

**CITY UNIVERSITY OF NEW YORK  
YORK COLLEGE  
BSSW FIELD EDUCATION  
MANUAL 2021 -2022**



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# **Section I: Introduction**

## Introduction

The Social Work Program at York College was introduced as a major in 1980 and was accredited by the Council on Social Work Education (CSWE, the Council) in 1985. The Council contends that Field Education is the “**Signature Pedagogy**” of social work education – the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner (Council of Social Work Education, 2010). The Office of Field Education, a cornerstone of the Social Work Program, is housed within the Department of Social Sciences, School of Health and Health Sciences at York College of The City University of New York.

Guided by the York College Social Work Program’s mission, goals, and vision to move students forward into the 21<sup>st</sup> Century, the Field Education Manual (the Manual) has been prepared to comply with The Council on Social Work Education (CSWE) 2015 Educational Policy Accreditation Standards (EPAS) (updated 2020), and changes in the overall direction of Field Education. This manual should serve as a student guide to many of the aspects of field education, as well as outlining the expectations the social work program has of its candidates.

## York College Social Work Program Mission Statement

The York College undergraduate Social Work Program is committed to social work education of the highest academic rigor and professional relevance with a particular emphasis on serving diverse urban populations in the global context. The cohesive curriculum of the Program, built on a strong and well-integrated liberal arts base, is designed to educate students in the knowledge, skills and values for generalist social work practice. The social work program at York College prepares students for successful professional employment and advancement as well as graduate study in the field of social work.

In a perpetually changing social landscape in the United States and in global demands, social work higher education institutions are continuously engaged in the practice of self-assessment, rejuvenation, and adjustment to current demographic, cultural, and economic realities. York College of the City University of New York is in Queens County, which is one of the most ethnically diverse boroughs in the nation [http://en.wikipedia.org/wiki/Demographics\\_of\\_Queens](http://en.wikipedia.org/wiki/Demographics_of_Queens)

York College's student body represents 125 different countries, speaking 84 different languages; many of which are first generation immigrants. (Office of Institutional Research & Assessment, York College). Diversity on York's campus goes beyond ethnicity and is expressed in family structure, gender, age, gender expressions, sexual orientation, national origin, and religion.

One main pedagogical aspect of the York College's Social Work Program is the emphasis on preparing students to work with diverse urban populations in a variety of practice settings. The complexity of the human condition in the context of a rapidly changing global environment and technological advances demands a high level of expertise and sophistication from social work practitioners. The program prepares students through an effective integration of the liberal arts foundation with the social work knowledge base. The distinctive and effective pedagogies which characterize the social work program, equip students with a broad and cohesive generalist knowledge base and the skills that allow our graduates to work competently as emerging social work practitioners and leaders., and who pursue graduate study in social work.

The program fully subscribes to the mission of York College expressed in the Strategic Plan: "York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens." (YC, CUNY, Bulletin).

## **Purpose and Objectives of Field Instruction**

The Council on Social Work Education asserts in the 2008 EPAS Educational Policy 2.3 that field education represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. The council also contends that field education is the *Signature Pedagogy* of social work education. Further, field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (CSWE, 2010).

Modified from the York College 2008 field education manual, the purpose of field instruction is to integrate the components of social work education into a structured practice experience to prepare generalist social work practitioners who are competent in the following core areas:

### **CSWE (2015) Core Competencies**

1. Demonstrate ethical and professional behaviors
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

Aligned with missions of the social work profession, the Social Work Program and York College, special attention is given to teaching the concepts, theories and skills that will prepare students with the highest academic rigor and professional relevance, with a particular emphasis on serving diverse urban populations in the global context.

## Generalist Perspective

The cornerstone of generalist practice in the Social Work program at York College is embedded in the mission of York's General Education curriculum, *to enable students to acquire knowledge that will deepen their understanding of the complex world in which they live; productively engage in the political process; and develop their skills of communication, critical analysis and problem solving*. Through the CUNY Pathways model students can select courses from a broad array of disciplines and themes in the liberal arts and sciences.

The Social Work curriculum at York College is designed to prepare students, at the undergraduate level, for beginning level generalist practice. Field education learning objectives are a central part of the Social Work program. The curriculum includes opportunities to learn about and experience social work in a variety of agency settings through the experiential components of several required courses. Intern field placement is also required, sites are available in a number of practice areas including child welfare, health, mental health, education, government and community agencies, courts and criminal justice institutions, etc.

Generalist social work practice is guided by the NASW Code of Ethics, and is committed to improving the well-being of individuals, families, groups, communities, and organizations, and furthering the goals of human rights and social justice in a global society. [Informed by the Association of Baccalaureate Social Work Program Director's definition of Generalist Practice as cited in Mizrahi, T.M. & Davis, L.E. (2008). *The Encyclopedia of Social Work* (20th ed.). Washington, DC: NASW Press; New York: Oxford University Press.]

Students in field education gain practice opportunities in the context of professional experience and competencies aligned with the CSWE Educational Policy on Generalist Practice and the Program's generalist curriculum. In the sophomore course (Social Work Practicum) students can observe client needs and agency response. In the senior year courses (Field Practice and Seminar I and II), students engage in supervised, real life social work practice. The practicum experience is defined as a planned and supervised learning experience in a social service, service-related, or community-based program where students apply classroom learning to practice, gain experience in the social work field, and provide a service to the organization/agency/community during their academic program. As interns in the baccalaureate program, students learn to become generalist practitioners. They use a range of methods in their practice with individuals, families, groups, organizations, and communities to provide prevention and intervention services that build on strengths and resiliency of all human beings. Moreover, the mission of the baccalaureate social work program at York College is to prepare students for beginning generalist social work practice in a variety of settings, including nonprofit, private, and public settings.

Preparation of students for generalist practice through mastery of the core competencies is designed to enhance students' ability to use multidimensional skills, including critical thinking, research-informed practice, and advocacy for human rights and social and economic justice.

## **Section II: Field Placement Process**



## **Admissions Criteria for Accepting Students into Field Education**

York College Office of Field Education admits only those students who have met the program's specified criteria for field education.

### **Criteria**

- (1) Admission to the Social Work Program;
- (2) A minimum cumulative York College GPA of 2.50
- (3) A grade of "C" or better in all social work courses
- (4) Successful completion of 94 or more credits by the end of the semester in which they apply for field placement;
- (5) Completion of on-line application for Field Placement. Applications are accepted each semester and must be completed and submitted by the end of the seventh week of the semester. In addition to asking students to check off whether they meet a number of the basic requirements stated above, the application also asks about students' foreign language capacity, life experience preparations for fieldwork and particular field settings, career goals in social work, and field placement preferences.

## **Post Admissions Requirements**

Once admitted to field education, students must comply with the following:

- 1) Attendance at the mandatory field orientation session offered during the fall and spring semesters. The orientation covers the process for field placement and policies that must be followed.
- 2) Adherence to the *NASW Code of Ethics* and to the *York College Code of Conduct*.
- 3) Completion of *Field Education Student Agreement*, which delineates York Social Work Program's expectations for professional performance behavior in field practicum.
- 4) Attendance at an individual meeting (interview) with the Field Director to review the Field Placement application, explore learning goals, and population interests. During the meeting, students are strongly encouraged to convey to Field Education Office any constraints or special circumstances regarding practicum site, as well as issues regarding reasonable accommodations for students with disabilities. Following the interview with the Field Placement Instructor (Supervisor), the student is to confirm the placement with the Assistant Field Director/Substitute Clinical Professor or identify concerns immediately.

## Placement within an agency

### **Assignment to an agency**

Following the individual meetings, the Field Director will match students with agencies based on the following considerations: 1) the match between the field setting and the student's expressed wishes about the types of setting and clients with whom the student wishes to work; 2) student capacities, interests and suitability, (e.g., ability to speak a foreign language, medical background, specialized writing/case documentation skills); 3) the location of the agency in relationship to the student's home and/or place of employment; and 4) the compatibility between the student and the agency setting. Students will be asked to contact the agency supervisor, schedule and interview and report back to the Field Director about the outcome. Students are not obligated to accept the first placement offered to them but are encouraged to attend the interview.

### **Monitoring**

Student field learning is monitored from week to week through the field seminar, and submission of process recordings and student time/activity logs (see Appendix for "Process Recording Format"). Students complete (five) 5 comprehensive process recordings each semester, which are reviewed first by the Field Supervisor and then by the Seminar Instructor (The Seminar Instructor reviews not only the students' process recordings but also the Field supervisor's assessment and comments.) In addition to the process recordings, the seminar instructor monitors the students': *Hours Log, Evaluations, and Student Educational Learning Plans* in the **CORE ELMS** system. The Seminar Instructor maintains contact with the field agency and provides face-to-face visits at least one time each semester and more frequently if some special concerns arise. Seminar instructors act as the linkage between the Social Work Program and the field internship where students in the instructor's seminar are placed. During the agency visit, the Seminar Instructors meets with the Field Supervisor and with the student to discuss assignments and student performance. The seminar instructor is also available for phone contacts and additional visits if the need arises.

As the student becomes more experienced in the field setting and as student interests and field internship needs change, the *Student Educational Learning Plan* may be modified. Any substantive changes should be documented by the student and supervisor and discussed with the seminar instructor. For alleged incidents considered minor or major, please refer to "Policies and Procedures of Field Education Program" in this Manual.

## **Section III: Policies and Procedures Related to Field Education**

## **Policy Regarding Credit for Life Experience or Adult Experiential Learning**

No Credit for Life Experiences (CLEP) or Credit for Adult and Experiential Learning (CAEL) will be considered. Students are required to take all core social work courses including 12 credits of field placement and seminar I and II, regardless of their experience in the field.

## **CUNY Affiliation Agreements**

The Office of Compliance Programs and Legal Affairs (CPLA) at York College <http://www.york.cuny.edu/president/legal-compliance/office-of-compliance-programs-and-legal-affairs> collaborates with the Office of Field Education to establish affiliations agreements for field agencies that request formal “contracts” <https://www.cuny.edu/about/administration/offices/legal-affairs/faculty-students-staff/#affiliation-agreements>

## **CUNY Policy on Academic Integrity (including plagiarism)**

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin). <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

## **Employment-Based Internships Policy**

The Office of Field Education has established policy regarding field placements for student employment-based internships. To ensure the role of the student as learner, student assignments and field placements with current or former employers is permitted only when the proposed site provide supervision will be provided by an MSW different from the student’s/employee’s employment supervisor.

Additionally, the student’s tasks must be clearly defined and separate from that as an employee. Students seeking field instruction in their place of employment are required to follow the same procedural steps in the field placement process as all other students. The site must meet all the educational goals of field placement and provide an opportunity for both growth and diverse experiences. Finally, the field site is subject to approval at the discretion of the Director of Field Education. The student, potential field supervisor, and employment supervisor will complete and sign a “Work Site Evaluation” form (see Appendix D).

## Grading Policy

The responsibility of assigning the final grade is that of the seminar Instructor. All students have the right to appeal their final grade. If for any reason the student is not satisfied with the final decision after consultation with the Director of Field Education, the student should follow the Grievance Procedure process of York College

<http://www.york.cuny.edu/academics/policies/grading-policies>

## Termination from the Program

A student may be terminated from the Program for academic or non-academic reasons. The following section includes the criteria and process for academic and non-academic termination as well as the process to appeal a decision regarding termination from the program.

### Academic Termination

1. Failure to maintain a minimum cumulative GPA of 2.50 will result in academic termination from the Program. When the cumulative GPA of 2.50 is reached, the student will be reinstated.
2. If a course is repeated and a grade of “C” or higher is not earned, academic termination will occur.

### Non-Academic Termination Policy

A student accepted into the Social Work Program is expected to fully conform to all standards established by the Program and the College. A student can be removed from a field placement for alleged improper conduct. During this time, the student may be asked to discontinue field placement until a full investigation of the incident can be completed. The outcome may vary based on evaluation of the results of the investigation. If for any reason, the field site agency determines that a student’s conduct is inappropriate, or if a student has alleged lack of adherence to the NASW Code of Ethics, the student may informally discuss with the student by a faculty member. After a comprehensive investigation of the incident, Field Director in concert with social work faculty will determine the severity of the incident.

If an alleged incident is considered minor, consultation with the Director of Field Education should be made and a meeting should be held with the student and the seminar Instructor to discuss the incident, revise student *Educational Learning Planning* to include assignments/tasks to remedy the situation.

