



Medgar Evers College

School of Liberal Arts and Education

Bachelor of Science in Social Work (BSSW) Program

Field Education Manual

Policies and Procedures for Students in the Senior Year

And

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COURAGE, STRENGTH, FORTITUDE

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Letter to BSSW Students in the Senior Year

Congratulations on your success and on the completion of the work which you have done thus far. We are pleased and excited to be working with you as you advance toward the final completion of your BSSW degree.

You are receiving this Field Education Manual because you have met the requirements to enter the final phase of this BSSW program. Under the guidance of your Field Instructor and your faculty adviser, you will engage in Fieldwork. Fieldwork offers opportunities to draw upon classroom study, theoretical approaches, and knowledge in developing competencies, skills, and professional identities.

Fieldwork educational experience further enables you to develop the skills that are necessary to prepare for a career in social work. Additionally, you will gain insights into how an agency functions, and acquire the knowledge and skills to become a change agent towards becoming a competent generalist social work practitioner.

We hope that as you move forward in your field education experience, you will use this Manual as your guide to understand the requirements for the BSSW degree at Medgar Evers College. If you have questions about any aspects of the program, the Manual, or about your educational pursuits, please do not hesitate to inquire. Your faculty adviser or any of the Social Work faculty will be pleased to assist you. If you have suggestions to offer about the Manual or the BSSW program, please share your thoughts and ideas with us.

We look forward to assisting you in reaching your goal and completing the program.
Sincerely,

Edward Hernandez

Edward Hernandez, Ph.D.
Department Chair

Fabienne Snowden

Fabienne Snowden, Ph.D.
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Shari Richardson

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Preface

This Manual provides guidance to Medgar Evers College (MEC) of The City University of New York (CUNY) students in their final year as well as to inform Field Instructors and supervisors regarding their responsibilities in support of the BSSW goals and objectives. It outlines the basic policies and procedures of the field internship component of the Bachelor of Science in Social Work (BSSW) Program, in the Social Work Department, (MEC) of The City University of New York (CUNY).

This manual serves as a guide for students and field instructors of their respective responsibilities in the field experience. The manual will be updated annually. Therefore, we welcome feedback for improvement from students and field instructors.

The faculty of the Bachelor of Science in Social Work (BSSW) Program and the Dean of the School of Liberal Arts are aware of the tremendous investment in time, energy, and resources by the field agencies in providing Field Instruction for our students. We would like to extend our appreciation to you for partnering with us.

**BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM
ADVISORY COMMITTEE**

Name	Organization/Title
McQueen, John, LCSW-R Co-Chair, BSSW Advisory Council	Family Renaissance/CEO
Peter Holoman	Medgar Evers College/CUNY
Gersh, Heide	Administration for Children's Services (ACS)
Russell Nislow	JASA Brooklyn Legal Elder Abuse Program
Lisa Rose, DSW	BMCC/CUNY
Natasha Harding, LMSW	Administration for Children's Services
Phifer, Anthony, B.A.	Medgar Evers College
Della Johnson	RAPP
Tamara Dopwell	Kingsbrook Jewish Medical Ctr.
Tanya Serdiuk	Medgar Evers College
Georgianna Glose	Fort Greene SNAP
Miguel Rodrigues	Queens Community House
Sharon Rose	Christopher Rose Community

SECTION I. INTRODUCTION

Medgar Evers College of The City University of New York Mission Statement

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Higher Education of The City University of New York. The College, named for the civil rights leader, Medgar Wiley Evers, was established in 1970 with a mandate to meet the educational and social needs of the Central Brooklyn community. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of The City University and Medgar Evers College, we believe that education has the right of all individuals in the pursuit of self-actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of liberal education. The College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two-year and the four-year programs.

The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

School of Liberal Arts Mission Statement

The mission of the School of Liberal Arts (SLA) is *to prepare students to achieve their academic and career goals, immerse them within a learning community characterized by engagement with a rich and diverse liberal arts curriculum, and to cultivate scholarly excellence, cultural awareness, and social responsibility.* The mission of the School aligns with the College's mission and commitment to the belief that an inclusive liberal arts education is a necessary foundation for ongoing intellectual development, professional studies, and effective service to the community.

SECTION II. BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM MISSION, PHILOSOPHY, GOALS, AND OBJECTIVES

BSSW Program Mission

The mission of the BSSW Program is to “*prepare students at the baccalaureate level for entry into generalist social work practice with individuals, families, groups, communities, and organizations, as well as for continued study at the graduate level.*”

BSSW Program Philosophy

“We believe that we can work together to create such an environment of learning that our social work students become conscious of their identities, roles, and responsibilities in society and are inspired to become change agents, seeking to facilitate the empowerment of others as they grapple with oppression and injustice.”

