thinking, scientific inquiry and lifelong learning.
        Chapter 4: Diversity and difference; human rights, social, economic and environmental justice.
**CLASS EXERCISE:**
Cournoyer: Draft a copy (or bring to class a pre-existing copy) of your survey or guide. Pretest it in class for accuracy, reliability, validity and sensitivity to diverse samples.

**JOURNAL**
After reading Chapter 4, respond to the question on p 152, #3 in Cournoyer.

**Unit 6:**
*Plan your sampling strategy*
*How will you administer your instrument or conduct your interviews?*

*Outline a cover letter for your survey*

*Evaluating gains and future directions with your clients/ agency*

**READINGS:** Westerfelt & Dietz, Read Chapter 9: Outcomes Evaluation & Chapter 10: Sample Design and complete chapters. Read Chapter 11: Protection of Research Participants and complete chapter.

**CLASS EXERCISES:** Rogers, Exercise 8.1- Asking for Directions, pp. 329-332. Student applies knowledge of ethical dilemmas regarding confidentiality to hypothetical situations.

**FINAL TASKS/ ASSIGNMENTS TO END SEMESTER:**
Submit and present research proposals.
Give your field instructor your final evaluation.
Review accomplishments!
Prepare for the evaluation conference; your supervisor’s evaluation of your progress, your evaluation of your progress, and reconciling the gap.
*Areas in need of improvement can become goals for learning contracts next semester.

**Students are to resume field immediately following New Years, not when the spring semester officially begins.**

**Be prepared to submit IRB application at the start of the spring semester. Do not delay!**
Appendix O: Syllabus SWK 91

Course Outline
Field Instruction III

CATALOG: SWK 91, SECTION 1  SEMESTER: Spring, 2019

Pre-Requisites
Senior status and SWK 80 & SWK 90

Description of Course

Field Instruction III is designed to be taken concurrently with the final Social Work field work practicum. This is the third course in the three practicum sequence and represents the culmination of the undergraduate social work curriculum. Fourteen hours of supervised field experience per week; a minimum of 200 hours for the semester, is required of the student in an approved social work agency or placement.

The combination practicum-seminar is designed to provide social work students with the opportunity to integrate and further build upon the knowledge, values, and skills assimilated during the previous semesters. The focus in the final semester of professional training is on middle phase work skills, termination skills, administration and presentation of the student’s research survey and findings. In addition, the student will have the opportunity to assume the collegial role of educator with one’s peers through a demonstration of a selected professional competence or skill.

Student process recordings, journals, individually prepared exercises, and class role plays serve as media for a communal learning structure that facilitates the infusion and integration of social work values, knowledge and skills into the professional self.

Course Competencies

SWK 90-91 integrates the knowledge and skills of all other courses in the social work curriculum. At the end of the sequence, students are expected to meet the following core competencies as set forth by CSWE:

1. Demonstrate ethical and professional behavior.

2. Engage diversity and difference in practice.

3. Advance human rights and social, economic, and environmental justice.

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

5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.

7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations and communities.

Required Texts

Brooks/ Cole.

[from last semester]


Recommended Text


Case to be provided:
Bembry, J. & Vourlekis, B. “Ari and Simone: Notes from the Group.”

Class attendance and punctuality

It is important for social work practitioners to be actively engaged in their learning and be punctual in attendance. Thus, students are expected to attend all classes. As professionals, students are expected to inform the instructor if they anticipate lateness or absence and discuss any special problems.

- Students with more than 2 unauthorized missed weekly classes will lose 5 points from the final grade (documentation should be provided to the instructor regarding medical illness that causes a student to miss a class).

- Students with 4 missed weekly classes may not receive a passing grade for the course

- Three late appearances or early departures equal one absence.

- Students receive 2-3 points added onto their final grade for perfect attendance. These points are forfeited if there are any assignments outstanding.
Field attendance

Any day missed in the field must be made up. Students are required to complete a minimum of 200 hours per semester. Students are not to terminate field work prematurely, when they have satisfied this requirement. Students are to attend field work until the official close of the semester/academic year.

Class participation and assignments

Students are expected to participate in class discussions/activities and demonstrate knowledge of assigned readings – textbook and handouts. Students are also expected to refrain from talking when others are talking and to insure ALL CELL PHONES ARE TURNED OFF BEFORE CLASS. They must submit all written assignments as typed in APA format and ON TIME.

• No assignments will be accepted past the due date (in the beginning of class) unless special arrangements have been made with the instructor. Any “extensions” for assignments must be requested 24 hours in advance of the day they are due and will only be granted for unforeseen and unavoidable circumstances (i.e., the death of a close family member, a severe illness) at the discretion of the instructor. [This policy does not apply to the FINAL research paper, where an INC may be taken until it is submitted.]

• Assignments that remain outstanding at the end of the semester will not result in an Incomplete, but will each receive the grade of F.

• Students will have the option to revise their papers after receiving a grade. Those who choose to resubmit a paper with revisions need to attach the original paper to the revised version and submit it within a week and no later than the next week’s class unless granted special permission. Only ONE revision per assignment is allowed.

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• Fabrication - unauthorized falsification or invention of any information or citation in an academic activity.

• Plagiarism - representing the words or ideas of another as one's own in any academic activity.
• Facilitating academic dishonesty - helping or attempting to help another to cheat, fabricate, or plagiarize.

Academic dishonesty may be punishable by a range of penalties, including failure in the course and expulsion from the University.

Please speak with a member of the faculty should you have any questions. The Social Work Department suggests that you review the plagiarism material on the LIU Library website.

Special needs

Students with specific, diagnosed learning needs who require special arrangements must contact the university Disability Support Service office at (516) 299-3164 in order to receive accommodation forms. They must give the accommodation form to the professor during the first week of classes or as soon as they become eligible for services.

Breakdown of Course Hours
Field work= ~14 hours per week or 200 hours per semester

Seminar= 3 contact hours/ week or 45 contact hours

Supplementary assignments
Agency based research project 45 hours
Weekly journals 15 hours
Weekly written workbook assignments 15 hours
Readings 15 hours
Total hours 90 hours

C. Grading Policy

Student performance is looked at from several perspectives; oral and written evaluations of agency field instructor, and performance in field seminar class including required assignments, research project, oral presentation, process recordings, class participation, and problem-solving activities with one’s peers.