If an alleged incident is considered to be of serious nature, for example, an infraction of York College Code of Conduct and/or the NASW Code of Ethics may result in a dismissal from the placement and possibly dismissal from the BSSW Program following a disciplinary hearing by Social Work faculty. This hearing process is described at length in the Board of Trustees of The City University of New York Guidelines and By-Laws, Sections 15.3-15.6. The Program has the right to terminate a student from the Program (see York College Social Work Program Student Handbook, pages 21-22).

If a student is removed from a field placement for non-academic reasons, he/she has the right to an appeal and due process. The interest of both the student and the profession will be taken into account. The appeal process begins with the Director of Field. The procedure used during the review criteria and process is indicated in the York College Social Work Program Student Handbook (page 22). If academic or non-academic termination occurs, the student will be assisted in securing advisement in another academic discipline.

## **Non-Discrimination Statement**

York College is an Equal Opportunity and Affirmative Action institution in its educational programs and personnel principles. The College does not discriminate on the basis of race, color, creed, national or ethnic origin, ancestry, religion, age, gender, sexual orientation, gender identity, disability, genetic predisposition or carrier status, alien status or citizenship, veteran or marital status, or status as a victim of domestic violence in its student admissions, employment, access to programs, and administration of educational policies. The College follows the laws and mandates of the Federal Government as articulated by Executive Order #11246, and as amended by the Chancellor of The City University of New York on 12/9/76, to include Italian Americans.

### **The City University of New York Sexual Harassment Policy**

With respect to allegations of sexual harassment of students (including students who are employees), sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when: (1) submission to such conduct is sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment. The policy provides examples of sexual harassment which include "quid pro quo harassment" where a person's negative response to a request for sexual favors is used as a basis for an academic or employment decisions. Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile, or abusive work or academic environment has been created.

<https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>

<b>Student Resources</b>
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**Council on Social Work Education Accreditation Standards (EPAS):**

<http://www.cswe.org/Accreditation.aspx>

**Carroll and Milton Petrie Student Emergency Grant Fund**

The Carroll and Milton Petrie Student Emergency Grant Fund was created to provide eligible students facing short-term, non-reoccurring financial emergencies with a one-time grant to alleviate the situation. To ensure that the greatest number of students in need get assistance, recipients will receive only one grant during their tenure at York College. The *application is not a guarantee* that you will be awarded funds.

For more information, please visit:

<http://www.york.cuny.edu/student-development/petrie-fund-application?searchterm=petr>

### **Division of Student Development**

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

### **Resources for Students**

There are many resources to help students succeed at York. A list can be found at:

<http://www.york.cuny.edu/bulletin/online/student-resources-student-resources>

### **SEEK Program**

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

### **National Association of Social Workers Code of Ethics**

<http://www.socialworkers.org/pubs/code/default.asp>

### **Tutoring Service**

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

### **The Center for Students with Disabilities**

The Center for Students with Disabilities provides services for students with disabilities often receives inquiries regarding York College's procedures for providing reasonable accommodations to students with disabilities. As you may know, the College is required to provide these reasonable accommodations under [Section 504](#) of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities, act of 1990.

We look forward to working with you during the semester. In order to provide our students with quality services, we would like to share with you the following information.

Services are available to students with disabilities. Such services include "reasonable accommodations" that a student may require to have a successful academic experience. Students interested in more information should contact a counselor in room AC-1G02

<https://www.york.cuny.edu/student-development/star>

## **Section IV: Field Instruction Curriculum Syllabi**



**York College of the City University of New York**  
**Bachelor of Science in Social Work (BSSW) Program**  
**SCWK 410**  
**Field Placement and Seminar I (Individuals and Families)**

**Instructor Information**

**Bulletin Course Description**

**Social Work 410** Field Placement and Seminar I is a **6 credit hour course**. 2 hrs lecture ; **14 hrs. fieldwork (2 days) Supervised Field Practicum**. Prereq: Acceptance into Field Placement, Social Work 293, Social Work 360, Social Work 370. Prereq. or Coreq: Social Work 400 and 470. Social Work 410 is the second of the three-course field practice sequence (SCWK 293, 410 & 492). Supervised field experience. On-site visits by Social Work faculty. Integration of field, classroom learning in a weekly on-campus seminar and professional preparation. Placements are from 9:00 a.m. to 5:00 p.m. on two weekdays for a minimum of 200 hours for the semester. Permission required for repeating the course.

**Course Overview**

Social Work 410 is the second in a three-course sequence (SCWK 293, 410 and 492). The purpose of this field placement and seminar course is to integrate the components of social work education into a structured practice experience to prepare generalist social work practitioners with micro systems who 1) understand the social issues and concerns facing diverse urban populations, including ethnic minorities and immigrants; 2) understand the global dimensions of human needs and social problems; 3) are capable of making critical assessments of individuals and families, using knowledge of clients' physical, mental and spiritual resources; 4) understand the concepts and theories that are applied in direct practice; 5) are able to use findings from social science research to guide evidence-based practice aimed to improve the functioning and well-being of individuals, families, groups, organizations, and communities; 6) are committed to influencing service delivery systems that are socially and economically just and responsive to human needs; 7) are committed to professional growth and development through the pursuit of life-long learning.

In light of the missions of the Social Work profession, the Social Work Program, and York College, special attention is given to learning the concepts, theories, and skills that will prepare students to work with oppressed groups, diverse cultures, and urban populations worldwide. The course provides entry-level tasks to enable students to develop knowledge, values and skills in social work competency areas: professional identity, ethical practice; critical thinking; diversity in practice; human rights & justice; research-based practice; policy practice; practice contexts; and engage, assess, intervene and evaluate.

A generalist model of practice will be used. Students will learn to apply generalist practice skills (e.g., engagement skills, assessment skills, communication skills, collaboration, and networking skills) with individuals. Relevant research, theory, and practice skills are integrated into the seminar and are reinforced in fieldwork practice. Emphasis is placed on micro systems and

strengthening and deepening the learning that has taken place in earlier course work, especially in Social Work 293 (i.e., organizations and communities), 300, 350, 360, and 370, and that takes place in accompanying course work, Social Work 400, 470 and 480. Seminar learning and fieldwork are closely articulated. Most of the teaching materials that are distributed to students in seminar are shared with the field faculty. Students share their field experiences with their classmates by reading their process recordings and presenting other assignments in class.

### **Required Main Texts**

Royse, D., Dhooper, S.S., Rompf, E.L. (2012). *Field Instruction: A guide for social work students*. Updated 6<sup>th</sup> edition. Boston: Pearson Education. **(Blackboard)**

Shulman, L. (n/a). *The skills of helping individuals, families, groups, and communities* (11<sup>th</sup> ed.). Pacific Grove, CA: Thompson Learning.

Summers, N. (n/a). *Fundamentals of Case Management Practice*. (5<sup>th</sup> ed.) Belmont, CA: Wadsworth/Thomson Learning.

York College Social Work Program, Field Practicum Manual

### **Supplemental Readings**

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Alexandria, VA: Author. Available online:  
<http://www.cswe.org/Accreditation/2008EPASDescription.aspx>

National Association of Social workers (NASW). (2017). *Code of ethics of the national association of social workers*. Available online:  
<http://www.socialworkers.org/pubs/code/default.asp>

### **CSWE (2015) Core Competencies**

1. Demonstrate Ethical and professional Behaviors
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

<b>COMPETENCIES</b>	<b>Measures</b>	<b>Dimensions</b>
<b>Competency 1:</b> Demonstrate Ethical and Professional Behaviors	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Professional Preparation Portfolio</li> <li>3. Process Recordings</li> <li>4. Midterm</li> <li>5. Professional Preparation</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 2:</b> Engage Diversity and Difference in Practice	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> </ol>	Knowledge, Values, Skills, Cognitive/Affective Reactions
<b>Competency 3:</b> Advance human and Social, economic and Environmental justice	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 4:</b> Engage in Practice-Informed Research and Research-Informed Practice	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> <li>4. Final paper</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 5:</b> Engage in policy practice	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 6:</b> Engage with Individuals, Families, Organizations and Communities	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> <li>4. Final paper</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 7:</b> Assess individuals, families, groups, organizations and communities	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 8:</b> Intervene with individuals, families, groups, organizations, and communities	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 9:</b> Evaluate Practice with individuals, families, groups, organizations, and communities	<ol style="list-style-type: none"> <li>1. Final Field Evaluation</li> <li>2. Reading Logs</li> <li>3. Process Recordings</li> <li>4. Midterm</li> </ol>	Knowledge, Skills, Values and Cognitive/Affective Reactions

#### **Instructional Methods**

Lecture, class presentations, discussions, and role-plays.

	Type of assignment	% of the total grade	Date Due
1	Process Recordings (5)	10%	Bi-weekly
2	Reading Logs	10%	Weekly
3	Mid-Term Examination – written take-home assignment	10%	Week 7
4	Final Examination – written take-home assignment	10%	Week 14
5	Professional Preparation (Portfolio/Binder, Case Presentation, and Participation)	10%	Weekly
6	Final Field Evaluation (Mid-Semester Evaluation is not factored into the grade)	50%	Week 14

**Each student must submit all assignments for a final grade.**

### **E-Learning Systems**

Zoom link provided by professor for instruction. Blackboard is an enterprise learning management system. It is used to provide web-enhanced, hybrid or online courses at York College. CUNY CIS maintains a centralized Blackboard server. The campus Blackboard administrator and the Help Desk provide technical support for faculty and students. To access your course(s) on Blackboard, you need a CUNY portal account. To register for a portal account, go to [www.york.cuny.edu](http://www.york.cuny.edu), Blackboard Support, and follow the instructions.

**Your email address is provided through Yorkmail. For problems contact the Help Desk at 718.262.5300, or email [helpdesk@york.cuny.edu](mailto:helpdesk@york.cuny.edu).**

The Instructor will use 3 forms of technology in the service of the course: 1) Blackboard (e.g., for Email, Course Documents, and Discussion Board activities); 2) Internet (OER Activities); 3) CORE ELMS (Time Logs, Student Educational Learning Plans, and Field Evaluations).

### **Reference Resources**

[www.nasw.org](http://www.nasw.org)

National Association of Social Workers

[www.ifsw.org](http://www.ifsw.org)

International Federation of Social Workers

[www.unwire.org](http://www.unwire.org)

United Nations Global News for Human Rights

[www.cuny.libraries.edu](http://www.cuny.libraries.edu)

City University of New York Office of Library Services

[www.apa.org](http://www.apa.org)

American Psychological Association

### **Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments**

- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
- Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
- Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.

- Written and oral assignments must be submitted at the beginning of class on the due date. Late submission will result in a lowered grade.
- Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

### Course Outline

#### Week 1

---

Introduction: orientation & overview of the course via the Syllabus:

Behavior Agreement; Review three Process Recordings formats (Individual, Group and Activity Log); CORE (see Core Power Point); Weekly Reading Logs; Student Educational Learning Plan; Final and Mid- Semester Evaluations; Student Self-Assessment; Mindtap (Textbooks); Required 200 hours for the semester and weekly submission; and Faculty site visits.

Agency Presentation: Beginning the 3<sup>rd</sup> week of the semester, each student will be assigned a date to present their agency. They will discuss: Name of Agency; Services/Programs; Population Served; Funding Sources; Your Internship Position and Responsibilities. This is part of your Professional Preparation (P & P).

#### **Required Reading:**

NASW. (2017). *Code of ethics of the national association of social workers*. Available online: <http://www.socialworkers.org/pubs/code/default.asp>

#### Week 2

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*Review again*: Three Process Recordings formats (Individual, Group and Activity Log); CORE (see Core Power Point); Weekly Reading Logs; Student Educational Learning Plan; Final and Mid-Semester Evaluations; Student Self-Assessment; Required 200 hours for the semester and weekly submission; Faculty site visits; and Student Agency Presentation Assignments

#### **Required reading**

Royse et al. Chapter 6: Client systems: the recipients of services

Royse et al. Chapter 8: Legal and ethical concerns (pp. 111-114)

Summers, Ch. 28: Taking care of yourself

#### Week 3

---

#### **Required reading**

Summers, Ch. 5: Attitudes and boundaries

Summers, Ch. 15: The first interview

#### **Assignments**

Reading Log #1 due

#### **Professional Preparation**

*Self-Care Class Discussion*

## Week 4

---

### **Required reading**

Shulman, Ch. 1: An interactional approach to helping

### **Assignments**

Reading Log #2 due

### **Professional Preparation**

*Self-Care (Part 2) – Activity – Due in class*

Each student will research before class and discuss their individual choice of self-care. Each student will present in class an activity/technique/method of self-care. The activity must be in their P & P portfolio/binder.