BSSW Curriculum

The BSSW curriculum builds on a solid liberal arts foundation and provides a challenging generalist curriculum. The BSSW program prepares students for generalist social work practice. The program incorporates courses that focus on field education, policies and services, research, social work practice, diversity, populations-at-risk and social and economic justice, and human behavior in the social environment. All courses are aligned to comply with the standards for social work education as defined by the Council on Social Work Education (CSWE) Commission on Accreditation.

BSSW Program’s Conception of Generalist Social Work Practice

The Bachelor of Science in Social Work (BSSW) defines its concept of generalist social work practice using a framework that integrates proficiency in the knowledge, ethics, values, and skills of the social work profession as defined by CSWE.

The BSSW program utilizes the Association of Baccalaureate Social Work Program Directors (BPD) definition of generalist social work practice which is as follows:

Generalist social work practitioners work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

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 social justice.

(Discussed and advanced by the Baccalaureate Program Directors Social Work Continuum Committee and approved by the Board Directors, 2006.)

The Bachelor of Science in Social Work (BSSW) program prepares students for entry-level professional opportunities in *generalist social work* practice with individuals, groups, families, organizations, and communities. This concept of generalist social work practice that characterizes the BSSW program views social work as an empowering profession. In this context, the faculty, administration, staff, students, and community work together to create a learning environment in which students become conscious of their identities, roles, and possibilities in society and are inspired to become change agents, seeking to facilitate the empowerment of others as they grapple with oppression and injustice.

The overarching goal of the BSSW program is to graduate students who will demonstrate proficiency in the knowledge, ethical values, and skills of the profession. The program further emphasizes the importance of preparing students to become generalist practitioners who work in an ethical manner to help alleviate social and economic injustice as engaged, socially responsible citizens in a rapidly changing world. Field education is aligned with the five program goals and twelve objectives which provide the learning context and structure within which field education occurs.

BSSW Program Goals

Listed below are the **five** program goals and **twelve** program objectives:

- Goal I:** To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities
- Goal II:** To prepare students for social work practice with diverse populations and cultures
- Goal III:** To prepare students in the use of social work research to inform and evaluate practice
- Goal IV:** To prepare students for development of a professional identity in concert with social work ethics
- Goal V:** To prepare students to promote social and economic justice for disenfranchised groups through social change and advocacy

The Twelve BSSW Program Objectives are:

- Objective 1** Demonstrate critical thinking in social work practice
- Objective 2** Support and uphold professional social work standards, values, and ethics in social work practice
- Objective 3** Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation and demonstrate knowledge of regional special populations including the elderly and those who are physically or mentally challenged
- Objective 4** Understand the forms and mechanisms of oppression and practice without discrimination and use appropriate social work interventions including political and case advocacy to advance social and economic justice
- Objective 5** Understand the history of the social work profession and its current structures and issues
- Objective 6** Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change
- Objective 7** Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities
- Objective 8** Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities to formulate appropriate policies in response to human needs

- Objective 9** Utilize social work research skills and knowledge to evaluate practice and program effectiveness
- Objective 10** Exercise effective communication skills with a variety of client populations, colleagues, and members of the community
- Objective 11** Exercise use of supervision and consultation to guide social work practice
- Objective 12** Understand and function within the structure of public or private organizations and service delivery systems, seeking organizational change when necessary.

SECTION III. FIELD EDUCATION

This Field Education Manual describes the requirements and responsibilities for students, faculty, and field agencies participating in field work phase of the Medgar Evers College Bachelor of Science in Social Work (BSSW). The Manual provides guidance to Medgar Evers College students in their final year as well as to inform Field Instructors and supervisors regarding their responsibilities in support of the BSSW goals and objectives. Applicable procedures and policies are also included. The field educational experience is an integral part of the BSSW program social work educational curriculum. It engages students in supervised agency-based settings that are designed to prepare students for generalist practice in a variety of settings. The program does not grant social work course credit for life experience or previous work experience in lieu of the field instruction.

Goals and Objectives of Field Education

Field education provides the opportunity to apply concepts and theories learned in the classroom in a professional social work environment. Through their interactions with their field educators, in a structured setting, and field related classroom assignments, students continue to develop the values of the profession while developing their professional identities.

Applications for admission to Field Education are due the third Friday in February each year and failure to complete and submit the application by that date will result in the student not being admitted to Field Education. The application is reviewed by the field education faculty to ensure that student meets the admission criteria and are adequately prepared to report to the field sites.