15%: Written assignments:

a. Workbook assignments (n=3): Rehearsal of an action step; SOAPIG, and Detours and Backtracking.

b. Process recordings (n=3): Presentation of three process recordings from the field

c. Interview Review; termination interview with a client. Please be prepared to present in class. Be sure to insure client confidentiality by disguising your client(s) name(s).
d. Learning Contract: Draft and refine learning objectives and tasks, measure and monitor progress of learning objectives throughout the first half of the semester.

e. Journals: Students are required to continue to submit a journal entry every week that reflects on the knowledge, skills and/or values the student is learning and integrating in the field from the previous week or to concentrate on a specific theme.

10%: “In-service” Training:

Each student will prepare one training session for the class on any policy, program, social problem, skill or competence related to social work practice that was learned or is being learned in the practicum. The presentation may take any form; a role play, a seminar, a demonstration, etc. The topic or skill may pertain to an area the student has sufficiently mastered during the practicum, or a workshop or session the student is planning to hold with a future client(s) or consumer group. The class can be used to “road test” the presentation or group session. Suggestions include but are not limited to: how to run a group with adolescents, how to advocate for a disabled client, what services are available to help the homebound elderly, how to help your client apply for Medicaid, how to write up an assessment that can help a juvenile offender in the courts, finding emergency shelter for the homeless. The student might also elect to give a workshop on material she has mastered in her specific field; reproduction and birth control, Alzheimer’s, Section 8 Housing, child abuse, Food Stamps, etc.

25%: Final research project: (see below, includes IRB application process.) Collect, analyze and interpret data for the study designed last semester.

50%: Midterm and final evaluation by field supervisor, and student use of evaluation process. (NOTE: You are required to submit at least 2 process recordings per week to your field instructor.)

For written assignments see the key below:

- “A” (Exemplary) – “A” papers are professional in appearance; have no typos and use correct grammar, sentence structure, and spelling. The writing in these papers is clear, concise, and well organized. The paper demonstrates that the writer has thought carefully about the topic and clearly understands the issues pertaining to it. The paper is not a simply regurgitation of information; it demonstrates the use of a variety of high-quality and appropriate sources and offers analysis, synthesis, and an in-depth, scholarly and interesting perspective on the topic, including the writer’s observations and conclusions.

- “B” (Competent) – “B” papers are generally well done and professional in appearance.

These papers have minimal typos and generally use correct grammar, sentence structure and spelling. The writing in these papers is generally clear, concise and well-organized; the progression of the paper, referencing of sources, and exploration of issues may not be as clearly present and comprehensive as in excellent papers. The paper demonstrates that the writer has thought carefully about the topic and generally understands the issues pertaining to it. The paper
is not a simple regurgitation of information; it demonstrates the use of a variety of high-quality and appropriate sources and offers analysis and synthesis, but an in-depth, scholarly and interesting perspective on the topic is less well developed than in an excellent paper. The writer’s observations and conclusions are present but less well linked to the material presented.

- **“C” (Emerging)** – “C” papers are generally professional in appearance but may have problems such as formatting errors, types or problems with grammar, sentence structure and spelling. The writing needs additional work in the areas of clarity, conciseness and organization. Problems may be present in the appropriate use of references. Although the topic is generally covered, the paper lacks a depth and understanding of related issues. The analysis and synthesis of information is limited and the quality of the sources used is questionable. The writer’s observations and conclusions are present but less well linked to the material presented.

- **“D” (Limited)** – “D” papers typically reflect minimal effort in preparing the paper. There may be numerous formatting errors, typos, and problems with grammar, sentence structure and spelling. Significant problems with clarity, conciseness, and organization of information are present. Significant problems in referencing information are often present. The topic is minimally covered; analysis and synthesis of the information or the exploration of related issues are missing or weakly stated. The quality of the sources used is questionable and the information used is not integrated with the text. The writer’s observations and conclusions may be missing or seem unconnected to the paper.

- **“F” (Failing)** – A grade of “F” is warranted when students do not complete the paper, when preparation for the paper has clearly been minimal, when the paper is disorganized, unclear, lacking in basic coverage of the topic, or when the appearance of the paper makes it difficult to interpret the writer’s intent. A failing grade will also be given if there is evidence of plagiarism or if the writing in the paper is significantly below appropriate college standards regarding such things as basic grammar, sentence structure, and spelling.

**Final Research Project**

After receiving feedback on your design and instrumentation last semester:

1. Pretest your instrument/ plan for data collection: Pilot your instrument with the members of your seminar class. First exchange instruments with a partner and have each other assess the clarity and conciseness of the questions. If you are interviewing, pretest your interview guide on a class member(s). Then refine, and administer to the class for feedback. Incorporate needed refinements.

2. Indicate how you will protect your clients from harm or exploitation: Prepare IRB proposal, submit to instructor and revise before submission. Did you obtain the necessary approval from your agency and IRB to conduct this research? Are there other considerations? How will you protect the identity and confidentiality of your research participants? How will the data be stored and protected? Have you drafted a consent form, if necessary?
3. Identify obstacles to administration: Is language a problem? Is translation available? Are there sufficient resources to administer the instrument? Have there been modifications to your design as a result of 2 or 3? What are they?

4. Collect your data: What is the plan? How will you handle unreturned surveys? Participants who refuse? Incomplete data?

5. Examine/tabulate/reduce your data: How will you code and further reduce your data; be it quantitative and/or qualitative?

6. Present your data: What is your plan for presenting your findings? Are there tables or graphs you can create that can effectively show relationships among variables or sets of variables? Is there a logical way for you to present the emergent themes in qualitative data?

7. Discuss your findings: What do these findings indicate? How do your data shed light on your research question? Identify the limitations of your study relative to measures, data collection and sampling. What are the implications of your findings? What do you think needs to be done in light of the data; in terms of practice, the profession, and further research?

8. Presenting your report: Where can your report do the most good? Identify an individual/agency/organization or client group that would be most interested in (possibly utilizing) your findings. How do you think your report will be received in your agency/community? What is the possibility it will be used to create or improve services or draw attention to a population that as of yet has been underserved? What political and economic considerations play a part in your agency/community’s receptivity to this information?

*******************************************************************

CLASS OUTLINE

Unit 1-2: The middle phase continues:
‘Reassessing’ last semester & contracting and re-contracting for this semester
• Apply social work ethical principles to guide professional practice.
• Apply critical thinking to inform and communicate professional judgments.
• Engage diversity and difference in practice.
• Engage in research-informed practice and practice-informed research.