## Week 5

---

### **Required reading**

Shulman, Ch. 2: Oppression psychology, resilience and social work practice;

Shulman, Ch. 3: The preliminary phase of work;

### **Assignments**

Process Recording #1 due

Reading Log # 3 due

### **Professional Preparation**

*Professional Organizations Class Discussions*

## Week 6

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### **Required reading**

Shulman, Ch. 4: Beginnings and the contracting skills

Summers, Ch. 3: Applying the ecological model: A theoretical foundation for human services

NASW (2001) *Standards for cultural competence in social work practice*. Washington,

DC: Author. Available online: [http://www.naswdc.org/practice/standards/NASW\\_culturalstandards.pdf](http://www.naswdc.org/practice/standards/NASW_culturalstandards.pdf)

### **Assignments**

Reading Log #4 due

### **Professional Preparation**

Time Perception Task

Ask the participants to close their eyes. Then, instruct them to open their eyes after what they believe is 30 seconds. Afterwards, tell them to notice that not everyone opened their eyes at the same time. Explain that time perception isn't uniform for all people in all situations.

Discuss P & P activity due for next class (Instructor will choose activity for their class)

Week 7

---

**Required reading**

Shulman, Ch. 5: Skills in the work phase

Summers, Ch. 4: Cultural competence

**Assignments**

Process Recording #2 due

Reading Log #5 due

MID-SEMESTER EVALUATION (from supervisor)

**MIDTERM PAPER DUE**

**Professional Preparation**

*Time Management Class Discussion - OER*

Week 8

---

**Required reading**

Summers, Ch.7: Identifying good responses and poor responses;

Summers, Ch.8: Listening and responding;

**Assignments**

Reading Log # 6 due

**Professional Preparation**

*Time Management Activity*

1. Give Students a page of paper marked off in 24 numbered squares. Then write the routine activities they do each day (weekday/workday) into the square for that hour. On the second page, marked off in 24 squares fill the squares with just the nonproductive activities they do at work. On the third page, combine the information from the first two pages. This must be included in their P & P portfolio/binder and be prepared for discussion.

**OR**

2. This activity is great for learning how to allot time for different tasks. Give each person a timer before you all begin a busy day. Have people clock in after each task they complete and keep track of the activity and time spent on it. At the end of the day, write down how certain tasks take more time than others. Also, discuss how having realistic expectations of how long something will take can be valuable in planning to make the best use of their time.

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Week 9

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**Required reading**

Summers, Ch.9: Asking questions  
Summers, Ch. 10: Bringing up difficult issues

**Assignments**

Process Recording #3 due  
Reading Log # 7 due

**Professional Preparation**

Social Media in Social Work Practice - OER

Week 10

---

**Required reading**

Summers, Ch. 11: Addressing and disarming anger  
Shulman, Ch. 7: The preliminary and beginning phases in family practice.

**Assignments**

Reading Log #8 due

**Professional Preparation**

*Social Work Jobs*- OER

Week 11

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**Required reading**

Shulman, Ch. 8 (p. 294-311): The middle and ending phases in family practice.  
Summers, Ch. 16 (p. 253-273): Social histories and assessment forms

**Assignments**

Process Recording #4 due  
Reading Log #9 due

**Professional Preparation**

*Social Work Jobs- Settings & Populations* – OER

Week 12

---

**Required reading**

Shulman, Ch. 9: Variations in family practice  
Summers, Ch. 2: Case management: definition and responsibilities

**Assignments**

Reading Log #10 due



## **Professional Preparation**

*Resume Writing Class Discussion - OER*

### Week 13

---

#### **Required reading**

Summers, Ch. 26 (393-401): Developing goals and objectives at the provider agency

Shulman, Ch. 6: Endings and transitions

#### **Assignments**

Process Recording #5 due –

**FINAL PAPER DUE**

## **Professional Preparation**

*Resume Writing -*

Each student will research and prepare their own resume using the skills learned in prior class.

The resume must be in the portfolio/binder. Be prepared to discuss in class.

---

Final Project – present portfolio/binder for review by professor.

- Self-Care Plan
- Time Management Activity
- Social Work Jobs - Field of Practice Assignment – Job Announcement
- Resume/CV

### Week 14

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Course review and wrap up; preparation for SCWK 492

#### **Professional Preparation**

Feedback on the professional Preparation Final project

FINAL EVALUATION ASSESSMENT DUE (from field supervisor)

### Week 15

Course review and wrap up; preparation for SCWK 492

#### **Professional Preparation**

Feedback on the professional Preparation Final project

#### **Student Resources and Policies**

##### **Division of Student Development**

(Including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

##### **Tutoring Services**

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

**SEEK Program**

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

**Student Policies and Procedures**

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

**York College of the City University of New York**  
**Social Work Program**  
**SCWK 492**  
**Field Placement and Seminar II**

**Instructor's Information**

**Bulletin Course Description**

**Social Work 492:** Field Placement and Seminar II is a **6 credit hour course**. 2 hrs lecture ; **14 hrs. fieldwork (2 days) Supervised Field Practicum**. Prereq: Social Work 410; Prereq or Coreq: Social Work 470 & 480. Continuation of supervised field experience. On site visits by Social Work faculty. Integration of field and classroom learning in a weekly, on-campus seminar. Placements are from 9:00 a.m. to 5:00 p.m. on two weekdays per week for a minimum of 200 hours for the semester. Permission from field education director required for repeating the course.

\*As a requirement for SCWK 492, you will participate in an assessment exam at the end of the semester. **Your score on this exam will not impact your grade in the course.** The multiple-choice exam will cover material from SCWK 400, 470, 480, 410 and 492. You will not need to study for this test. Results from the exam will be used in aggregate to assist the Social Work Department in evaluating our success in teaching you the core competencies outlined by the Council on Social Work Education (CSWE). We will use these results to help us improve our program.

**Course Overview**

Social Work 492 is the third in a three-course sequence (SCWK 293, 410 and 492). The objectives emphasize building on the knowledge and skills that were developed in the previous field course, Social Work 410. Additional foci incorporate group, community, policy and organizational content. As this is the capstone course of the undergraduate Social Work Program, special efforts are made to prepare students for the transition in role from, student to beginning professional practice, graduate education, or both. Thus, the emphasize on professional attributes of the individual in professional practice, i.e., self-awareness, oral and written communication skills, empathy and genuineness, organization and planning.

A generalist model of practice is used. Relevant evidenced-based theory and practice skills are taught in seminar and are reinforced in fieldwork practice. Emphasis is placed on strengthening and deepening the learning that has taken place in earlier course work, especially in Social Work 300, 350, 360, and 370 and that takes place in accompanying course work, Social Work 400, 470 and 480. Seminar learning and fieldwork are closely articulated. Most of the teaching materials that are distributed to students in seminar are shared with the Field Faculty. Students share their field experiences with their classmates by reading their process recordings and presenting other assignments in class. The course gives students opportunities to role-play some of the ethical, policy, and practice issues that they will be likely to experience, now, as social work interns and as new practitioners after graduation. It aims to engage students to integrate the many facets of previous course work into their practice while adding depth to their skills in assessment, intervention and learning outcomes for professional social work development. Under the supervision of an experienced agency Field Instructors, students are provided an opportunity to develop and integrate foundation level social work knowledge, culturally-competent practice skills, values and ethics, professional relationships and work habits within a multi-modal, multi-level

educational approach with individuals, families, groups, organizations and communities with respect to race, color, ethnicity, national origin, gender, gender expressions, social class, age, culture, disability, marital status, national origin, family structure, sexual orientation, religion, spirituality and those with mental and physical disabilities when assessing and planning interventions.

**Required Main Text**

Shulman, L. (2012). *The skills of helping individuals, families, groups, and communities* (11<sup>th</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

York College Social Work Program, Field Practicum Manual

A copy of the required texts will be placed on reserve in the York College Library. Other readings will be assigned and will be available via Blackboard or in class.

**Supplemental Readings**

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Alexandria, VA: Author. Available online:  
<http://www.cswe.org/Accreditation/2008EPASDescription.aspx>

National Association of Social workers (NASW). (2017). *Code of ethics of the national association of social workers*. Available online: <http://www.socialworkers.org/pubs/code/default.asp>

**CSWE (2015) Core Competencies**

1. Demonstrate Ethical and professional Behaviors
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

	<b>Type of assignment</b>	<b>% of the total grade</b>	<b>Date Due</b>
1	Process Recordings (5)	10%	Bi-weekly
2	Reading Logs	10%	Weekly
3	Mid-Term Examination – written take-home assignment	10%	Week 7
4	Final Examination – written take-home assignment	10%	Week 14
5	Professional Preparation (Portfolio, Case Presentation, and Participation)	10%	Weekly
6	Final Field Evaluation <i>(Mid-Semester Evaluation is not factored into the grade)</i>	50%	Week 14

**Each student must submit all assignments for a final grade.**

<b>Competency</b>	<b>Measures</b>	<b>Dimensions</b>
<b>Competency 1:</b> Demonstrate Ethical and Professional Behaviors	1. Final Field Evaluation 2. Professional Preparation Portfolio 3. Process Recordings 4. Midterm 5. Professional Preparation	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 2:</b> Engage Diversity and Difference in Practice	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings	Knowledge, Values, Skills, Cognitive/Affective Reactions
<b>Competency 3:</b> Advance human and Social, economic and Environmental justice	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 4:</b> Engage in Practice-Informed Research and Research-Informed Practice	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 4. Final paper	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 5:</b> Engage in policy practice	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 6:</b> Engage with Individuals, Families, Organizations and Communities	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 4. Final paper	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 7:</b> Assess individuals, families, groups, organizations and communities	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 8:</b> Intervene with individuals, families, groups, organizations and communities	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings	Knowledge, Skills, Values and Cognitive/Affective Reactions
<b>Competency 9:</b> Evaluate Practice with individuals, families, groups, organizations and communities	1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 4. Midterm	Knowledge, Skills, Values and Cognitive/Affective Reactions

### **Instructional Methods**

Lecture, class presentations, discussions and role-plays.

### **E-Learning Systems**

Blackboard is an enterprise learning management system. It is used to provide web-enhanced, hybrid or online courses at York College. The campus Blackboard administrator and the Help Desk provide technical support for faculty and students. To access your course(s) on Blackboard, you need a CUNY portal account. To register for a portal account, go to [www.york.cuny.edu](http://www.york.cuny.edu), Blackboard Support, and follow the instructions.

**Your email address is provided through Yorkmail. For problems contact the Help Desk at 718.262.5300, or email [helpdesk@york.cuny.edu](mailto:helpdesk@york.cuny.edu).**

The Instructor will use 3 forms of technology in the service of the course: 1) Blackboard (e.g., for Email, Course Documents, and Discussion Board activities); 2) Internet (OER Activities); 3) CORE ELMS (Time Logs, Student Educational Learning Plans, and Field Evaluations).

### **Reference Resources**

<a href="http://www.nasw.org">www.nasw.org</a>	National Association of Social Workers
<a href="http://www.ifsw.org">www.ifsw.org</a>	International Federation of Social Workers
<a href="http://www.unwire.org">www.unwire.org</a>	United Nations Global News for Human Rights
<a href="http://www.cuny.libraries.edu">www.cuny.libraries.edu</a>	City University of New York Office of Library Services
<a href="http://www.apa.org">www.apa.org</a>	American Psychological Association

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- Violations to academic integrity include: cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
- Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
- Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.
- Written and oral assignments must be submitted as instructed via the syllabus and class instruction.
- Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.
- **If course is offered remotely, you are expected to be present; video on and audio off/muted unless you want to speak. Take yourself off of video temporarily (no more than 15 minutes) for other than class activity (family interaction etc.) or you will be marked absent. More than two absents will deduct points from your participation percentage of the grade. If you have more than four unexcused absences/lateness you will fail the class. Your behavior in remote class is expected to be equivalent to f2f meetings.**

## **Course Outline**

Week 1

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Introduction: orientation & overview of the course via the Syllabus:

Behavior Agreement; Review three Process Recordings formats (Individual, Group and Activity Log); CORE (see Core Power Point); Weekly Reading Logs; Student Educational Learning Plan; Final and Mid- Semester Evaluations; Student Self-Assessment; Mindtap (Textbooks); Required 200 hours for the semester and weekly submission; and Faculty site visits.

Assignment of Case Presentation: Beginning the 3<sup>rd</sup> week of the semester, each student will be assigned a date to present a case/situation, of any client system level that you are working with. Provide brief background; interventions conducted; challenges working with the case/situation.