Students enter field work in their senior year of the BSSW degree program and are expected to complete **15** hours per week for a minimum of **200** hours per semester for a total of **400** hours of field education. In *SW 420/Field Practicum I* and *SW 421/Field Practicum II* (Senior Capstone Course) students engage in structured, individualized learning opportunities working with diverse social, economic, and ethnic populations in a variety of community agency settings.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 12

The field education curriculum is an integral part of the BSSW program, offering students the opportunity to apply what they have learned in their classes to social work practice in an agency setting. The field experience provides the opportunity for students to apply the knowledge and skills, integrate theoretical and practice knowledge, and develop identity as professionals. Field education provides specific opportunities for students to:

- Engage in generalist social work practice with individuals, families, groups, organizations and communities;
- Work with diverse populations and underserved groups;
- Utilize social work research to inform practice;
- Develop a professional identity characterized by social work values and ethics;
- Promote social and economic justice through social change, and
- Apply social work values, knowledge and skills gained during the student career experience.
- Understand the forms and mechanisms of oppression and practice without discrimination and use appropriate social work interventions including political and case advocacy to advance social and economic justice
- Understand the history of the social work profession and its current structures and issues
- Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change
- Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities
- Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities to formulate appropriate policies in response to human need
- Utilize social work research skills and knowledge to evaluate practice and program effectiveness

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 13

- Exercise effective communication skills with a variety of client populations, colleagues, and members of the community
- Exercise use of supervision and consultation to guide social work practice
- Understand and function within the structure of public or private organizations

CSWE Expected Educational Competencies for Social Work

The following nine (9) expected educational competencies are derived from the 2015 CSWE Educational Policy Standards (EPAS) student learning outcomes and are aligned with the twelve BSSW program objectives listed on pages 22 through 36 of this manual. Upon successful completion of field work, students will demonstrate the ability to:

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:

- a) 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.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 14

- b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- d) Use technology ethically and appropriately to facilitate practice outcomes.
- e) Use supervision and consultation to guide professional judgment and behavior.

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:

- a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level.
- b) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 15

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:

- a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b) Engage in practices that advance social, economic, and environmental justice.

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:

- a) Use practice experience and theory to inform scientific inquiry and research.
- b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c) Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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:

- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- b) Assess how social welfare and economic policies impact the delivery of and access to social services.
- c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, 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

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 17

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:

a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, 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 understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

b) 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.

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

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

Competency 8: Intervene with Individuals, Families, 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:

a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

e) Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, 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:

a) Select and use appropriate methods for evaluation of outcomes.

b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 1: Demonstrate Ethical and Professional Behavior

- *Support and uphold professional social work standards, values and ethics in social work Practice.*

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 20

- *Demonstrate critical thinking in social work practice.*
- *Exercise use of supervision and consultation to guide social work practice.*
- *Apply social work values, knowledge and skills gained during the student career experience.*

Competency 2: Engage Diversity and Difference in Practice

- *Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation and demonstrate knowledge of regional special populations including the elderly and those who are physically or mentally challenged.*
- *Exercise effective communication skills with a variety of client populations, colleagues, and members of the community.*

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

- *Exercise effective communication skills with a variety of client populations, colleagues, and members of the community.*
- *Understand the history of the social work profession and its current structures and issues.*

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- *Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.*
- *Utilize social work research skills and knowledge to evaluate practice and program effectiveness.*

Competency 5: Engage in Policy Practice

- *Utilize social work research skills and knowledge to evaluate practice and program effectiveness.*
- *Understand the history of the social work profession and its current structures and issues*

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 21

- *Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities to formulate appropriate policies in response to human needs.*

Competency 6: Engage with Individuals, Families, Groups Organizations, and Communities

- *Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.*
- *Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.*
- *Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities.*

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- *Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.*
- *Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities.*

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- *Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.*

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- *Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities.*

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 22

Linkage between Program Objectives and Course Learning Outcomes / (SLOs)

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9)
SW 220 Introduction to Social Work
1. (220). Explain social work as a profession, including social work functions and how social workers carry out their roles.
2. (220). Describe the history of the social work profession
6. (220). Identify one’s own belief system and values and compare its fit with social work values and ethics.
7. (220). Identify and explain the types of organizations in which social work services are delivered.
8. (220) Explain the concept of social welfare as a social institution
11. (220). Identify the traits, attitudes and values required to be an effective social worker.
12. (220). Explain how the National Association of Social Workers Code of Ethics is applied to social work practice
13. (220). Identify and explain social work roles.
SW 231 Social Work Methods Micro Practice
2. (231) Apply generalist practice skills to social work practice with individuals and families.
5. (231) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on the client system.
6. (231) Apply social work values and ethics to practice.
SW 304 Theories of Human Behavior in the Social Environment
4. (304) Assess the roles of micro, mezzo, and macro systems in the promotion, maintenance, or deterrence of health and well-being of individuals.
6. (304) Recognize, respect, and accept the role of diversity in individual development and behavior across the life span.
7. (304) Apply a social systems perspective to understand the interactions between and among individuals, families, groups, and organizations in the social environment.
8. (304) Apply the generalist perspective in assessment, planning, intervention and evaluation of the client system in the social environment.
SW 307 Social Work Research Methods: Developing A Research Proposal
5.(307) Compare and contrast the philosophical concepts inherent in qualitative and quantitative research approaches