• Apply knowledge of human behavior and the social environment.

Overview of SWK 91 and course requirements

Discussion of revisions needed on research proposals/schedule pretests of instruments/IRB proposal process.

Reassessing and re-contracting your work this semester/task assignment sheets Preparation and monitoring of learning contracts for midterm field evaluation Exploring and contracting skills
CLASS EXERCISES: Review of communication skills. Cournoyer: Culturally competent communication: p. 185+. (work in pairs.) Review and role-play

Chapter 9 on Exploring, Table 9.2 on p 253, exploration of the problem/issue. Exercises on components of exploring; asking questions, seeking clarification, reflecting content, reflecting feelings, reflecting feeling and meaning, partializing, going beyond, and additional exercises, pp 263-289.

*Review ethnic and cultural issues with the use of these skills.

Cournoyer Chapter 11 on Contracting Go over all “practice formats” in Chapter 11. Exercises on contracting. Reflecting an issue; reflecting hypotheses; identifying an issue; clarifying issues for work; establishing goals; developing an action plan; identifying action steps; planning for evaluation; summarizing the contract.

Review learning objectives and task measurements for this semester.

READINGS: Cournoyer, Chapter 9 & 11.

ASSIGNMENTS:

Submit revised Learning Contract for next class based on your last evaluation. Prepare revised Task Assignment Sheet with supervisor.

[Process Assignment #4/ Case conference] Using the client on which you developed an assessment last semester (if possible), and following the format on pp 372-373, submit a “summary of contract” that illustrates components of a contract with a client. Be prepared to present and discuss in a case conference on how some aspects of this process were explicit—how you worked together to identify goals, an approach and a plan of action, and how certain actions were implicit—not stated, assumed or implied. How much did agency functions and/or client constraints predetermine how much participation clients had in this process?

Unit 3: Developing and managing agency resources.

• Respond to contexts that shape practice.

Guidelines for working with/ contacting the media
Agency technology
Fundraising
Grants and contracts

CLASS EXERCISES: Kirst-Ashman & Hull, Exercises on recognizing media coverage; contacting the media; writing a press release; types of software used; where does the money come from; writing a grant proposal.
READINGS: Kirst-Ashman, K.K., & Hull, G.H. Read Chapter 14, Developing and Managing Agency Resources.

Unit 4: Preparing for the work and evaluation phase from a micro and macro perspective

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.

- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.

- Apply knowledge of human behavior and the social environment.

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

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

Protecting research participants from harm
Rehearsing and reviewing action steps
Evaluating
Focusing

Educating
Advising

Social and economic justice: Advocacy and social action with populations at risk. Locating the target for change in the social service system/society

Diversity and the change process

CLASS EXERCISES: *Present contracts in class in Case Conference. Schedule In-Service Dates. Cournoyer, Chapter 12. Review work-phase skill readiness bullets on p 381 and case examples of skills. Exercises on rehearsing and reviewing action steps, evaluating, focusing, educating and advising. Discuss social and economic issues/diversity as they pertain to the use of these skills and the change process.

Group Exercise 6.6: The work phase in group work: Not with my daughter.

Kirst-Ashman & Hull, Chapter 11. Case vignettes on cause v case advocacy; populations at risk; assessing your experience as an advocate; organizational commitment to advocacy; macro-level advocacy opportunities; using advocacy tactics; taking legal action; arguing empowerment; advocating with legislators.
READINGS: Bembry, J & Vourlekis, B. “Ari and Simone: Notes from the Group. “
Cournoyer, Chapter 12, pp 379-402.

Kirst-Ashman & Hull: Chapter 11, Advocacy and social action with populations at risk.
Westerfelt, A. and Dietz, Section IX, Protection of Research Participants

ASSIGNMENTS: [Workbook Assignment #1] Present a vignette from a process recording that
illustrates either the rehearsal of an action step with a client [prototype pp 383-385 of
Cournoyer], or the review of a completed, uncompleted or unattempted action step with a client
[prototype pp 387-390 of Cournoyer].

Journal: Reflect on which one(s) of the advocacy tactics illustrated in the case vignettes and
discussed in Chapter 11 from Kirst-Ashman and Hull that you could engage in your agency and
how? Explain how would you need to engage your colleagues in your work?

Unit 5: The Work and Evaluation Phase Continues: Mezzo interventions

• Identify as a professional social worker and conduct oneself accordingly.
• Apply social work ethical principles to guide professional practice.
• Apply critical thinking to inform and communicate professional judgments.
• Engage diversity and difference in practice.
• Advance human rights and social and economic justice.

• Engage in research-informed practice and practice-informed research.
• Apply knowledge of human behavior and the social environment.
• Engage in policy practice to advance social and economic well-being and to deliver
effective social work services.
• Engage, assess, intervene, and evaluate with individuals, families, groups, organizations
and communities.

Data Collection and Analysis

Representing

Responding with immediacy
Reframing
Confronting
Preparatory ending
Networking
Organizational change
Submit Midterm evaluation to supervisor!

CLASS EXERCISES: Continue Work phase and Evaluation exercises from Cournoyer, Chapter 12: representing; responding with immediacy; reframing; confronting; pointing out endings; and recording progress.

Kirst-Ashman & Hull case exercises from Chapter 3 on networking; practicing team work; how to plan and conduct meetings; recognizing, managing and using conflict. Chapter 6 creative change scenarios on identifying assets; establishing goals and objectives; and considering organizational change in programs and policy.

READINGS: Cournoyer, Chapter 12, pp 402-422.


Westerfelt, A. and Dietz, Section X, Data Collection and Analysis

ASSIGNMENTS: [Workbook Assignment #2] Submit a problem-oriented progress recording according to the SOAIGP format on p. 416-418 of Cournoyer. Be prepared to present in class.

JOURNAL: What have you learned from your diverse clients during the evaluation phase of practice?

Unit 6: Review of values and ethics in social work practice and Stress and time management

• Identify as a professional social worker and conduct oneself accordingly.
• Apply social work ethical principles to guide professional practice.
• Apply critical thinking to inform and communicate professional judgments.
• Engage in research-informed practice and practice-informed research.
• Apply knowledge of human behavior and the social environment.
• Respond to contexts that shape practice.
• Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Presentation of findings and writing the final report

Parallels and differences between learning contracts and client contracts Ethical decision-making/NASW Code of Ethics

Ethical considerations in practice Stress and time management

CLASS EXERCISES: Kirst-Ashman & Hull on assessing your stress level; how does your body react to stress; changing stressful events in your life; adopting stress management strategies;
identifying your problems in time management; dividing your time pie; establishing your time goals; prioritizing your goals; planning how to achieve each goal; changing your behavior to improve time management; and self-analysis of procrastination.