### **Required reading**

Review of course outline

NASW. (2017). *Code of ethics of the national association of social workers*. Available online:

<http://www.socialworkers.org/pubs/code/default.asp>

### **Professional Preparation (OER)**

Make corrections to SCWK Final Project

Week 2

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### **Required reading**

Bureau of Labor Statistics, Occupational Outlook Handbook, 2018 Edition:

<https://www.bls.gov/ooh/community-and-social.../social-workers.htm>

<http://www.bls.gov/ooh/>

**Professional Preparation (OER)** - Cover Letter – Class Discussion

Week 3

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### **Required reading**

Shulman Chapter 15: Professional impact and helping clients negotiate systems

NASW (2001) *Standards for Social Work practice*. Washington,

DC: Author. Available online: <http://www.naswdc.org/practice/standards/NASW>

### **Assignment**

Reading Log #1 - due

Process Recording #1

**Professional Preparation (OER)** - Each student will prepare a cover letter.

Week 4

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### **Required reading**

Shulman Chapter 10: The preliminary phase in group practice: The group as a mutual-aid system

**Assignment**

Reading Log #2

**Professional Preparation (OER)** - Recommendation Letter

Week 5

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**Required reading**

Shulman Chapter 11: The beginning phase with groups

**Assignment**

Reading Log #3 - due

Process Recording #2

**Professional Preparation** – Tips for job interviewing

Week 6

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**Required reading**

Shulman Chapter 12: The middle phase of group work

**Assignment**

Reading Log #4 -

**Professional Preparation (OER)** - Role Play – Job Interviewing skills.

Week 7

---

**Required reading**

Shulman Chapter 13: Working with the individual and the group

**Assignments**

- Midterm core competency assessment – due from field supervisor
- Student self-assessment of practice behaviors
- Midterm examination
- Reading Log #4 - due

**Professional Preparation (OER)** - Thank you Letter

Week 8

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**Required reading**

Shulman Chapter 14: Endings and transitions with groups



**Assignment**

Reading Log #6  
Process Recording #3

**Professional Preparation (OER) - Complete a Thank you letter**

Each student will prepare a thank you letter. The “Thank You” letter must be in their portfolio/binder.

Week 9

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**Required reading**

Shulman Chapter 16: Practice in the community—philosophy, models, principles, and practice

**Assignment**

Reading Log #7

**Professional Preparation (OER) - Professional Mentors - Discussion**

Week 10

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**Required reading**

Shulman Chapter 17: Evidence-based practice and additional social work practice models  
CORE ELMS - MyCred

**Assignment**

Reading Log #8  
Process recording #4

**Professional Preparation (OER) - Preparation for Final Project**

Week 11 –

---

**Required reading**

Motivational Interviewing Handout (see Blackboard)  
CORE ELMS - MyCred

**Assignment**

Reading Log #9 - due

**Professional Preparation (OER)**

Preparation of Final Project

Week 12

---

**Required reading**

Screening, Brief Intervention and referral to Treatment (SIBIRT)  
CORE ELMS - MyCred

## Assignment

Reading Log 10 - due

Process recording #5

**Professional Preparation** - Prepare MyCred – CORE ELMS

Week 13

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## Required reading

CORE ELMS – MyCred

## Assignment

- Final Paper due

## Professional Preparation (OER)

Finalized MyCred – CORE ELMS

Week 14

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## Required reading

Bureau of Labor Statistics, Occupational Outlook

<https://www.bls.gov/ooh/community-and-social.../social-workers.htm>

<http://www.bls.gov/ooh/>

## Assignment

- Final Evaluation – Due from field supervisor

## Professional Preparation (OER)

Final Project – Presentation in hard copy of:

- Self-Care Plan
- Social Work Jobs - Field of Practice Assignment
- Recommendation Letter
- Resume/CV
- Cover letter
- Thank you Letter

Week 15

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Course Wrap Up -

As a requirement for SCWK 492, you will participate in an assessment exam at the end of the semester. **Your score on this exam will not impact your grade in the course.** The multiple-choice exam will cover material from SCWK 400, 470, 480, 410 and 492. You will not need to study for this test. Results from the exam will be used in aggregate to assist the Social Work Department in evaluating our success in teaching you the core competencies outlined by the

Council on Social Work Education (CSWE). We will use these results to help us improve our program.

**Student Resources and Policies:**

**Division of Student Development**

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

**Tutoring Services**

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

**SEEK Program**

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

**Student Policies and Procedures**

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

**CUNY Policy on Academic Integrity (including plagiarism)**

<http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf>

## Section V: Assessment

The student assessment forms (*Student Educational Learning Plan, Mid-Semester and Core Final Core Competency*) are completed by the assigned field supervisor and maintained in the CORE ELMS system.

Please complete the following survey/form for York College, CUNY Social Work  
**Student Name:**

<b>Student Educational Learning Plan EPAS 2015</b>	
<p>The Student Educational Learning Plan is developed jointly by the student and the field supervisor. It is like a job description detailing the responsibilities and tasks designed for the intern. The intent of the plan is to articulate how the student will achieve learning outcomes at the agency practice site. The assignments, tasks and activities should be developed by addressing both the student's interests and field site needs. A single activity may cover more than one practice behavior. As the student progresses through assigned tasks, his/her work is assessed by the field supervisor in the evaluations.</p>	
<b>Field Supervisor Completes</b> <b>Name of Student</b>	
<p><b>*Required</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<b>Field Supervisor Completes</b> <b>Field Placement and Seminar</b>	
1. Select Field Placement and Seminar	<div style="border: 1px solid gray; padding: 2px; display: inline-block;">SCWK 410 ▾</div> Required
<b>Field Supervisor Completes</b> <b>Semester</b>	
Enter Year in Semester Comment Block	

1.  
Select Semester

  
Required

\*Required

Field Supervisor Completes  
Period Covered From

(Date)

\*Required

Field Supervisor Completes  
Period Covered To

(Date)

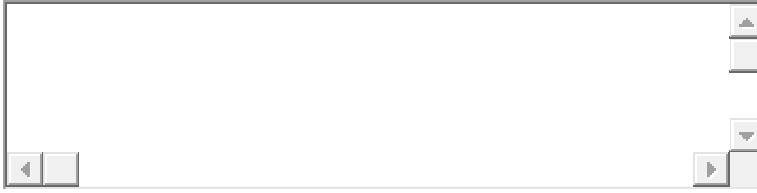
\*Required

Field Supervisor Completes  
Agency Name

\*Required

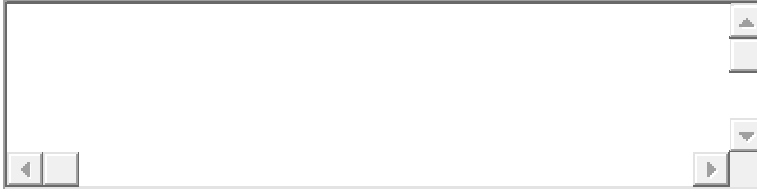
Field Supervisor Completes  
Field Supervisor

\*Required



Field Supervisor Completes  
**Seminar Instructor**

\*Required



Field Supervisor Completes  
**CSWE EPAS Competencies (2015)**

Field Supervisor Completes  
**Competency 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**

Method/Activity to evaluate student's performance

\*Required



Field Supervisor Completes  
**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

Method/Activity to evaluate student's performance

\*Required

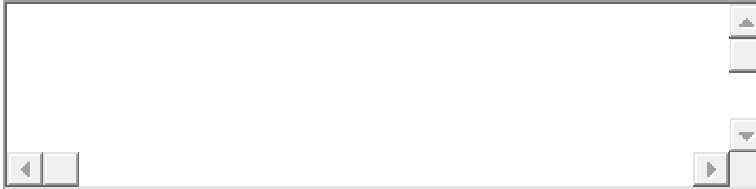


Field Supervisor Completes

**Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE**

Method/Activity to evaluate student's performance

\*Required

An empty rectangular text box with a thin border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom. The box is currently empty.

Field Supervisor Completes

**Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH- INFORMED PRACTICE**

Method/Activity to evaluate student's performance

\*Required

An empty rectangular text box with a thin border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom. The box is currently empty.

Field Supervisor Completes

**Competency 5: ENGAGE in POLICY PRACTICE**

Method/Activity to evaluate student's performance

\*Required

An empty rectangular text box with a thin border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom. The box is currently empty.

Field Supervisor Completes

**Competency 6: ENGAGE with INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES**

Method/Activity to evaluate student's performance

\*Required

Field Supervisor Completes  
**Competency 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES**

Method/Activity to evaluate student's performance

\*Required

Field Supervisor Completes  
**Competency 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES**

Method/Activity to evaluate student's performance

\*Required

Field Supervisor Completes  
**Competency 9: EVALUATE PRACTICE with INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES**

Method/Activity to evaluate student's performance

\*Required

Student Completes



1.  
Have you reviewed this form  
with your supervisor?

  
Required

## SCWK 410 Student Assessment Form

York College, CUNY Social Work

**Student:**  
**Field Supervisor:**  
**Site:**

**Date:** ()

YOU ARE CURRENTLY IN PREVIEW MODE - THE EVALUATION CANNOT BE SUBMITTED. [Start Evaluation](#)

### SCWK 410 Mid and Final Competency

#### General overview

THE SIGNATURE PEDAGOGY FIELD EDUCATION

ASSESSMENT OF STUDENT LEARNING OUTCOMES

COMPETENCY ASSESSMENT FORM

(The Mid-Semester Assessment Form is due Session 7)

(The Final Assessment Form is due Session 14)

**NOTE:** In accordance with EPAS (2015) 2.2.5 *the field education program provides a minimum of 400 hours of field education for bachelor programs (200 hours per semester in SCWK 410 and 492).*

#### How to apply scoring

The Council on Social Work Education compels us to assess students' practice behaviors with regard to application of knowledge, values, skills and cognitive and affective processes premised on the nine (9) core competencies.

How would you rate this student's overall student's knowledge, values and skills-based competencies and associated behaviors?

- N/A = Not applicable – the student did not have an opportunity to demonstrate this competency. Please use this as an option rather than a zero.
- Excellent Competence (90-100)
- Good Competence (80-89)
- Acceptable Competence (70-79)
- Insufficient Competence (60-69)
- Unacceptable Competency (60 - 0)

Grading Criteria Rubric. Please rate each field education competency according to the scale below. While you are free to indicate letter grade, percentages are essential for calculations (e.g. 85%).

A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)	N/A
<b>Excellent Competence</b>  (student clearly demonstrates exceptional competence in knowledge, values and skills)	<b>Good Competence</b> (student consistently demonstrates competence in knowledge, values and skills)	<b>Acceptable Competence</b> (student demonstrates beginning knowledge, values and skills)	<b>Insufficient Competence</b> (student has not met continuous process for expectations)	<b>Unacceptable Competence</b> (student performance does not demonstrate knowledge, values and skills)	<b>Not Applicable</b>  (student did not have an opportunity to practice the behavior. Do not assign a zero)

**PLEASE READ CAREFULLY**

This student evaluation tool will be used for both the Mid-semester and the Final evaluation for this semester (SCWK410). In this 1<sup>st</sup> semester of the social work signature pedagogy, field placement, the focus is to evaluate the student’s knowledge and comprehension.

**Mid-Semester Competency Assessment form (evaluation)** – Student’s **KNOWLEDGE** of student’s assigned tasks using the Council on Social Work Education (CSWE) nine competencies (see below) to measure the student’s progress. Knowledge is defined as – “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting” (Taxonomy of Educational Objectives 1984). The Mid-Semester Student Competency does NOT count towards the student’s grade for the class. This evaluation provides insight on the student’s progress in the first half of the semester.

**Final Competency Assessment form (evaluation)** – Student’s **COMPREHENSION** of their assigned tasks using the Council on Social Work Education (CSWE) nine competencies (see below) to measure the student’s progress. Comprehension is defined as – “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to material or seeing its fullest implications” (Taxonomy of Educational Objectives 1984). The Final Student Competency is 50% of the student’s overall grade for this course.

**Council on Social Work Education (CSWE) Nine 2015 Competencies:**

**Competency 1: DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR**

**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE**

**Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE**

**Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**

**Competency 5: ENGAGE in POLICY PRACTICE**

**Competency 6: ENGAGE with INDIVIDUALS, and FAMILIES**

**Competency 7: ASSESS INDIVIDUALS, and FAMILIES**

**Competency 8: INTERVENE WITH INDIVIDUALS, and FAMILIES**

**Competency 9: EVALUATE PRACTICE with INDIVIDUALS, and FAMILIES**

**Section Weight: 7.69%**

## **Competency 1. DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR**

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

### **Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills, and information

**MIDPOINT FINAL**

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills, and information

make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

use technology ethically and appropriately to facilitate practice outcomes; and

use supervision and consultation to guide professional judgment and behavior.