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 23

10. (307) Formulate a social work research proposal that includes a problem formulation, theoretical framework, literature review, & methodology.
SW 308 Social Work Research Methods: Data Analysis
2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.
3. (308) Search the professional literature by accessing library holdings and electronic data bases
4. (308) Present the essential interrelationship between theory and research methods used in social work
6. (308) Critically assess the strengths and weaknesses of various methods of data collection.
7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.
10. (308) Demonstrate elementary competence in analyzing quantitative and qualitative data.
11. (308) Develop a plan to evaluate practice effectiveness.
12. (308) Develop a plan to evaluate program outcomes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work
1. (323) Recall the social work profession’s history, mission, and roles and responsibilities to the profession.
7. (323) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
10. (323) 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.
SW 330 Social Work Methods Mezzo Practice Group and Family
1. (330) Apply social work values and skills to generalist social work practice with groups and families.
3. (330) Evaluate the effectiveness of generalist social work practice with groups and families.
4. (330) Conduct an assessment in generalist social work practice with groups and families.
5. (330) Use the strengths perspective in generalist social work practice with groups and families.
7. (330) Describe the types of groups, the purposes, characteristics and stages of development of groups that common in social work practice
SW 331 Social Work Methods Macro Practice Organizations and Communities

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 24

1 (331). Apply social work knowledge and skills in generalist social work practice (engagement, assessment, planning intervention, evaluation, termination and follow-up) with organizations and communities.
2. (331) Apply to macro practice knowledge of the diversity of racial, ethnic, class, gender, age, sexual orientation, physically and mentally challenged, family structure, marital status and religious differences in groups, organizations and communities.
3 (331). Analyze the impact of oppression on groups identified as populations at risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice.
4. (331) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on urban client systems.
5. (331) Apply social work values and ethics to macro practice.
6. (331) Analyze the impact of social policies on urban populations.
SW 337 Populations at Risk
2. (337) Develop strategies to address the factors that contribute to populations being at risk.
3. (337) Describe the forms and mechanisms of oppression and discrimination and their impact on individuals
4. (337) Describe the causes and impact of economic disparities
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice.
7. (337) Identify and explain strategies to promote and advocate for human and civil rights.
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
9. (337) Analyze current immigration issues affecting populations at risk in the region.
SW 338 Social Welfare Policies and Services
1. (338) Identify and discuss social policies that address specific social problems.
2. (338) Identify social services that address specific social policies.
3. (338) Discuss the impact of social problems on diverse populations and populations at risk.
4. (338) Assess the roles of both private troubles and public issues in the assessment of client systems. .
SW 420 Field Practicum I

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 25

1. (420) Articulate the purpose, objectives, and service programs of their practicum agencies
2. (420) Identify the specific skills used with the service populations of the practicum agency.
3. (420) Identify the specific agency and public policies that direct the practicum agency's services.
4. (420) Apply the knowledge, skills, and values of generalist social practice to practice with individuals, families and small groups.
5. (420) Help client systems to become empowered and active parts of the helping process.
6. (420) Apply knowledge of the role of environment, as a factor in causing as well as solving client problems, in assessment and planning.
8. (420) Facilitate client systems to identify and utilize their strengths.
9. (420) Demonstrate use of professional social work values and ethics in practice.
10. (420) Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity family structure, gender, marital status, national origin, race religion, sex or sexual orientation and demonstrate knowledge of regional and special populations including the elderly and those who are physically or mentally challenged.
11. (420) Practice with knowledge of diversity, respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation, the elderly and those who are physically or mentally challenged.
12. (420) Exercise effective communication skills with a variety of client populations, colleagues and members of the community.
13. (420) Exercise use of supervision and consultation to guide social work practice.
14. (420) Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment in working with individuals, families and small groups.
SW 421 Field Practicum II Seminar Capstone Course
1. (421) Describe the purpose, objectives, and service programs of the practicum agency in which student is placed for internship
2. (421) Use social work skills appropriate to the service populations of the practicum agency.
3. (421) Practice within the guidelines of the agency and public policies that direct the Practicum agency's services.
4. (421) Apply social work knowledge and theories of human development and human behavior in the social environment to generalist social work practice.
5. (421) Practice within the guidelines of the values and ethics specified in the National Association of Social Workers Code of Ethics.
6. (421) Help client systems to become empowered and active parts of the helping process.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 26