Westerfelt, A. and Dietz, Section XI, Presentation of findings and writing the final report.


Then complete Exercise 8.2: Detours and Backtracking, pp.333-340. Be prepared to present in class.


Unit 7: Termination and moving on...

• Identify as a professional social worker and conduct oneself accordingly.
• Apply social work ethical principles to guide professional practice.
• Engage diversity and difference in practice.
• Apply knowledge of human behavior and the social environment.
• Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Sharing ending feelings and saying goodbye

Leaving your field instructor, your agency and field setting Leaving academe; teachers, friends, the educational structure Leaving your clients/ What happens to your clients when you leave? What happens to you when you leave?

What have you learned about yourself? What tools did you acquire? What more do you need?

Facilitating transitions in the termination process Solidifying achievements, stabilizing gains Evaluating and summarizing client work and goals

**Submit Final Evaluation to your Field Instructor!

CLASS EXERCISE: Cournoyer exercises on reviewing the process; final evaluating; sharing ending feelings and saying goodbye; and recording the closing summary.
Role play a termination interview with your client(s).

Review “Tasks for Termination” from Cochrane and Hanley.

READINGS: Cournoyer, Chapter 13, Ending.

ASSIGNMENTS: To be completed for discussion and submitted:

[Process recording #6] Select or prepare a process recording illustrating a termination interview with a client. How did client diversity affect the termination process?

Unit 8: Evaluation and improvement

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage in research-informed practice and practice-informed research.

- Apply knowledge of human behavior and the social environment.
- Respond to contexts that shape practice.

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

The evaluation conference: your supervisor’s evaluation of your progress, your evaluation of your progress, and reconciling the gap.

Review achievements and accomplishments re: learning contracts and beyond Evaluation of the field placement as a learning experience

Evaluating the seminar class and the program Discuss preparation for ACAT exam.

ASSIGNMENTS: In order to receive a final grade in this class, you must submit:

- Supervisor’s final evaluation of student
- Student’s evaluation of agency
- Completed research project and

- Final journal regarding your feelings about terminating with the agency, your clients and supervisor and the social work program. Include:
  1. What was left unresolved, undone or unsaid?
  2. If you could do it all over again, would you, and if so, what would you do differently?
3. Any regrets?

4. What did you discover about yourself in the past two years that you want to continue to develop or change?

GOOD LUCK TO ALL MY NEW COLLEAGUES!!!!!!!!!!!!!!!!!!!!!!!!!!

Appendix P: Junior Midterm Evaluation

(7-Week Educational Statement)
LIU Social Work Department

Student_______________________ Field Instructor__________________
Please indicate E for Exemplary; S for Satisfactory; MBP for May Be Problematic; P for Problematic or NYD for Not Yet Determined in the following areas.

1. Use of agency
   ___ Beginning to understand agency role and function.
   ___ Beginning to recognize the relationship between social welfare policy agency function and actual social service delivery.
   ___ Beginning to collaborate with agency staff.
   ___ Beginning to utilize community resources.

2. Client/ Practice skills
   ___ Beginning to understand process and how it applies to client interactions.
   ___ Beginning to develop skill in asking and framing open-ended questions that require elaboration, or clarification.
   ___ Beginning to demonstrate skills in fact-gathering, identification/assessment of the problem or issue at hand, while formulating potential intervention strategies.
   ___ Beginning to understand client issues from a systems perspective with the recognition that intervention may need to broaden to work with multiple system layers.
   ___ Beginning to develop sensitivity to the feelings of clients.
   ___ Beginning to develop basic empathy for the client taking into account the special vulnerability of client groups.
   ___ Beginning to view diversity as a source of richness and strength.
   ___ Beginning to develop skill in bringing together agency service and client need in a way that reaches for full client participation.
   ___ Beginning to contract with clients on either a concrete need or limited request for service which the agency or referred helping system can provide.

   Professional Development
   ___ Beginning to understand the role that social work values, ethics and various client expectations have on the helping process.
   ___ Beginning to appreciate and recognize the various roles utilized by the generalist social worker.
   ___ Beginning to demonstrate concern for issues of social justice and a commitment to learning.
   ___ Beginning to understand how personal issues and values can help or hinder the helping process.
   ___ Beginning to demonstrate responsibility for one's own learning through active utilization of the supervisory conference.
   ___ Beginning to identify learning needs and problems.
   ___ Beginning to recognize the gaps in one's own knowledge and recognizes the relevance of practice theory, policy issues and research on enriching understanding of the client and problem.
   ___ Beginning to demonstrate self-awareness.
Beginning to understand the importance of evaluating one's own practice.

4. Work skills

- Respects agency protocol.
- Participates in agency functions/meetings appropriately
- Arrives on time.
- Completes required hours.
- Accepts constructive criticism.
- Submits process recordings/assignments in a timely manner.
- Uses supervision constructively.

5. Comments

_______________________________________________________
Field Instructor’s Signature                      Date

_______________________________________________________
Student’s Signature                           Date
Appendix Q: Junior Final Evaluation

THE LIU BSSW Program utilizes the Field Placement/Practicum Assessment Instrument (EPAS 2015) developed by the Social Work Educational Assessment Project (SWEAP). This instrument covers each of the 9 competencies of the 2015 EPAS in detail. The assessment form will be provided to you either electronically with specific instructions at the end of the semester. See Appendix DD for a copy of the form. In addition to this standardized evaluation form, we ask that you also fill out the following for your junior student:

<table>
<thead>
<tr>
<th>OVERALL EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.</td>
</tr>
<tr>
<td>□ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.</td>
</tr>
<tr>
<td>□ This intern is not yet ready for beginning level social work practice.</td>
</tr>
<tr>
<td>□ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.</td>
</tr>
</tbody>
</table>

Comments/elaboration:

Signature of Agency Field Instructor ____________________________________

********

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation  □    I do not agree with evaluation □

Intern’s Signature _______________________________________ Date ______________

NOTE: If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.
Appendix R: Senior 1st Semester Midterm Evaluation
(Senior 7 Week Educational Statement)

LIU Social Work Department

Student___________________ Field Instructor_____________________

Agency ___________________ Field Liaison_____________________

Please indicate E for Exemplary; S for Satisfactory; MBP for May Be Problematic; P for Problematic or NYD for Not Yet Determined in the following areas:

_____distinguishes between the demands of the practicum setting and the agency structure, (when disparate), and can identify how the goals, policies and practices of each impact upon each other.