**Competency 1. DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR Comments (Midpoint):**

**Competency 1. DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR Comments (Final):**

**Section Weight: 7.69%**

**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills, and information

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

**MIDPOINT      FINAL**

apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

present themselves as learners and engage clients and constituencies as experts of their own experiences; and

apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE Comments (Midpoint):**

**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE Comments (Final):**

**Section Weight: 7.69%**

### **Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

**MIDPOINT      FINAL**

apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

engage in practices that advance social, economic, and environmental justice.

**Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE Comments (Midpoint):**

**Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE Comments (Final):**

**Section Weight: 7.69%**

### **Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills, and information

**MIDPOINT      FINAL**

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

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

apply critical thinking to engage in analysis of qualitative research methods and research findings; and

use and translate research evidence to inform and improve, policy, and service delivery.

**Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE Comments (Midpoint):**

**Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE Comments (Final):**

**Section Weight: 7.69%**

**Competency 5: ENGAGE in POLICY PRACTICE**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

**MIDPOINT FINAL**

identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services;

assess how social welfare and economic policies impact the delivery of and access to social services;

apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 5: ENGAGE in POLICY PRACTICE Comments (Midpoint):**

**Competency 5: ENGAGE in POLICY PRACTICE Comments (Final):**

**Section Weight: 7.69%**

**Competency 6: ENGAGE with INDIVIDUALS, FAMILIES, and GROUPS**

**MIDPOINT FINAL**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 6: ENGAGE with INDIVIDUALS, FAMILIES, and GROUPS Comments (Midpoint):**

**Competency 6: ENGAGE with INDIVIDUALS, FAMILIES, and GROUPS Comments (Final):**

**Section Weight: 7.69%**

## **Competency 6: ENGAGE with ORGANIZATIONS and COMMUNITIES**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

**MIDPOINT      FINAL**

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 6: ENGAGE with ORGANIZATIONS and COMMUNITIES Comments (Midpoint):**

**Competency 6: ENGAGE with ORGANIZATIONS and COMMUNITIES Comments (Final):**

**Section Weight: 7.69%**

**Competency 7: ASSESS INDIVIDUALS, FAMILIES, and GROUPS**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

**MIDPOINT      FINAL**

collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 7: ASSESS INDIVIDUALS, FAMILIES, and GROUPS Comments (Midpoint):**

**Competency 7: ASSESS INDIVIDUALS, FAMILIES, and GROUPS Comments (Final):**

**Section Weight: 7.69%**



## Competency 7: ASSESS ORGANIZATIONS and COMMUNITIES

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

### Midterm: Assess in terms of Knowledge

Knowledge = recall of basic tasks, skills and information

### Final: Assess in terms of Comprehension

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

**MIDPOINT      FINAL**

collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 7: ASSESS ORGANIZATIONS and COMMUNITIES Comments (Midpoint):**

**Competency 7: ASSESS ORGANIZATIONS and COMMUNITIES Comments (Final):**

**Section Weight: 7.69%**

## Competency 8: INTERVENE WITH INDIVIDUALS, FAMILIES, and GROUPS

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

**MIDPOINT      FINAL**

require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 8: INTERVENE WITH INDIVIDUALS, FAMILIES, and GROUPS Comments (Midpoint):**

**Competency 8: INTERVENE WITH INDIVIDUALS, FAMILIES, and GROUPS Comments (Final):**

**Section Weight: 7.70%**

**Competency 8: INTERVENE WITH ORGANIZATIONS and COMMUNITIES**

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

**Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

**Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

**MIDPOINT      FINAL**

critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 8: INTERVENE WITH ORGANIZATIONS and COMMUNITIES Comments (Midpoint):**

**Competency 8: INTERVENE WITH ORGANIZATIONS and COMMUNITIES Comments (Final):**

**Section Weight: 7.70%**

## **Competency 9: EVALUATE PRACTICE with INDIVIDUALS, FAMILIES, and GROUPS**

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

### **Midterm: Assess in terms of Knowledge**

Knowledge = recall of basic tasks, skills and information

### **Final: Assess in terms of Comprehension**

Comprehension = expansion on knowledge; ability to grasp beyond basic tasks, skills and information

**MIDPOINT      FINAL**

select and use appropriate methods for evaluation of outcomes;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 9: EVALUATE PRACTICE with INDIVIDUALS, FAMILIES, and GROUPS Comments (Midpoint):**

**Competency 9: EVALUATE PRACTICE with INDIVIDUALS, FAMILIES, and GROUPS Comments (Final):**

**Section Weight: 7.70%**

## Competency 9: EVALUATE PRACTICE with ORGANIZATIONS and COMMUNITIES

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### Midterm: Assess in terms of Knowledge

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### Final: Assess in terms of Comprehension

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**MIDPOINT      FINAL**

select and use appropriate methods for evaluation of outcomes;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 9: EVALUATE PRACTICE with ORGANIZATIONS and COMMUNITIES Comments (Midpoint):**

**Competency 9: EVALUATE PRACTICE with ORGANIZATIONS and COMMUNITIES Comments (Final):**

## Please summarize students achievement of learning goals:

Comments (Midpoint): **\*Comment Required**

Comments (Final): **\*Comment Required**

## What recommendations do you have regarding the further professional development of this student?

Comments (Midpoint): **\*Comment Required**

Comments (Final): **\*Comment Required**

## Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score
Primary Evaluation		0.00	100.00%	Required

# SCWK 492 Student Assessment Form

York College, CUNY Social Work

**Student:**

**Field Supervisor:**

**Site:**

**Date: ( )**

YOU ARE CURRENTLY IN PREVIEW MODE - THE EVALUATION CANNOT BE SUBMITTED. [Start Evaluation](#)

## SCWK 492 Mid and Final Competency

### General overview

THE SIGNATURE PEDAGOGY FIELD EDUCATION

ASSESSMENT OF STUDENT LEARNING OUTCOMES

COMPETENCY ASSESSMENT FORM

(The Mid-Semester Assessment Form is due Session 7)

(The Final Assessment Form is due Session 14)

**NOTE:** In accordance with EPAS (2015) 2.2.5 *the field education program provides a minimum of 400 hours of field education for bachelor programs (200 hours per semester in SCWK 410 and 492).*

### How to apply scoring

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How would you rate this student's overall student's knowledge, values and skills based competencies and associated behaviors?

- N/A = Not applicable – the student did not have an opportunity to demonstrate this competency. *Please use this as an option rather than a zero.*
- Excellent Competence (90-100)
- Good Competence (80-89)
- Acceptable Competence (70-79)
- Insufficient Competence (60-69)
- Unacceptable Competency (60 - 0)

**Grading Criteria Rubric. Please rate each field education competency according to the scale below. While you are free to indicate letter grade, percentages are essential for calculations (e.g. 85%).**

A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)	N/A
<b>Excellent Competence</b>  (student clearly demonstrates exceptional competence in knowledge, values and skills)	<b>Good Competence</b> (student consistently demonstrates competence in knowledge, values and skills)	<b>Acceptable Competence</b> (student demonstrates beginning knowledge, values and skills)	<b>Insufficient Competence</b> (student has not met continuous process for expectations)	<b>Unacceptable Competence</b> (student performance does not demonstrate knowledge, values and skills)	<b>Not Applicable</b>  (student did not have an opportunity to practice the behavior. Do not assign a zero)

**PLEASE READ CAREFULLY**

This student evaluation tool will be used for both the mid-semester and the final assessment for this semester (SCWK492). In this 2nd semester of the social work signature pedagogy, field placement, the focus is to evaluate the student’s application and analysis of their tasks.

**Mid-Semester Competency Assessment form (evaluation)** – Student’s **APPLICATION** of student’s assigned tasks using the **Council on Social Work Education (CSWE) nine competencies to measure the student’s progress.** Application is defined as the – “*use of abstractions in particular and concrete situations*” (Taxonomy of Educational Objectives 1984). The Mid-Semester Student Competency does NOT count towards the student’s grade for the class. This evaluation provides insight on the student’s progress in the first half of the semester.

**Final Competency Assessment form (evaluation)** – Student’s **ANALYSIS** of their assigned tasks using the **Council on Social Work Education (CSWE) nine competencies to measure the student’s progress.** Analysis is defined as the – “*breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit*” (Taxonomy of Educational Objectives 1984). The Final Student Competency is 50% of the student’s overall grade for this course.

**Council on Social Work Education (CSWE) Nine 2015 Competencies:**

**Competency 1: DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR**

**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE**

**Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE**

**Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**

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**Competency 7: ASSESS INDIVIDUALS, and FAMILIES**

**Competency 8: INTERVENE WITH INDIVIDUALS, and FAMILIES**

**Competency 9: EVALUATE PRACTICE with INDIVIDUALS, and FAMILIES**

**Section Weight: 7.69%**

## **Competency 1. DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR**

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

### **Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**MIDPOINT    FINAL**

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

use technology ethically and appropriately to facilitate practice outcomes; and

use supervision and consultation to guide professional judgment and behavior.

**Competency 1. DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR Comments (Midpoint):**

**Competency 1. DEMONSTRATE ETHICAL and PROFESSIONAL BEHAVIOR Comments (Final):**

**Section Weight: 7.69%**

**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT      FINAL**

apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

present themselves as learners and engage clients and constituencies as experts of their own experiences; and

apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.



**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE Comments (Midpoint):**

**Competency 2: ENGAGE DIVERSITY AND DIFFERENCE in PRACTICE Comments (Final):**

**Section Weight: 7.69%**

### **Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT      FINAL**

apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

engage in practices that advance social, economic, and environmental justice.

**Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE Comments (Midpoint):**

**Competency 3: ADVANCE HUMAN RIGHTS and SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE Comments (Final):**

**Section Weight: 7.69%**

### **Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**MIDPOINT      FINAL**

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

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

apply critical thinking to engage in analysis of qualitative research methods and research findings; and

use and translate research evidence to inform and improve, policy, and service delivery.

**Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE Comments (Midpoint):**

**Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE Comments (Final):**

Section Weight: 7.69%

**Competency 5: ENGAGE in POLICY PRACTICE**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT FINAL**

identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services;

assess how social welfare and economic policies impact the delivery of and access to social services;

apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 5: ENGAGE in POLICY PRACTICE Comments (Midpoint):**

**Competency 5: ENGAGE in POLICY PRACTICE Comments (Final):**

Section Weight: 7.69%

**Competency 6: ENGAGE with INDIVIDUALS, and FAMILIES**

**MIDPOINT FINAL**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 6: ENGAGE with INDIVIDUALS, and FAMILIES Comments (Midpoint):**

**Competency 6: ENGAGE with INDIVIDUALS, and FAMILIES Comments (Final):**

**Section Weight: 7.69%**

**Competency 6: ENGAGE with GROUPS, ORGANIZATIONS, and COMMUNITIES**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**MIDPOINT FINAL**

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 6: ENGAGE with GROUPS, ORGANIZATIONS, and COMMUNITIES Comments (Midpoint):**

**Competency 6: ENGAGE with GROUPS, ORGANIZATIONS, and COMMUNITIES Comments (Final):**

**Section Weight: 7.69%**

**Competency 7: ASSESS INDIVIDUALS, and FAMILIES**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT      FINAL**

collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 7: ASSESS INDIVIDUALS, and FAMILIES Comments (Midpoint):**

**Competency 7: ASSESS INDIVIDUALS, and FAMILIES Comments (Final):**

**Section Weight: 7.69%**

## Competency 7: ASSESS GROUPS, ORGANIZATIONS, and COMMUNITIES

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

### Midterm: Assess in terms of Application

Application = ability to take comprehended knowledge and utilize in practice

### Final: Assess in terms of Analysis

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT      FINAL**

collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 7: ASSESS GROUPS, ORGANIZATIONS, and COMMUNITIES Comments (Midpoint):**

**Competency 7: ASSESS GROUPS, ORGANIZATIONS, and COMMUNITIES Comments (Final):**

Section Weight: 7.69%

## Competency 8: INTERVENE WITH INDIVIDUALS, and FAMILIES

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social

**MIDPOINT      FINAL**

workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 8: INTERVENE WITH INDIVIDUALS, and FAMILIES Comments (Midpoint):**