7. (421) Demonstrate the ability to establish a worker/client relationship that incorporates the essential elements of the engagement phase.
8. (421) Apply knowledge of the role of the environment in general social practice.
9. (421) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow up) in practice with individuals, families and small groups.
10. (421) Facilitate client systems to identify and utilize their strengths.
11. (421) Practice with knowledge of diversity, respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation, the elderly and those who are physically or mentally challenged.
12. (421) Practice without discrimination.
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.
14. (421) Demonstrate effective communication skills with a variety of client populations, colleagues and members of the community.
15. (421) Use supervision and consultation appropriately to guide social work practice.
16. (421) Apply empirically based theories to generalist social work practice with individuals, families and small groups.

Objective #2. Support and uphold professional social work standards, values and ethics in social work practice. (Competencies 1, 2, 3)
SW 220 Introduction to Social Work
1. (220) Explain social work as a profession, including social work functions and how social workers carry out their roles.
2. (220) Describe the history of the social work profession
3. (220) Explain the relationship between people and their social environment
4 (220) Explain the significance of self-awareness in the social work helping role.
5. (220) Communicate sensitivity to the importance of diversity, including race, ethnicity, culture, age, gender, socio-economic status, sexual orientation, and physical and mental abilities.
6. (220) Identify one's own belief system and values and compare its fit with social work values and ethics.
7. (220) Identify and explain the types of organizations in which social work services are delivered.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 27

8. (220) Explain the concept of social welfare as a social institution.
9. (220) Identify and explain causes and consequences of oppression.
10. (220) Identify factors that lead to the creation of populations-at-risk.
11. (220) Identify the traits, attitudes and values required to be an effective social worker.
12. (220) Explain how the National Association of Social Workers Code of Ethics is applied to social work practice.
13. Identify and explain social work roles.
SW 231 Social Work Methods Micro Practice
3. (231) Understand and apply to practice knowledge of the racial, ethnic, class, gender, age, sexual orientation, physical, mental, family structure, marital status and religious differences of clients.
4. (231) Analyze the impact of oppression on the lives of vulnerable groups such as women and children, elderly, gays, lesbian, bisexual and transgender, and physically and mentally challenged in order to promote social and economic justice in the lives of clients.
6. (231) Apply social work values and ethics to practice
SW 304 – Theories of Human Behavior in the Social Environment
3. (304) Assess normal development, within the cultural context, across the individual and family life span.
5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.
6. (304) Recognize, respect and accept the role of diversity in individual development and behavior across the life span.
SW 307 Social Work Research Methods: Developing A Research Proposal
3. (307) Identify the historical context of the research topic.
4. (307) Differentiate between social work problems and non-social work problems.
8. (307) Utilize formal and informal sources.
11. (307) Construct the proposed social work research within a social justice lens.
SW 308 Social Work Research Methods: Data Analysis
2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 28

3. (308) Search the professional literature by accessing library holdings and electronic data bases
5.(308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design
6. (308) Critically assess the strengths and weaknesses of various methods of data collection.
7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.
9. (308) Interpret quantitative data by inferential statistics, and qualitative data by the emerging patterns and themes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work
1.Recall the social work profession’s history, mission, and roles and responsibilities to the profession.
2. (323) Draw on the historical context of social injustice to explain how a person’s life experiences may include oppression, poverty, marginalization, and alienation, in addition to power, privilege, acclaim, and or liberation.
3. (323) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with all clients and constituencies.
4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.
5. (323) Engage in practices that advance social, economic, and environmental justice.
6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.
SW 330 Group and Family Dynamics
1. (330) Apply social work values and ethics to generalist social work practice with groups and families
6. (330) Apply knowledge of diversity in practice with groups and families.
SW 331 Social Work Methods Macro Practice Organizations and Communities
1. (331) Apply social work knowledge and skills in generalist social work practice (engagement, assessment, planning, intervention, evaluation, termination and follow-up) with organizations and communities.
2. (331) Apply to macro practice knowledge of the diversity of racial, ethnic, class, gender, age, sexual orientation, physically and mentally challenged, family structure, marital status and religious differences in groups, organizations and communities.
3. (331) Analyze the impact of oppression on groups identified as populations at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice
4. Identify individual, family and environmental strengths, challenges, capacities and resources that impact on urban client systems