_____demonstrates and exhibits increasing professional behavior and self-awareness.

_____conceptualizes and assesses own learning needs in the practicum, appropriately communicates them, and monitors their achievement.

_____understands how diversity/ethical dilemmas may create dilemmas in the helping relationship.

_____demonstrates integration of the knowledge base of the profession and consistent performance of indicated general practice skills.

_____demonstrates identification with the role of the generalist social worker and flexibility in shifting to the various functions this role may entail.

_____demonstrates awareness and beginning application of the steps of the problem-solving process.

_____effectively observes non-verbal cues and subtleties, affect, physical environment and general social interaction patterns.

_____appropriately applies engagement, interviewing and relationship-building skills needed to facilitate clients’ full participation in the helping process.

_____demonstrates ability to deal with the feelings of clients while recognizing and acknowledging the client’s unexpressed feelings and concerns.

_____demonstrates a deeper multi-level understanding and empathy for the client, through the integration of information from the supervisor, and knowledge obtained in seminar and practice classes, colleagues and literature.

_____demonstrates ability to personally and professionally separate one’s own issues from the issues of the client.

_____demonstrates an understanding of professional boundaries as they relate to the interface of agency, supervisor, client, and student roles.

_____demonstrates a more rigorous practical understanding of the emotional, social and political dynamics of the helping process.

_____demonstrates ability to use a wider array of resources to help diverse clients; including networking, referrals, liaisons with other helping systems both informal and formal.

_____demonstrates accountability to the clients, the agency and professional ethos.
____recognizes situations where own knowledge of the problem, process or skills to effectively intervene are inadequate or underdeveloped and need to be referred to a more experienced practitioner.
____demonstrates ability to identify an undeserved population at risk that can be better served by the agency; (for research project).

Work skills
____Respects agency protocol.
____Collaborates well with agency staff.
____Uses community resources appropriately.
____Fulfills administrative responsibilities in a timely manner.
____Participates in agency functions/meetings appropriately.
____Arrives on time.
____Completes required hours.
____Accepts constructive criticism.
____Submits process recordings/assignments in a timely manner.
____Uses supervision constructively.

Comments

______________________________________________________
Field Instructor’s Signature   Date

______________________________________________________
Student’s Signature   Date
Appendix S: Practicum Learning Contract

Student ____________________________

Agency ______________________________

Field Instructor _______________________

Date: ____________________ Hours in Placement: ____________________

GOAL 1: ______________________________

OBJECTIVE 1: _________________________

OBJECTIVE 2: _________________________

OBJECTIVE 3: _________________________

GOAL 2: ______________________________

OBJECTIVE 1: _________________________

OBJECTIVE 2: _________________________

OBJECTIVE 3: _________________________

GOAL 3: ______________________________

OBJECTIVE 1: _________________________

OBJECTIVE 2: _________________________

OBJECTIVE 3: _________________________

Appendix T: Senior Second Semester Midterm Evaluation

(Senior 2nd Semester 7 Week Educational Statement)

LIU SOCIAL WORK PROGRAM

Student___________________ Field Instructor____________________
Agency___________________ Field Liaison _____________________

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

Learning objectives: (Please attach student’s learning contract)

1. Student is working to achieve her/his learning objectives, as outlined in the learning contract.

   How demonstrated:

   Specific areas that need improvement:

   On a scale from 1 to 5, rate the practicum student in relation to this specific learning objective where 1 means “has not succeeded” and 5 means “complete success.”

   Student Rating: ________

   What specific tasks or behaviors need to be demonstrated to raise the above rating during the reminder of the semester? Explain in detail below:

2. The student is demonstrating an ability to evaluate own practice and progress with clients.

   How demonstrated:

   Specific areas that need improvement:
On a scale from 1 to 5, rate the practicum student in relation to this specific learning objective where 1 means “has not succeeded” and 5 means “complete success.”

Student Rating: _________

What specific tasks or behaviors need to be demonstrated to raise the above rating during the remainder of the semester? Explain in detail below:

3. Overall, the student is meeting the expected requirements of a beginning generalist practitioner.

How demonstrated:

Specific areas that need improvement:

On a scale from 1 to 5, rate the practicum student in relation to this specific learning objective where 1 means “has not succeeded” and 5 means “complete success.”

Student Rating: _________

What specific tasks or behaviors need to be demonstrated to raise the above rating during the remainder of the semester? Explain in detail below:

4. Student has demonstrated a preparedness for terminating constructively with clients; including planning for appropriate follow-up or referral.

How demonstrated:

Specific areas that need improvement:
On a scale from 1 to 5, rate the practicum student in relation to this specific learning objective where 1 means “has not succeeded” and 5 means “complete success.”

Student Rating: _________

What specific tasks or behaviors need to be demonstrated to raise the above rating during the reminder of the semester? Explain in detail below:

Summary comments by practicum instructor: include areas of strength, any concerns, and focus for continued learning/professional development.

Summary comments by student: include areas of strength, any concerns, and focus for continued learning/professional development.

Summary comments by field liaison: include areas of strength, any concerns, and focus for continued learning/professional development.

_____________________________________________________
Signature of Field Instructor  Date

______________________________________________
Signature of Student  Date
Appendix U: Senior Final Evaluation [SWK 90 & SWK 91]

THE LIU BSSW Program utilizes the Field Placement/Practicum Assessment Instrument (EPAS 2015) developed by the Social Work Educational Assessment Project (SWEAP). This instrument covers each of the 9 competencies of the 2015 EPAS in detail. The assessment form will be provided to you either electronically with specific instructions at the end of the semester. See Appendix DD for the form. In addition to this standardized evaluation form, we ask that you also fill out the following for your junior student:

In addition to this standardized evaluation form, we ask that you also fill out the following for your SENIOR student:

<table>
<thead>
<tr>
<th>OVERALL EVALUATION</th>
</tr>
</thead>
</table>

☐ Recommendations: Please indicate intern’s specific strengths and learning/developmental needs that can help us to more effectively understand and assist the student in field practice and post-graduate planning.