**Competency 8: INTERVENE WITH INDIVIDUALS, and FAMILIES Comments (Final):**

**Section Weight: 7.70%**

## **Competency 8: INTERVENE WITH GROUPS, ORGANIZATIONS, and COMMUNITIES**

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT      FINAL**

critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 8: INTERVENE WITH GROUPS, ORGANIZATIONS, and COMMUNITIES Comments (Midpoint):**

**Competency 8: INTERVENE WITH GROUPS, ORGANIZATIONS, and COMMUNITIES Comments (Final):**

**Section Weight: 7.70%**

## **Competency 9: EVALUATE PRACTICE with INDIVIDUALS, and FAMILIES**

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

### **Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

### **Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT      FINAL**

select and use appropriate methods for evaluation of outcomes;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 9: EVALUATE PRACTICE with INDIVIDUALS, and FAMILIES Comments (Midpoint):**

**Competency 9: EVALUATE PRACTICE with INDIVIDUALS, and FAMILIES Comments (Final):**

## Competency 9: EVALUATE PRACTICE with GROUPS, ORGANIZATIONS, and COMMUNITIES

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

**Midterm: Assess in terms of Application**

Application = ability to take comprehended knowledge and utilize in practice

**Final: Assess in terms of Analysis**

Analysis = conducting detailed examination of application; exploring comprehended knowledge and utilization in practice

**MIDPOINT      FINAL**

select and use appropriate methods for evaluation of outcomes;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 9: EVALUATE PRACTICE with GROUPS, ORGANIZATIONS, and COMMUNITIES**  
Comments (Midpoint):

**Competency 9: EVALUATE PRACTICE with GROUPS, ORGANIZATIONS, and COMMUNITIES**  
Comments (Final):

### Please summarize students achievement of learning goals:

Comments (Midpoint): **\*Comment Required**

Comments (Final): **\*Comment Required**

### What recommendations do you have regarding the further professional development of this student?

Comments (Midpoint): **\*Comment Required**

Comments (Final): **\*Comment Required**

## Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score
Primary Evaluation	0.00	100.00%		Required





## STUDENT ASSESSMENT OF FIELD SETTING EFFECTIVENESS BSSW SOCIAL WORK PROGRAM

The aim of the Field Placement Evaluation is to offer students an opportunity to assess their placements. It is limited to the evaluation of the instruction, assignments, atmosphere, and resources in their field setting. Evaluations will not be sent to the individual field supervisors.

At the end of the second semester (Field Placement and Seminar II **only**), students are asked to complete the Evaluation.

Name of Student: (**optional**) \_\_\_\_\_

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year: \_\_\_\_\_

**NOTE:** In accordance with EPAS 2.1.5 *The program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and **field setting effectiveness congruent with the program's competencies.***

Agency Name: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Seminar Instructor: \_\_\_\_\_

**Instructions:** Please be assured that your responses will be kept in confidence by the Social Work Faculty. If you were placed in more than one setting, rate only your last placement. Please rate each item by placing an "X" in the appropriate box as designated in the rating scale below that represents your level of satisfaction. The numbers have been arranged from 1 to 4. The rating scale is as follows:

- 1 = **Limited**
- 2 = **Moderate**
- 3 = **Good**
- 4 = **Excellent**

Opportunity to work with diverse client populations	1	2	3	4
Orientation to the agency	1	2	3	4
Orientation to my role	1	2	3	4
Availability of my supervisor	1	2	3	4
Help from other professional staff	1	2	3	4
Supervisor's emotional support	1	2	3	4
Supervisor's help with writing skills	1	2	3	4
Supervisor's instruction on interactional (communication skills)	1	2	3	4
Space available to work (interview, conduct groups, complete paper work)	1	2	3	4
Material resources for work (office supplies, phone desk, games for children)	1	2	3	4
Help from support staff (secretaries, drivers, maintenance staff, receptionists)	1	2	3	4
Appropriateness of amount of work assigned	1	2	3	4
Appropriateness of the variety of assignments to meet the generalist model of social work	1	2	3	4
Atmosphere in which I felt mistakes would be accepted	1	2	3	4
Supervisor's help in the use of generalist supervision	1	2	3	4
Opportunities for in-service workshops and conferences	1	2	3	4
An agency culture in which staff felt free to raise critical comments about agency policy	1	2	3	4
Adequacy of the number of qualified staff to meet the clients' needs	1	2	3	4
Agency effectiveness in serving clients	1	2	3	4
Supervisor's help in identifying my strengths	1	2	3	4
Supervisor's help in identifying my areas requiring further development	1	2	3	4
Supervisor's help in using time efficiently	1	2	3	4
The regularity of supervisor's feedback of my work	1	2	3	4
The degree to which my supervisor's final evaluation of my work emphasized items that had been discussed earlier	1	2	3	4
Supervisor's help with bio-psycho-social and cultural content	1	2	3	4
Supervisor's help in learning more about diversity	1	2	3	4
Supervisor's help in becoming more aware of the scientific method	1	2	3	4
Supervisor's help with learning to apply research skills in my practice	1	2	3	4
The degree to which I felt like an integral part of the agency	1	2	3	4
Supervisor's recommendations of readings that helped in my field assignments	1	2	3	4
Supervisor's efforts to keep in contact with the faculty of the Social Work Program	1	2	3	4
The commitment of the agency administration to students	1	2	3	4
Supervisor's help in integrating policy in my field practice	1	2	3	4
The degree to which physical environment in the agency provided a professional atmosphere	1	2	3	4
The agency's efforts to assure physical security for the students and staff	1	2	3	4
Supervisor's adherence to our regularly scheduled time for supervision	1	2	3	4
Supervisor's help in improving my bureaucratic (organizational) skills	1	2	3	4
Supervisor's help in improving my diagnostic (technical) skills	1	2	3	4
The adequacy of provisions to secure my belongings (books, purse)	1	2	3	4
Supervisor's help in developing competency in using a disciplined approach to advocacy	1	2	3	4
Supervisor's adequacy as a role model	1	2	3	4
Supervisor's help in improving my diagnostic skills	1	2	3	4
The agency's commitment to social work values	1	2	3	4
Supervisor's help in my professional ethical development	1	2	3	4
The intensity of agency's concern with prevention	1	2	3	4

Supervisor's help in my developing greater self-awareness	1	2	3	4
The degree that the agency was focused on a strengths perspective	1	2	3	4
The agency's concern with social justice	1	2	3	4
Supervisor's encouragement of creativity	1	2	3	4
Supervisor's help in working with families	1	2	3	4
Supervisor's help in working with individuals	1	2	3	4
Supervisor's help in working with communities	1	2	3	4
Supervisor's help in critical thinking	1	2	3	4
Supervisor's help in gathering knowledge of resources	1	2	3	4
Supervisor's help with my professional use of self	1	2	3	4
Overall my supervisor was	1	2	3	4
My overall experience in the field placement was	1	2	3	4

How often did you and your supervisor meet? What was the structure of the supervision?

How do you think the supervisory relationship impacted your development?

Reflect on your Field supervisor and his/her style of instruction and supervision. Comment on the dynamics of the relationship between you.

Would you recommend this Field supervisor to another social work student? Why or why not?

Would you recommend this placement agency? Why or why not?

What kind of student do you think matches best with this field instructor? Agency?

Did you feel challenged by this placement? How were you challenged; or how could it be improved?

What experiences during your placement were most beneficial to your professional development?

What are the strengths of this placement? What are the weaknesses?

Please add any additional comments or feedback about your agency or supervisor

## **Section VI: Appendices**

## Appendix A

### Student E-Application for Senior Field Placement

YORK COLLEGE  
THE CITY UNIVERSITY OF NEW YORK (CUNY)  
School of Social and Behavioral Sciences  
Department of Social Sciences

#### **SOCIAL WORK PROGRAM** **FIELD EDUCATION: THE SIGNATURE PEDAGOGY**

*Core Competencies* refers to measurable practice behaviors that are comprised of knowledge, values, and skills. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)]

- **Competency 1:** DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR
- **Competency 2:** ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE
- **Competency 3:** ADVANCE HUMAN RIGHTS SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE
- **Competency 4:** ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH- INFORMED PRACTICE
- **Competency 5:** ENGAGE in POLICY PRACTICE
- **Competency 6:** ENGAGE with INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES
- **Competency 7:** ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES
- **Competency 8:** INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES
- **Competency 9:** EVALUATE PRACTICE with INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES

Once social work majors have been admitted into the Program and have completed the required prerequisites, they are ready to apply and be admitted into field practice. Students who do not meet specified field criteria are referred back to the Field Director for advisement and a remediation plan. Successful completion of all courses is required for admission to the Social Work Program **and** successful completion of the support courses (see course handbook).

**CONFIDENTIAL**

YOUR NAME: \_\_\_\_\_

COLLEGE I.D. # \_\_\_\_\_

EMAIL: \_\_\_\_\_

Applications must be emailed to the Social Work Field Office (3A11) by 6:00 PM, on the date that has been listed on the Social Work Bulletin Board. **Late Applications will not be accepted.** The Program does hold applications from one semester to another. Therefore, if you submitted an application before, you do not have to complete this application.

Before you attempt to complete the application, you should check your current transcript to make sure that everything you check on the application can be verified with your transcript. If there are any discrepancies between your transcript and the requirements, try to have them reconciled through the Registrar's Office as soon as possible. If any discrepancies remain at the time you submit your application, explain them in # 9, below.

To complete #s 1-8, use the following procedure. Place an "X" next to each requirement that you have completed. Place a "C" (currently) next to each requirement that you are completing this semester. If you meet a requirement, but it does not appear on your transcript, place the letters "E" (explanation) in the space next to that requirement. Explain the discrepancy in # 9. In all of your responses be mindful of the profession's ethical expectations.

If you are missing any requirement, do not apply for the field now. Wait until the semester in which you will complete all the requirements.

**List of Field Requirements:**

1. Formal acceptance into the Social Work Program, indicated by your having received a letter of acceptance from the Director of the Social Work Program: \_\_\_\_\_

2. Completion of at least 94 credits by the end of the current semester: \_\_\_\_\_

3. A minimum cumulative GPA of 2.50: \_\_\_\_\_

4. A grade of "C" or better in all Social Work courses: \_\_\_\_\_

5. The following General Education courses:

ENG 125 \_\_\_\_\_ WRIT 303 \_\_\_\_\_

*Although you may have an associate degree from a CUNY or SUNY college, the Social Work Program requires you to take English 125 and*

*Writing 303 if you have not successfully completed it at your previous institution or at York College.*

7. The following Social Work courses:

SCWK 101 \_\_\_\_\_ SCWK 203 \_\_\_\_\_ SCWK 293 \_\_\_\_\_ SCWK 300 \_\_\_\_\_ SCWK 350 \_\_\_\_\_

SCWK 360 \_\_\_\_\_ SCWK 370 \_\_\_\_\_

*(If you have not completed SW 400, take it this semester.)*

8. The following Social Work Support courses:

ANTH 101 \_\_\_\_\_ BIO 130 \_\_\_\_\_ HE 312 \_\_\_\_\_ POL 103 \_\_\_\_\_

PSY 102 \_\_\_\_\_ PSY 215 \_\_\_\_\_ PSY 216 \_\_\_\_\_ SOC 101 \_\_\_\_\_

9. Two courses selected from the Human Diversity Requirements (*Group II—see Bulletin*):

BLST 202 \_\_\_\_\_ ANTHRO 243 \_\_\_\_\_ PSY 333 \_\_\_\_\_ SOC 235 \_\_\_\_\_ SOC 333 \_\_\_\_\_

10. If you need to explain any discrepancies between your transcript and requirements that you know you have met, do so here. Also explain how and when you expect to solve any problems with your transcript, and if you have sought help from any faculty member to get the difficulty resolved.

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Last Four Digits of Social Security # \_\_\_\_\_  
LAST FIRST

Address: \_\_\_\_\_

NUMBER STREET TOWN, (EXAMPLES: HOLLIS, GREENPOINT)

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BOROUGH ZIP

Phone: \_\_\_\_\_

HOME WORK

(If you change your name, address, or phone #, notify the Field Office as soon as possible.)

11. Do you drive?  Yes  No

If yes, do you have regular use of an automobile?  Yes  No

12. Please identify any medical condition that should be taken into account in planning your placement:

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13. Please identify all prior convictions:

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14. Please identify any foreign language(s) you speak and indicate your level of fluency:

15. Briefly describe any life-experiences that you think would be important in matching you with a placement. For example, any of the following might have helped to prepare you for certain settings: hobbies, volunteer activities, experience in raising children, placements (internships), work experiences (even when not social work related).