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 29

5. Apply social work values and ethics to macro practice.
6. (331) Analyze the impact of social policies on urban populations.
SW 337 Populations at Risk
2. (337) Develop strategies to address the factors that contribute to populations at risk.
3. (337) Describe the forms of mechanisms of oppression and discrimination and their impact on individuals.
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families.
6. (337) Describe and explain basic human and civil rights.
7. (337) Identify and explain strategies to promote and advocate for human and civil rights
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
SW 338 Social Welfare Policies and Services
3. (338) Discuss the impact of social problems on diverse populations and populations at risk.
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems
SW 420 Field Practicum I
1. (420) Articulate the purpose, objectives, and service programs of their practicum agencies.
2. (420) Identify the specific skills used with the service populations of the practicum agency.
3. (420) Identify the specific agency and public policies that direct the practicum agency's services.
4. (420) Apply the knowledge, skills, and values of generalist social practice to practice with individuals, families and small groups.
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
8. (420) Facilitate client systems to identify and utilize their strengths.
9. (420) Demonstrate use of professional social work values and ethics in practice.
10. (420) Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity family structure, gender, marital status, national origin, race religion, sex or sexual orientation and demonstrate knowledge of regional and special populations including the elderly and those who are physically or mentally challenged.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 30

11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
12. (420) Exercise effective communication skills with a variety of client populations, colleagues and members of the community.
13. (420) Exercise use of supervision and consultation to guide social work practice.
14. (420) Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment in working with individuals, families and small groups.
SW 421 Field Practicum II Seminar Capstone Course
1. (421) Describe the purpose, objectives, and service programs of the practicum agency in which student is placed for internship.
2. (421) Use social work skills appropriate to the service populations of the practicum agency.
3. (421) Practice within the guidelines of the agency and public policies that direct the Practicum agency's services.
4. (421) Apply social work knowledge and theories of human development and human behavior in the social environment to generalist social work practice.
5. (421) Practice within the guidelines of the values and ethics specified in the National Association of Social Workers Code of Ethics.
6. (421) Help client systems to become empowered and active parts of the helping process.
7. (421) Demonstrate the ability to establish a worker/client relationship that incorporates the essential elements of the engagement phase.
8. (421) Apply knowledge of the role of the environment in general social practice.
9. (421) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
10. (421) Facilitate client systems to identify and utilize their strengths.
11. (421) Practice with knowledge of diversity, respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation, the elderly and those who are physically or mentally challenged.
12. (421) Practice without discrimination.
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.
14. (421) Demonstrate effective communication skills with a variety of client populations, colleagues and members of the community.
15. (421) Use supervision and consultation appropriately to guide social work practice.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 31

16. (421) Apply empirically based theories to generalist social work practice with individuals, families and small groups.

Objective #3. Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation and demonstrate knowledge of regional special populations including the elderly and those who are physically or mentally challenged. (Competencies 2, 3)

SW 220 Introduction to Social Work

3. (220) Explain the relationship between people and their social environment

4. (220) Explain the significance of self-awareness in the social work helping role

5. (220) Communicate sensitivity to the importance of diversity, including race, ethnicity, culture, age, gender, socioeconomic status, sexual orientation, and physical and mental abilities.

9. (220) Identify some of the causes and consequences of oppression and the creation of populations-at-risk.

10. (220) Communicate an understanding of the unique circumstances which confront persons in crisis.

SW 231 Social Work Methods Micro Practice

3. (231) Understand and apply to practice knowledge of the racial, ethnic, class, gender, age, sexual orientation, physical, mental, family structure, marital status and religious differences of clients.

4. (231) Analyze the impact of oppression on the lives of vulnerable groups such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged in order to promote social and economic justice in the lives of clients.

SW 304 Theories of Human Behavior in the Social Environment

3. (304) Assess normal development, within the cultural context, across the individual and family life span.

5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.

6. (304) Recognize, respect, and accept the role of diversity in individual development and behavior across the life span.

SW 307 Social Work Research Methods: Developing A Research Proposal

3. (307) Identify the historical context of the research topic.

4. (307) Differentiate between social work problems and non-social work problems

8. (307) Utilize formal and informal sources.
11. (307) Construct the proposed social work research within a social justice lens
SW 308 Social Work Research Methods: Data Analysis
2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.
3. (308) Search the professional literature by accessing library holdings and electronic data bases
5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design
6. (308) Critically assess the strengths and weaknesses of various methods of data collection.
7. (308) Select a study methodology that aligns with the proposed research from SW 307 within a social justice context.
9. (308) Interpret quantitative data by inferential statistics, and qualitative data by the emerging patterns and themes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work
2. (323) Draw on the historical context of social injustice to explain how a person’s life experiences may include oppression, poverty, marginalization, and alienation, in addition to power, privilege, acclaim, and or liberation.
3. (323) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with all clients and constituencies.
4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels
5. (323) Engage in practices that advance social, economic, and environmental justice.
6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.
SW 330 Group and Family Dynamics
6. (330) Apply knowledge of diversity in generalist social work practice with groups and families.
SW 331 Social Work Practice Methods II (Service Learning)
2. (331) Apply to macro practice knowledge of the diversity of racial, ethnic, class, gender, age, sexual orientation, physically and mentally challenged, family structure, marital status and religious differences in groups, organizations and communities.
3. (331) Analyze the impact of oppression on groups identified as populations at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice
SW 337 Populations at Risk