☐ Recommended final grade: A, B, C, D, F, or incomplete_________________

Note: Plus (+) or Minus (-) may be used in the grade

******************************************************************************

Note: Intern must fill out the following “evaluation of own practice”; and field instructor, student, and field liaison should sign where indicated.

Intern’s evaluation of own practice (must be completed by student):

______________________________
Signature of Agency Field Instructor
Date

______________________________
Signature of Intern
Date

______________________________
Signature of Field Liaison
Date
Appendix V: Student Evaluation of Field Placement

LIU POST SOCIAL WORK DEPARTMENT - BSSW PROGRAM

______________________________________________________
Name of Agency      Telephone Number

___________________________________________________________________
Semester/Year ________________

___________________________________________________________________
Address of Agency

___________________________________________________________________
Name of Field Supervisor

Please comment briefly on the following:

1. Did your field instructor have regularly scheduled weekly meetings with you? Yes No

2. Did you receive adequate orientation sufficient to help you understand your role in the agency? ______________________________

Was this field site supportive to the needs of Social Work students? _________
Explain_________________________________________________________

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

3. Were cases/projects/tasks assigned from the beginning? ____________
If no, why not?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

4. Discuss your duties as a Social Work intern.__________________________
5. Did you feel that your work in the field complemented your Social Work course work? 
__________
Why or why not?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

6. Was your field experience meaningful to your personal and professional development? Explain._______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

7. Discuss the quality of supervision as you perceive it.
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

8. Overall, how would you grade your internship experience?

   ____ A = Excellent
   ____ B = Good
   ____ C = Average
   ____ D = Below Average
   ____ F = Poor

Would you recommend this placement to another Social Work student?
_______ Why or why not?
9. Please list any other comments or suggestions for this placement.

10. Discuss any changes that would strengthen or improve the quality of the Field Education Program.
Appendix W: Field Instructors’ Evaluation of LIU Post Social Work Program

Please indicate Yes or No after each comment/question:

1. Did the introductory field orientation and packet you received at the start of the field term:
   - ✓ provide adequate information on your expected responsibilities as a field instructor?
   - ✓ provide adequate explanation as to educational requirements of students in the field?
   - ✓ provide adequate explanation of the role of the program in overseeing the field process?

2. In general, do you approve of our policy of having the prospective field student initiate a pre-placement interview with your agency for a field placement, before formally contracting with the school?

3. Was the field liaison accessible over the course of the placement to deal with issues arising around the student’s progress?

4. Was the field liaison responsive to any questions or concerns you had about the student in the field?

5. Was the Director of Field Education accessible over the course of the semester to address any issues around policies, procedures, requirements, or other issues related to the field?

6. Was the Director of Field Education responsive to any questions or concerns you had about the field?

7. Do you feel your work as a field supervisor is adequately recognized and appreciated?

8. In what ways can the program more readily express their appreciation for your services as a field instructor?

9. What would you say is the most significant strength of our program?

10. What would you say is the most significant weakness or limitation of this program?

11. If you were running the Field component of our program, what would you do differently?
12. Are there any issues, policies, procedures, etc. you would like to see the program address during the coming year? If yes, what are they?

13. What trainings, committees, meetings, etc. would you like to see the program offer that could better assist you in your duties as a field instructor?

14. Would you recommend a colleague or collateral agency that needed a social work student to our program? If no, why not?

15. What suggestions do you have for improving the program?

16. On a scale of 1-5 with 1 signifying very unsatisfactory and 5 signifying very satisfactory, please rate LIU Post’s Social Work program’s performance in achieving its program goals as evidenced in your student(s)’ abilities?

____ Engage in evidence-based entry-level practice with individuals, families, groups, organizations and communities to promote human and social well-being.

____ Identify as professionals and practice according to the principles, values and ethics of the profession.

____ Engage in culturally sensitive practice that recognizes how diversity, as the intersectionality of multiple factors, affects human functioning and advocate for human rights and social and economic justice.

____ Apply knowledge of biological, psychological, sociological and spiritual theories in assessment and intervention and respond proactively to changing contexts of practice.
10. Influence social policies to advance social well-being and remove impediments to social and economic justice.

16. Overall, how would you say our students rate in terms of your expectations of their preparedness for beginning field work?

____ Student surpassed my expectations
____ Student met my expectations
____ Student fell below my expectations

Please elaborate

17. Overall, how do you think our program rates in relation to other undergraduate social work programs?

____ Superior to other programs
____ On par with other programs
____ Inferior to other programs

Please elaborate:

Additional comments and recommendations: (Use reverse side).
Thank you so much for your valuable feedback!!
Appendix X: Faculty Field Liaison’s Evaluation of Student’s Field Practicum

Name of agency/field site__________________________________________________________

Name of field instructor ________________________________________________________

Semester/year __________________________ Liaison’s name ____________________________

Please answer yes or no to the following questions:

A. The Practicum: (Please note that the practicum, and the agency where the practicum is located, may be disparate).

In your opinion, did this field experience afford the student the opportunity…

1. to develop and employ the knowledge learned in the field seminar class?

2. to develop competence in beginning practice skills with (check all that apply)
   _____individuals
   _____families
   _____groups
   _____communities
   _____organizations and institutions?

3. to directly impact on issues of (check all that apply)
   _____social inequality
   _____social injustice
   _____empowerment to oppressed populations and populations at risk?

4. to develop self-awareness and personal growth?

5. to apply the problem-solving model to practice with various problems and multiple size systems?

6. further students’ appreciation of, receptivity to, and skill in working with diverse populations?
7. to develop an understanding of the interrelationship between research, social policy, and practice and how it plays out in service delivery to the client population?

8. to perform a broad range of roles within the generalist paradigm; advocate, mediator, broker, etc.?

**B. The agency**

In your opinion, does the agency….

1. have competent field instructors and staff to provide effective supervision and professional learning?

2. have a commitment to (check all that apply)
   ___ social work ethics and values
   ___ social justice
   ___ the continuing educations of social work professionals
   ___ training of social work students

3. have clearly defined services, whose mission and values are compatible with Social Work?

4. have a mission that includes service to diverse populations and populations at risk? And provides opportunity to serve diverse populations and populations at risk?

5. Provide appropriate learning experience for students including direct service assignments in (check all that apply)
   ___ case work
   ___ group work
   ___ community organization
   ___ administration
   ___ research

6. Provide for student participation in staff conferences, training, and seminars?
have available workspace and resources for the student to carry out the professional role?

provide the field instructor with adequate time to provide supervision and guidance to the student, as well as to review process recordings, prepare written evaluations, confer with the field liaison and attend, if possible, orientation and training sessions at LIU?