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16. If you have very specific career goals in social work, please briefly describe them:

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17. Please indicate your wishes if you have a very strong preference for a: type of setting, field of practice, client population, or specific agency:

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If you wish to be placed in an agency in which you are employed, secure the Field Agency Application and Application for Field Supervisor forms from the Social Work Office and give it to the person who will be arranging your placement in the agency.

Return these completed forms to the Director of Field Education in Room 3A11.

**Time requirements:**

Both SCWK 410 and SCWK 492 require at least 28 hours of your time each week: 14 hours in the field agency, 6 hours for travel time to and from your placement, 2 hours for the field seminar, and 6 hours for seminar related assignments and recording.

Set aside no less than 2 1/2 week days for your placement. You must be available during the regular business hours (9 AM to 5PM).

**Incidental Costs:**

You will need some extra money for double fares to your agency and for minor expenses that arise in the course of day to day placement activities.

**Orientation:**

You are required to attend a Field Orientation Meeting. Check the time and date on the Social Work Bulletin Board or in the

Social Work Office.

My Overall GPA: \_\_\_\_\_ My Social Work GPA: \_\_\_\_\_



Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**If you have questions about the field application process contact: the Assistant Field Director/Substitute  
Clinical  
Professor (718) 262-2615 or 2607 or come to Room 3A11.**

**DO NOT WRITE BELOW THIS LINE**

**Field Office notes:**

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## Appendix B

### BSSW Field Education Student Agreement

SOCIAL WORK PROGRAM  
School of Social and Behavioral Sciences  
Department of Social Sciences  
**FIELD EDUCATION: THE SIGNATURE PEDAGOGY**  
**FIELD EDUCATION BSSW STUDENT AGREEMENT**

The 2015 Educational Policy and Accreditation Standards highlight the role of field education as “to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting” (CSWE, 2015).

Core Competencies: The Social Work Field Education seeks to provide students with the opportunity to reinforce integrate and demonstrate the practice behaviors associated with each Council on Social Work 9 core competencies:

- **Competency 1:** DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR
- **Competency 2:** ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE
- **Competency 3:** ADVANCE HUMAN RIGHTS SOCIAL, ECONOMIC, and ENVIRONMENTAL JUSTICE
- **Competency 4:** ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH- INFORMED PRACTICE
- **Competency 5:** ENGAGE in POLICY PRACTICE
- **Competency 6:** ENGAGE with INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES
- **Competency 7:** ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES
- **Competency 8:** INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES
- **Competency 9:** EVALUATE PRACTICE with INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, and COMMUNITIES

Statement of Equal Opportunity and Nondiscrimination: Consistent with York College, a unit of the City University of New York, policy of nondiscrimination, Field Instructors/Supervisors and agencies are selected only if they agree that no student intern will be subject to discrimination based on race, color, ethnic or national origin, genetic predisposition or carrier status, alienage or citizenship, gender, gender and identity expression, political ideology, social class, age, culture, disability, marital status, national origin, family structure, sexual orientation, religion, spirituality, veteran status, and physical and mental ability.

Towards preparing students for beginning *generalist* social work practice with individuals, families, small groups, organizations, and communities, the Field Education Agreement delineates York Social Work Program’s expectations for professional performance behavior in field practicum. The Field Education Office is responsible for the overall administration of the field program. The Field Education Office faculty and staff coordinate agencies, faculty

members, students, and field instructors to provide students with a valuable learning experience. Field Education, as an integral part of the Social Work Program at York, provides culturally and competency-based internships which prepare students to which prepare scholars to demonstrate their competency in the CSWE 9 Competencies. (Council on Social Work Education, [www.cswe.org](http://www.cswe.org)).

I understand that as a student, it is my responsibility to:

1. Adhere to the principles of professional conduct found in the *National Association of Social Workers Code of Ethics (York College Student Handbook)*. All students enrolled in the York College Social Work Program are subject to the provisions in the *York College Student Handbook, York College Field Education Manual, Council on Social Work Education (CSWE) EPAS*, and the *Code of Ethics of the National Association of Social Workers* and are responsible to follow the policies and standards of behavior included in them. Electronic versions are available online at:  
<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>, and printed versions of the field education manual (Appendix E of this manual) and York College Student handbook are available upon request from the Field Education Office 3A11).
2. Meet academic criteria as outlined in the *York College BSW Student Handbook*
3. Adhere to the guidelines provided in the field placement orientation; especially those parts related to expediting field placement arrangements (e.g. notify the field director of the results of the interview immediately).
4. Participate in the learning contract that is formulated between the Program, agency and student;
5. Adhere to the schedule (days/hours/time) agreed upon by the student and field supervisor; **The schedule for field placement is 9am – 5pm and interns are required to complete 2 full time weekdays;**
6. Notify field supervisor in advance as early as possible about absences due to personal emergencies;
7. Participate appropriately in all agency meetings, regular supervisory conferences, and in other professional activities. Follow the instructions of the assigned field (task) supervisor;
9. Be punctual and well-prepared “having an agenda” for supervisory conferences;
10. Prepare records that are required by the agency, and regularly recording the process records that are required by the Program for supervisory conferences;
11. Make certain to assure client confidentiality when submitting placement – related assignments to the seminar and in all other activities;
12. Notify the field supervisor member and/or the seminar instructor, when appropriate, of any serious instructional deficiencies in the placement, taking care to raise these concerns in a professional (tactful, assertive and thoughtful) manner.
13. The field internship must be in an agency approved by the field education faculty.
14. Complete two semesters of field instruction at the same agency.
15. Complete two semester of field instruction with the same seminar instructor.
16. Complete any mandatory agency orientation and/or background checks prior to the beginning of the semester (fees associated with criminal checks are the

- student's responsibility).
17. Agree to dress professionally and appropriately for assigned agency setting.
  18. Begin field practicum in coordination with the field seminar. The Council on Social Work Education requires that students enrolled in graduate programs complete a minimum of 400 hours in the BSSW internship (200 hours each semester), of field education instruction. Failure to complete required hours will result in a failing grade for the course. Hours accumulated prior to the start of the academic year will not be counted towards the next semester in advance. Please note that hours cannot be accumulated between semesters.
  19. Students are expected to complete **200 hours per semester; 400 hours total for their BSSW internship.**
  20. Students are not permitted to finish internship hours more than 1-2 weeks before the end field seminar.
  21. Participate in weekly supervision for at least one-hour per week with an individual who holds a MSW degree.
  22. Notify the Field Education Office of physical impairments and learning disabilities in order to ensure practicum accommodations. In situations where a student is registered with the Office of Disability Services, the Field Education Office will consult with Disability Services personnel as necessary to arrange appropriate accommodations in internship. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. Every effort is made by the Field Education Office to ensure equal access to practicum opportunities. Reasonable accommodation means any adjustment to the way in which a program or service is provided which can be made to assist a qualified person with a disability achieve meaningful access to that program or service. Additional information about the services provided to students at York College can be found at the Office of Services for Students with Disabilities, on-line at: <https://www.york.cuny.edu/csd>  
Social Work Program is not required to make reasonable accommodations which fundamentally alter the nature of its curriculum.
  23. Prior convictions must be disclosed on field application and at time of meeting with field director.
  24. Background checks are required for working with children and families. All fees related to the background check will be paid for by the student. CUNY York College, the Social Work Department will not cover nor reimburse for the background check fees.
  25. Attend mandatory field orientation session at York College.
  26. Notify seminar instructor immediately should concerns/questions regarding practicum experiences arise.
  27. Accurately Complete "Hours/Time Log" weekly in CORE.

In addition to professional behavior standards listed above students will not:

- Misuse, damage or misappropriate the assigned agency's resources (technology, work supplies, furniture etc.).
- Initiate and/or engage in sexual, verbal, electronic and/or physical altercations with staff/personnel agency affiliates and/or client(s) of the assigned agency.
- Engage in any misrepresentations of themselves or their role at the assigned agency staff/personnel, assigned agency affiliates and/or client(s).
- Fail to follow the directives of the field supervisor.

- Stop attending the field internship (without discussion with Director of Field Education; except in the event of safety issue/concern, in which case contact will be made with the Director of Field Education within 24 hours.

*Incidents of misconduct as stated above or any violations of the policies of the assigned agency will be investigated by the Director of Field Education and may result in termination of field placement and dismissal from the Social Work Program.*

If a student is involved in misconduct, and the student is terminated from the agency, the student will not be assigned to another field placement for that semester. The student would fail the internship course and be subject to possible dismissal from the Social Work Program.

Note: Students are able to identify possible field placements, borough choices, and population interests; however, the final decision about suitability of the placement rests with field education administrators.

My signature below acknowledges that I agree to read the *Code of Ethics of the National Association of Social Workers* prior to the **third week of the first semester** of enrollment in Field Education. I will ask questions and receive clarification on any issues needed and therefore certify that I understand these policies and standards. Furthermore, I agree to abide by the policies and standards of behavior contained therein.

I understand that should I violate these policies or standards; I will be subject to review and possible dismissal from York's Social Work Program as detailed in the *York College Student Handbook*. I understand that failure to sign this form does not exempt a student from the provisions in the *Field Education Manual* or the *Code of Ethics of NASW or the BSSW Behavioral Agreement*.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

C: student file

## Appendix C

### Process Recording – Field Placement and Seminar I and II

The process recording is an evaluative tool used to assess a student’s communication skills, increase self-awareness and develop critical thinking skills. In addition, the student receives feedback from the field supervisor, and utilizes the recording to document and process individual and group dynamics.

**Purpose:** To establish a record of the social worker’s practice so the worker-client interaction and the helping process can be studied. It is a verbatim account of an interview with a client system. Most students are unable to tape record their interview, therefore, a “verbatim” account should be to the best of the student’s memory. Students are required to submit **one process recording as per the syllabus dates.**

**Submission Procedures:** Students are required to submit five (5) process recordings to the field supervisor over the course of the semester. Field supervisors should provide written feedback on the process recordings and use them as a teaching tool during supervision. Once reviewed, students should submit the process recordings to the seminar instructor for further comments. These can then be shared with the field supervisor to round out the learning process.

**Note:** There are various formats for writing process recordings. The process recording is “narrative” or “verbatim” documentation of an interaction between the student and a client or a transaction between the student and another worker (e.g., information gathering on a project). It requires the student to write down both the verbal and non-verbal communications of the student’s interactions along with the student’s reflections and analysis. Process recordings are specifically used for teaching purposes and not placed in agency records.

***Grading Criteria Rubric. Please rate each field education competency according to the scale below. While you are free to indicate letter grade, percentages are essential for calculations (e.g. 90%).***

A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)	N/A
<b>Excellent Competence</b> (student clearly demonstrates exceptional competence in knowledge, values and skills)	<b>Good Competence</b> (student consistently demonstrates competence in knowledge, values and skills)	<b>Acceptable Competence</b> (student demonstrates beginning knowledge, values and skills)	<b>Insufficient Competence</b> (students has not met continuous process for expectations)	<b>Unacceptable Competence</b> (student performance does not demonstrate knowledge, values and skills)	

**Process Recording Format**  
(please use landscape)

Process recording submitted by:  
 Progress recording No:  
 Date:  
 Location/Setting:  
 Attendees: (Use initials only)  
 Session language:  
 Purpose of the session:  
 Length of session:  
 Pre-engagement/preparation for session:

Narrative	Skills Used	Gut Reaction	Critical Analysis	Supervisor's Comments
What did you and the participants say in the session?	Identify practice behaviors used in the session.	Identify your feelings about the session.	Describe your thoughts about particular moments during the session.  What were the strengths and challenges of your intervention?  What questions do you have about what you or the participants said?  What could you have said or done differently?	

**Group Process Recording Format**  
(please use landscape)

Process recording submitted by:  
 Progress recording No:  
 Date:  
 Location/Setting:  
 Attendees: (Use initials only)  
 Session language:  
 Purpose of the session:  
 Length of session:  
 Student's Role: Observer, Co-Facilitator or Facilitator  
 Pre-engagement/preparation for session:

<b>Narrative</b>	<b>Skills Used</b>	<b>Gut Reaction</b>	<b>Critical Analysis</b>	<b>Supervisor's Comments</b>
What did you/facilitator and the group members participants say in the session?	Identify practice behaviors used in the session by you or the facilitator.	Identify <u>your</u> feelings about the session.	Describe your thoughts about particular moments during the group session.  What were the strengths and challenges of your/facilitator's intervention?  What questions do you have about what you or the group members said?  What could you have said or done differently? What do you think the facilitator could have said differently?  What group dynamics were present in this session?	