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 33

2. (337) Develop strategies to Address the factors that contribute to populations at risk.
3. (337) Describe the forms and mechanisms of oppression and discrimination and their impact on individuals.
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families
6. (337) Describe and explain basic human and civil rights.
7. (337) Identify and explain strategies to promote and advocate for human and civil rights.
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
SW 338 Social Welfare Policies and Services
3. (338) Discuss the impact of social problems on diverse populations and populations at risk.
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.
SW 420 Field Practicum I
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
8. (420) Facilitate client systems to identify and utilize their strengths.
10. (420) Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity family structure, gender, marital status, national origin, race religion, sex or sexual orientation and demonstrate knowledge of regional and special populations including the elderly and those who are physically or mentally challenged.
11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
SW 421 Field Practicum II Seminar Capstone Course
6. (421) Help client systems to become empowered and active parts of the helping process.
8. (421) Apply knowledge of the role of the environment in general social practice
11. (421) Practice with knowledge of diversity, respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation, the elderly and those who are physically or mentally challenged.
12. (421) Practice without discrimination.
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 34

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 35

Objective #4. Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice. (Competencies 2, 3, 5, 8)

SW 220 - Introduction to Social Work

3. (220) Explain the relationship between people and their social environment

4. (220) Explain the significance of self-awareness in the social work helping role

5. (220). Demonstrate awareness of and sensitivity to the importance of diversity, including race, ethnicity, culture, age, gender, socio-economic status, sexual orientation, and physical and mental abilities.

9. (220) Identify some of the causes and consequences of oppression and the creation of populations-at-risk.

10. (220) Communicate an understanding of the unique circumstances which confront persons in crisis.

SW 231 Social Work Methods Micro Practice

3. (231) Understand and apply to practice knowledge of the racial, ethnic, class, gender, age, sexual orientation, physical, mental, family structure, marital status and religious differences of clients.

4. (231) Analyze the impact of oppression on the lives of vulnerable groups such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged in order to promote social and economic justice in the lives of clients.

SW 304 – Theories of Human Behavior in the Social Environment

3. (304) Assess normal development, within the cultural context, across the individual and family life span.

5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.

6. (304) Recognize, respect and accept the role of diversity in individual development and behavior across the life span.

SW 307 Social Work Research Methods: Developing A Research Proposal

3. (307) Identify the historical context of the research topic.

4. (307) Differentiate between social work problems and non-social work problems

8. (307) Utilize formal and informal sources.

11. (307) Construct the proposed social work research within a social justice lens.

SW 308 Social Work Research Methods: Data Analysis

2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.
3. (308) Search the professional literature by accessing library holdings and electronic data bases
5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design
6. (308) Critically assess the strengths and weaknesses of various methods of data collection.
7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.
9. (308) Interpret quantitative data by inferential statistics, and qualitative data by the emerging patterns and themes.
11. (308) Develop a plan to evaluate practice effectiveness.
12. (308) Develop a plan to evaluate program outcomes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work
2. (323) Draw on the historical context of social injustice to explain how a person’s life experiences may include oppression, poverty, marginalization, and alienation, in addition to power, privilege, acclaim, and or liberation.
3. (323) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with all clients and constituencies,
4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.
5. (323) Engage in practices that advance social, economic, and environmental justice.
6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.
7. (323) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
SW 330 Social Work Methods Mezzo Practice Group and Family
5. (330) Use the strengths perspective in generalist social work practice with groups and families.
6. (330) Apply knowledge of diversity in practice with groups and families.
7. (330) Describe the types of groups, the purposes, characteristics and stages of development of groups that common in social work practice
SW 331 Social Work Methods Macro Practice Organizations and Communities
1. (331) Apply social work knowledge and skills in generalist social work practice (engagement, assessment, planning, intervention, evaluation, termination and follow-up) with organizations and communities
2. (331) Apply to macro practice knowledge of the diversity of racial, ethnic, class, gender, age, sexual orientation, physically and mentally challenged, family structure, marital status and religious differences in groups, organizations and communities