C. The field instructor

To your knowledge…

1. does the field instructor hold a MSW degree from a school accredited by the Council on Social Work Education?

2. does the field instructor have a minimum of three or more years of post-graduate experience in the field?

3. Has the Field Instructor completed the Seminar in Field Instruction (SIFI)?

4. does the field instructor demonstrate sensitivity to the learning needs of students from all population group including (check all that apply)
   
   ____women
   
   ____people of color
   
   ____gays and lesbians
   
   ____persons with disabilities?
   
   ____other

5. does the field instructor demonstrate commitment to the education of social work students?

6. has the field instructor cooperated and participated with you in the development, monitoring and review of a well-integrated practicum for the student?

7. has the field instructor been physically available to the student during the same hours the student is in placement?

8. has the field instructor provided a minimum of 1 hour of individual supervision per week to the student(s)?

9. has the field instructor completed all necessary written contracts, forms, evaluations, and project and learning contracts with or on behalf of the student?
10. has the field instructor been available for periodic interviews with you regarding the student’s progress?

11. did the field instructor select educationally appropriate assignments for the student?

13. did the field instructor maintain open and honest communication with the student?

14. **D. Overall recommendation**

   Should the program continue utilizing this field placement? ____Yes ____No

   Should the program continue utilizing this field instructor? ____Yes ____No

E. Additional comments and recommendations (write on back).

Liaison’s Signature and date

________________________________________________________________________
Appendix Y: NASW Code of Ethics

Students, field instructors, and field liaisons are expected to be aware of, understand, and implement through their actions, the National Association of Social Worker’s Code of Ethics. The Code of Ethics for social workers was adopted by the Delegate Assembly of the National Association of Social Workers on October 13, 1960 and revised in 1996. On August 4, 2017, the NASW Delegate Assembly approved the most substantive revision to the NASW Code of Ethics since 1996.

With emergent technological advances over the last two decades, the profession could not ignore the necessity for more clarity around the complex ethical issues that arise with the use of various forms of technology. The NASW Code of Ethics contains 19 new standards and revisions to several longstanding standards developed to address ethical considerations when using technology. The NASW Code of Ethics continues to be the most accepted standard for social work ethical practice worldwide.  https://www.socialworkers.org/About/Ethics/Code-of-Ethics

The NASW Code of Ethics offers a set of values, principles and standards to guide decision-making and everyday professional conduct of social workers. It is relevant to all social workers and social work students regardless of their specific functions or settings. One of the conditions of professional certification in the state of New York is to complete an examination which has questions related to ethics.

To view or print a full copy of the NASW Code of Ethics, please use the link below:  https://www.socialworkers.org/About/Ethics/Code-of-Ethics  Students are expected to understand and abide by the NASW Code of Ethics.

The complete section on “Ethical Standards” from the Code follows:

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

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

1. Social Workers' Ethical Responsibilities to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and the clients’ ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of them or permitting observation of services to clients by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

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

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

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

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

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

1.05 Cultural Awareness and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

(e) Social workers should avoid communication with clients using technology (such as social
networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-
work-related purposes.
(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

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

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

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

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

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

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

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

I, (Student Name) , attended a meeting with
_____________________________________________________________On_____________

Regarding (be specific including people/agency involved and dates)

I acknowledge that ______________________

______________________________________________________________________________

The issue will be addressed by (action and timeframe) ________________

______________________________________________________________________________

______________________________________________________________________________

I understand that the issues described above constitute failure to meet the programs’ requirements, and if not corrected as indicated above may result in my inability to remain in the social work major.

______________________________________________________________________________

Student signature/date Field Supervisor signature/date

______________________________________________________________________________

Field Liaison signature/date

cc: Director of Field Education
Date received: ___________
Appendix AA: BSSW Program: Plan of Action for Field (for new placement)

I, (Student Name) , attended a meeting with ____________________________________________________________ On _______________

Regarding (be specific including people/agency involved and dates)

I acknowledge that ________________________________________________________________

__________________________________________________________________________

The issue will be addressed by (action and timeframe) _________________________________

__________________________________________________________________________

I understand that the issues described above constitute failure to meet the programs’ requirements, and if not corrected as indicated above may result in my inability to remain in the social work major.

_________________________________    _________________________________

Student signature/date Field Director signature/date

__________________________

Field Liaison signature/date

cc: BSSW Program Director
Date received ____________
Appendix BB: LIU Tuition Remission Policy

The details of tuition remission benefits are as follows:

- Field instructors are compensated at the following rate: one Junior student (one semester of service) = .5 credit; one Senior student (one year of service) = 1 credit; one first year MSW student (one year of service) = 1 credit; and one second year MSW student (one year of service) = 1.5 credits.
- The credits are awarded to the agency and not to the individual field instructor.
- The credits may be allocated to any employee (but not to any employee’s family members) the agency designates.
- The credits may be used for any course at the LIU Post or LIU Brentwood Campus for which the applicant can satisfy the admission requisites. The credits are not limited to social work courses.
- Tuition remission applies to tuition costs only, and not to any other fees associated with registration.
- Due to the fact that tuition remission budget is fixed and can be exhausted early on in the academic year, agencies are advised to get their requests for tuition remission in as soon as possible.
- Tuition remission certificates expire one year from the date of issuance. For example, 2 credits awarded for interns who served during the 2016-17 academic year must be used in the 2017-18 academic year.

The procedure operates as follows:

- The Director of Field Education issues a letter to the field instructor that includes the amount of the tuition remission award earned by the agency at the end of each completed semester/year of field instruction.
- The agency director submits a Scholarship Award to the Social Work Department requesting tuition remission for an agency employee, indicating a specific number of credits.
- The Social Work department informs the Dean’s office of the student’s information for the applicable tuition remission; the Dean’s office then informs Enrollment Services to credit the student’s account accordingly.
- Students should be aware that they must meet payment deadlines regardless of the credits which will be applied to their accounts.
Appendix CC: Scholarship Award Form

LONG ISLAND UNIVERSITY/LIU POST CAMPUS

A. TO THE AGENCY OFFICIAL: Please complete Part A and have employee/student complete Part B. RETURN THIS FORM INTACT TO THE SWK FIELD DIRECTOR AT LIU POST CAMPUS. A signed copy will be returned to you for your records.