Personal Evaluation of Performance:

Impressions of Group:

Plan/ Intervention/Next Steps:

Policy Consideration:

Plans for subsequent contacts and areas for further exploration clarification:



Questions/Issues for Field Supervisor:

**This is an alternative to the individual and/or group process recording when a scholar does not have direct contact with an individual and/or group contact.**

**Social Work Activity Log**  
(please use landscape)

Week of: \_\_\_\_\_

Activity	Skills Used	Gut Reaction	Critical Analysis	Supervisor's Comments
<p>Examples of non-clinical/direct client contact activities:</p> <ul style="list-style-type: none"> <li>*Attend community meetings/rally</li> <li>*Research</li> <li>*In-service training</li> <li>*Curriculum Development</li> <li>*Auditing records</li> <li>*Preparing data base</li> <li>*Preparing Funder applications</li> <li>*Community/Agency Event Planning</li> <li>*Preparing agency notes</li> <li>*Responding to RFPs; concept papers and proposals</li> </ul>	<p>Identify practice skills used in the activity. Sample of skills listed below:</p> <ul style="list-style-type: none"> <li>*Collaboration with colleague</li> <li>*Outreach</li> <li>*Presentation</li> <li>*Summarize Data</li> <li>*Advocating</li> <li>*Lobbying</li> <li>*Organizing</li> <li>*Social Action (assisting community members/disadvantage populations)</li> <li>*Social Planning (gather data &amp; tools to resolve problems)</li> <li>*Social Reference (Change of Social Policy)</li> </ul>	<p>Identify your feelings about the activity.</p>	<p>Describe your thoughts about particular moments during the activity .</p> <p>What were the strengths and challenges of your intervention/actions?</p> <p>What questions do you have about what you heard at the meeting/training rally and what did the participants say?</p> <p>What could you have said or done differently?</p>	

**Appendix D**

**BSSW Work Site Placement Evaluation Form – Academic Year \_\_\_\_\_**

**Date: \_\_\_\_\_**

**Student's Name: \_\_\_\_\_**

**Agency: \_\_\_\_\_**

<b>Internship</b>	<b>Employment</b>
<b>Internship Role:</b>	<b>Job Title:</b>
<b>Field Supervisor's Name:</b>	<b>Supervisor's Name:</b>
<b>Program:</b>	<b>Program:</b>
<b>Internship Responsibilities:</b>	<b>Employment Responsibilities:</b>
Student Signature: _____	Student Signature: _____
Field Supervisor: _____	Job Supervisor: _____

Please complete the form and put the original version of this form with original signatures in Professor Roebach's mailbox in the Social Work Department's Office, room 3A11. This form is due before the start of the semester.

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

### Preamble

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

## **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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<sup>1</sup> For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly.

For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social worker's ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers

must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

## **Ethical Principles**

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

### **Value: Service**

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

### **Value: Social Justice**

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

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

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

**Value:** Importance of Human Relationships

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

**Value:** Integrity

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

**Value:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those

responsible for reviewing alleged violations of ethical standards.

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specified 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 judgement, 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, risk related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.



- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.05 Cultural Competence and Social Diversity**

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

#### **1.06 Conflicts of interest**

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when real or potential conflict of interest arises

and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively).
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information

confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social worker should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social work should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.08 Access to Records**

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

### **1.09 Sexual Relationships**

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate

professional boundaries.

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the service performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### **1.14 Clients Who Lack Decision-Making Capacity**

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

## **2.01 Respect**

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation services 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' obligations to respect confidentiality and any exceptions related to it.

## **2.03 Interdisciplinary Collaboration**

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## **2.04 Disputes Involving Colleagues**

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such



consultation is in the best interests of clients.

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

## **2.06 Referral for Services**

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to service clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.07 Sexual Relationships**

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

## **2.10 Incompetence of Colleagues**

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

## **2.11 Unethical Conduct of Colleagues**

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. SOCIAL WORKER'S ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

#### **3.01 Supervision and Consultation**

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### **3.02 Education and Training**

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### **3.03 Performance Evaluation**

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

#### **3.04 Client Records**

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest

### **3.07 Administration**

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
  - (b) Social workers should advocate for resource allocation procedures that are open and fair.  
When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their service.
- (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.

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

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

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

### **4.05 Impairment**

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgement 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 workers' 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 of their particular circumstances, are vulnerable to undue influence.

#### **4.08 Acknowledging Credit**

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

### **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

#### **5.01 Integrity of the Profession**

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

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

## **5.02 Evaluation and Research**

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.



- (i) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity of confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication method
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

# CORE ELMS – Time Log Policy

## Time must be entered weekly

Each student must log in their time weekly into CORE ELMS. Students will not be able to enter time if later than 7 days beyond the date of the field hours. For example, if a student completed field hours on September 7<sup>th</sup>, they have until September 14<sup>th</sup> to enter the time completed on September 7<sup>th</sup>. Please see the CORE ELMS PowerPoint on the website for instructions on how to enter field internship hours.

## Required lunchtime

If a student has worked five (5) consecutive hours in an internship (remote or in-person) must have at least 30 minutes lunch. The lunchtime off must be included in the CORE ELMS log.

## Hours Tracking / Timesheet



- You can submit new hours by selecting Hours Tracking/Timesheet > Record New Hours



- This will bring you to a form to submit. Fill out all fields marked as Required and click Submit Hours

# Hours Tracking / Timesheet

- The Hours Tracking tab provides a means of submitting site hours (if required by your program). The page will also display for you a record of all Pending and Confirmed hours submissions.
- You can switch between views by selecting “Confirmed Hours”.

Hours Tracking / Timesheet

Record New Hours Confirmed Hours

Filter by Rotation Type Date Start: - End: Go Clear

Dates	Hours	Preceptor / Site	Status	File	View	Edit	Delete
06/12/18	0.00 07:38 AM - 07:38 AM	Dustin Maines Beta Hospital	Pending		View	Edit	Delete
06/12/18	0.00 07:39 AM - 07:39 AM	Donald Westfield Hastro	Pending		View	Edit	Delete

Hours Tracking / Timesheet

Record New Hours Confirmed Hours

Filter by Rotation Type Date Start: - End: Go Clear

Dates	Hours	Preceptor / Site	Status	File	View	Edit	Delete
06/12/18	0.00 07:38 AM - 07:38 AM	Dustin Maines Beta Hospital	Pending		View	Edit	Delete

# CUNY YORK COLLEGE SOCIAL WORK FIELD EDUCATION COVID-19 UPDATE

## Adopted August 18, 2021

### New York State Education Department (NYSED)

<https://www.regents.nysed.gov/common/regents/files/721bra4.pdf>

Paragraph (3) of subdivisions (a) and (b) of section 52.30 of the Regulations of the Commissioner of Education is amended to read as follows:

(3) include a field practicum of **at least 900 clock hours in social work integrated with the curricular content prescribed in paragraph (2) of this subdivision.** The Department, in its discretion, may modify the field experience, practicums or other such experience requirements set forth in this section, to the extent authorized by law, if such requirements cannot be successfully completed due to the COVID-19 crisis.

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### Council on Social Work Education (CSWE) and Commission on Accreditation Statement (COA) - Update March 18, 2021, Alexandria, Va.

<https://www.cswe.org/News/General-News-Archives/CSWE-Extends-Field-Hour-Reduction-to-May-2022>

The safety of students [scholars], educators, social workers, and their clients and communities are paramount to the Council on Social Work Education (CSWE) and its Commission on Accreditation. In response to the continuing impact of the COVID-19 pandemic, the Commission on Accreditation offers this update to social work education programs as follows:

#### 1. **Reduction in field hours: Deadline extended from May 31, 2021 to May 31, 2022.**

Under AS 2.2.5, field education programs provide a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs. Due to the disruption caused by the COVID-19 pandemic, students who have completed 85% of the required placement hours (i.e., equivalent to 340 hours for baccalaureate programs and 765 hours for master's programs) to a satisfactory level may, at program discretion, be evaluated as having met the field placement requirement. This reduction in field hours may be applied to field placement courses that are fully or partially completed by May 31, 2022. Field placement courses that are partially completed by May 31, 2022 may continue to apply the 15% reduction in hours until the specific field course is completed, even if the completion date is after May 31, 2022. New field placement courses that begin after May 31, 2022 will return to the full hours requirement. Remote field activity, as well as field supervision and field seminar hours, may be counted toward the accrual of field hours.

**\*Please note that NYS does not endorse a reduction in field hours and CUNY York College MSW Program must be in accordance with Council of Social Work Education (CSWE) as well as New York State Education Department (NYSED). Therefore a reduction in field hours cannot be applied at this time.\***

#### 2. **Remote field activity: Deadline extended from May 31, 2021 to May 31, 2022**

Although AS 2.2.4 requires field education through "in-person contact," the Commission on Accreditation has broadened, its interpretation to include remote-based field activity. Remote field activity can include engagement such as field-related assignments, trainings, and virtual meetings. Client-related virtual meetings should be in accordance with field site policies for secure communications.

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### City University of New York:

As per the Board of Trustees policy approved on July 6, 2021, *CUNY will require students [scholars] to be vaccinated for COVID-19 to participate in any in-person learning activities – starting fall 2021 – and contingent*

on full approval of at least one vaccine by the FDA. As we await further guidance on implementation of this policy, students [students] are strongly encouraged to consider COVID vaccination for required clinical and field placements, as it may potentially impact progression in the program.

<https://www1.nyc.gov/office-of-the-mayor/news/564-21/defeat-delta-mayor-de-blasio-key-nyc-vaccination-mandate-will-begin-tomorrow-august>

On August 16<sup>th</sup> Mayor De Blasio released the [Key to NYC](#). Enforcement will begin, with a multi-agency coalition, on September 13. Starting August 17, people 12 and older will be required to show proof they have received at least one dose of a COVID-19 vaccine authorized for emergency use by the FDA or WHO for indoor locations. This [executive order](#) may potentially impact a student’s ability to complete field hours which would impact progression in the program.

The University has a policy mandating that all students be vaccinated. Now that the FDA has given full approval to the Pfizer vaccine, the mandate is in effect. Since the approval just occurred, there may be some students in your in-person class who are unvaccinated. Like everyone else who has not uploaded proof of full vaccination to CUNYfirst or received a medical exemption, these students will have to show proof of a negative COVID-19 PCR test taken no more than seven (7) days prior at a CUNY testing site to enter campus. For everyone's convenience, there's a testing site on our campus. **You may not ask any individual - faculty, staff, or student - about their vaccination status.** If they are on our campus, they have observed the required protocols. Unvaccinated individuals must maintain social distancing, including students while in class.

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## **CUNY York College Social Work Field (BSSW and MSW) Education COVID-19 Policy**

The CUNY @ York College Social Work Field Education Programs (BSSW and MSW) are further regarded as the “Programs,” Updated COVID-19.

- Field hours are NOT reduced for the academic year 2021 – 2022
  - a) BSSW (410/492) – a minimum of 200 per semester for a total of 400 hours for the year
  - b) MSW Generalist year – a minimum of 200 per semester for a total of 400 hours for the year
  - c) MSW Specialized year – a minimum of 250 per semester for a total of 500 hours for the year
- Field Education may include webinars, training, virtual meetings, simulated experiences (i.e., Mursion)
  - a) In-Person – in-person contact with client(s) in real-time.
  - b) Remote – field activity can include field-related assignments, training, virtual meetings, and client-related virtual meetings (in real-time).
  - c) Simulated experiences – imitating or artificial intelligence events/activities (Mursion).
- Students/Scholars (interns) are expected to practice in the modality (in-person, remote, combination) as determined by the assigned agency.
- Students/Scholars have a choice to opt-out of field placement and will complete the field education deferment form, however:
  - a) BSSW students (interns) may potentially impact progression in the program
  - b) The MSW Program at CUNY York College does not currently offer a part-time program. Scholars who opt out of field placement will have to wait a year to return to the program.

**\* Falsifying records, including vaccination records is a violation of the York College academic integrity policy and code of conduct. \*\***

**Sign that you understand and will adhere to the policies as  
described in the Field Manual**

**Student Name:** \_\_\_\_\_

**CUNY First ID #:**

**Date Received:**

**Date Returned:**

I \_\_\_\_\_ affirm that I have fully read and understand the contents of the Social Work Field Manual. I am responsible for adhering to the NASW Code of Ethics and the policies and procedures of the Social Work Program, York College, and The City University of New York.

Student Name \_\_\_\_\_

EMPL ID \_\_\_\_\_

Date \_\_\_\_\_