AGENCY FIELD SITE __________________________________________________________

AGENCY OFFICIAL: PRINT NAME______________________________________________

AGENCY OFFICIAL: SIGNATURE______________________________________________

LIU Program which awarded credits: ____________________________________________

Number of credits available to the field site from this program, prior to this assignment________

Student’s Name____________________________________EMPL ID#___________________

Address_________________________________________________Phone_______________

Credits to be used in Semester ___________ year for:

Course Number Course Name and (credits)

B. TO THE STUDENT: If you accept this award and its conditions, please sign the form and forward to the SWK Field Director at LIU Post Campus. You will receive an approved green copy to keep and to show to the BURSAR with your bill so that you will be charged only for the credits NOT covered by this award.

Student Signature: ___________________________ Date: ____________

C. TO THE PROGRAM DIRECTOR/CHAIRPERSON AT LIU POST CAMPUS: PLEASE COMPLETE PART C AND FORWARD TO THE DEAN.

Long Island University is pleased to offer ______CREDITS of scholarship to be used for the _____________ semester only.

These credits may be used in programs and sessions offered at the LIU Post or Brentwood Campuses of LIU. This award covers only the tuition cost of these credits. All related fees (registration, College/Campus, and special course, etc.) must be paid by the student.

__________________________________________ Date: ____________

SWK Field Director

__________________________________________ Date: ____________

Dean

D. TO ENROLLMENT SERVICES: Please grant ______credits of scholarship, to be used for the _____________ Semester

THIS FORM CANNOT BE TRANSFERRED OR DUPLICATED Budget # 21K1420-600
Appendix DD: Field Placement/Practicum Assessment Instrument

See the following 4 pages. This form is sent electronically to field instructors at the end of the fall and spring semesters.
**Social Work Education, Assessment Project**

**Instruments for Program Evaluation**

**Field Placement/Practicum Assessment Instrument (EPAS 2015)**

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts. Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Information will be provided to the participating social work program with all individual identifying information. Returning this survey indicates that you consent to have your data collected. Your participation to improve social work education is appreciated and voluntary.

**Marking Instructions**

- Use a No. 2 pencil, a black or blue pen.
- Do not use felt tip pens or red ink.
- Fill rectangles with a solid, dark mark.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

### Section A: Demographics

What are the last four digits of your School ID #?  

| 1234 | 5678 | 9012 |

*This information will not be shared outside of the SWEAP Project, or with your school.*

If your school uses letters, use the following:

| 1=A | 2=B | 3=C | 4=D | 5=E | 6=F | 7=G | 8=H | 9=I | 0=J |

BA or BS in Human Services field  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

BA or BS in Social Work  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

BS  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

MA in Liberal Arts field  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

MA in Human Services field  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

MSW or MA/MS in Social Work  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

MS  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

PhD in Human Services field  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

PhD or DSW in Social Work  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Other  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Student Name  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Month/Year  

| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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DO NOT PHOTOCOPY - Photocopying will render this instrument not-processable.
Section B: Assessment

Please base your assessment of how well the BSW Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Mastered Performance</td>
<td>The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Mastered: &quot;somebody highly skilled at something.&quot; Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>4</td>
<td>Superior Performance</td>
<td>The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Superior: &quot;surpasses competent in one or more ways.&quot; Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.</td>
</tr>
<tr>
<td>3</td>
<td>Competent Performance</td>
<td>The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Competent: &quot;having enough skill or ability to do something well.&quot; Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.</td>
</tr>
<tr>
<td>2</td>
<td>Inadequate Performance</td>
<td>The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.</td>
<td>Inadequate: &quot;failing to reach an expected or required level or standard.&quot; Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.</td>
</tr>
<tr>
<td>1</td>
<td>Lacking Performance</td>
<td>The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.</td>
<td>Lacking: &quot;missing, not present or available.&quot; Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.</td>
</tr>
<tr>
<td>N/O</td>
<td>Not Observed</td>
<td>The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Observed: &quot;to see or notice something, especially while watching carefully.&quot; There was no observation of the performance of the practice behavior.</td>
</tr>
</tbody>
</table>

Competency 1 - Demonstrate Ethical and Professional Behavior

- Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context
- Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Intern demonstrates professional demeanor in behavior
- Intern demonstrates professional demeanor in appearance
- Intern demonstrates professional demeanor in oral communication
- Intern demonstrates professional demeanor in written communication
- Intern demonstrates professional demeanor in electronic communication
- Intern uses technology ethically and appropriately to facilitate practice outcomes
- Intern uses supervision and consultation to guide professional judgment and behavior
Competency 2 - Engage Diversity and Difference in Practice

- Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level
- Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level
- Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level
- Intern presents themselves as learners to clients and constituencies
- Intern engages clients and constituencies as experts of their own experiences
- Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice

- Intern applies their understanding of social justice to advocate for human rights at the individual and system levels
- Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels
- Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels
- Intern engages in practices that advances social justice
- Intern engages in practices that advances economic justice
- Intern engages in practices that advances environmental justice

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

- Intern uses theory to inform scientific inquiry and research
- Intern uses practice experience to inform scientific inquiry and research
- Intern applies critical thinking to engage in analysis of quantitative research methods and research findings
- Intern applies critical thinking to engage in analysis of qualitative research methods and research findings
- Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.

Competency 5 - Engage in Policy Practice

- Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Intern assesses how social welfare and economic policies impact the delivery of and access to social services
- Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice
- Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice

FPD.3
### Competency 5 - Engage in Policy Practice (Continued)

- Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice.

### Competency 6 - Engage w/ Individuals, Families, Groups, Organizations & Communities

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

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

- Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies.
- Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### Competency 8 - Intervene w/ Individuals, Families, Groups, Organizations & Communities

- Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.
- Intern facilitate effective transitions and endings that advance mutually agreed-on goals.

### Competency 9 - Evaluate Practice w/ Indiv., Families, Groups, Organizations & Comm.

- Intern selects and uses appropriate methods for evaluation of outcomes.
- Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes.
- Intern applies evaluation findings to improve practice effectiveness at the micro level.
- Intern applies evaluation findings to improve practice effectiveness at the mezzo level.
- Intern applies evaluation findings to improve practice effectiveness at the macro level.

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS. WE HOPE THE INFORMATION THAT IS COLLECTED WILL NOT ONLY HELP YOUR PROGRAM BUT SOCIAL WORK EDUCATION IN GENERAL.