3 (331). Analyze the impact of oppression on groups identified as populations-at- risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice.
6. (331) Analyze the impact of social policies on urban populations.
SW 337 Populations at Risk
2. (337) Develop strategies to address the factors that contribute to populations being at risk.
3. (337) Describe the forms and mechanisms of oppression and discrimination and their impact on individuals.
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice.
6. (337) Describe and explain basic human and civil rights.
7. (337) Identify and explain strategies to promote and advocate for human and civil rights.
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
9. (337) Analyze current immigration issues affecting populations at risk in the region.
SW 338 Social Welfare Policies and Services
1. (338) Articulate the historical development of social work as a profession, social welfare policies and social services.
2. (338) Articulate current social welfare policies and social services.
3. (338) Discuss the impact of social problems on diverse populations and populations at risk.
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.
SW 420 Field Practicum I
5. (420) Help client systems to become empowered and active parts of the helping process.
6. (420) Apply knowledge of the role of environment, as a factor in causing as well as solving client problems, in assessment and planning.
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
10. (420) Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity family structure, gender, marital status, national origin, race religion, sex or sexual orientation and demonstrate knowledge of regional and special populations including the elderly and those who are physically or mentally challenged.
11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.

14. (420) Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment in working with individuals, families and small groups.

SW 421 Field Practicum II Seminar Capstone Course

3. (421) Practice within the guidelines of the agency and public policies that direct the Practicum agency's services.

5. (421) Practice within the guidelines of the values and ethics specified in the National Association of Social Workers Code of Ethics.

6. (421) Help client systems to become empowered and active parts of the helping process.

8. (421) Apply knowledge of the role of the environment in general social practice.

10. (421) Facilitate client systems to identify and utilize their strengths.

11. (421) Practice with knowledge of diversity, respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation, the elderly and those who are physically or mentally challenged.

12. (421) Practice without discrimination.

13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.

Objective #5. Understand the history of the social work profession and its current structures and issues. (Competencies 3, 5)

SW 220 Introduction to Social Work

No applicable SLOs

SW 231 Social Work Methods Micro Practice

No applicable SLOs

SW 304 Theories of Human Behavior in the Social Environment

5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.

SW 307 Social Work Research Methods: Developing A Research Proposal

3. (307) Identify the historical context of the research topic.

4. (307) Differentiate between social work problems and non-social work problems

11. (307) Construct the proposed social work research within a social justice lens.

SW 308 Social Work Research Methods: Data Analysis

5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design

7. (308) Select a study methodology that aligns with the proposed research from SW 307 within a social justice context.

SW 323 Social Justice, Diversity, and Intersectionality in Social Work

4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.

5. (323) Engage in practices that advance social, economic, and environmental justice.

6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.

7. (323) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

SW 330 Social Work Methods Mezzo Practice Group and Family

6. (330) Apply knowledge of diversity in practice with groups and families

SW 331 Social Work Methods Macro Practice Organizations and Communities

3. (331) Analyze the impact of oppression on groups identified as populations-at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice.

6. (331) Analyze the impact of social policies on urban populations.

SW 337 Populations at Risk

2. (337) Develop strategies to address the factors that contribute to populations being at risk.

5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families.

6. (337) Describe and explain basic human and civil rights.

7. (337) Identify and explain strategies to promote and advocate for human and civil rights.

8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.

9. (337) Analyze current immigration issues affecting populations at risk in the region

SW 338 Social Welfare Policies and Services

1. (338) Identify and discuss social policies that address specific social problems.

6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.

SW 420 Field Practicum I

7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.

11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.

13 (420) Exercise use of supervision and consultation to guide social work practice.

SW 421 Field Practicum II Seminar Capstone Course

8. (421) Apply knowledge of the role of the environment in general social practice

12. (421) Practice without discrimination.

13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.

Objective #6. Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change. (Competencies 3, 5, 7, 8)

SW 220 Introduction to Social Work

No applicable SLOs

SW 231 Social Work Methods Micro Practice

2. (231) Apply generalist practice skills to social work practice with individuals and families

5. (231) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on the client system.

SW 304 Theories of Human Behavior in the Social Environment

4. (304) Assess the roles of micro, mezzo, and macro systems in the promotion, maintenance, or deterrence of health and well-being of individuals.

5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.

7. (304) Apply a social systems perspective to understand the interactions between and among individuals, families, groups, and organizations in the social environment.

8. (304) Apply the generalist perspective in assessment, planning, intervention and evaluation of the client system in the social environment.

SW 307 Social Work Research Methods: Developing A Proposal

3. (307) Identify the historical context of the research topic.

4. (307) Differentiate between social work problems and non-social work problems

11. (307) Construct the proposed social work research within a social justice lens.

SW 308 Social Work Research Methods: Data Analysis

2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.

3. (308) Search the professional literature by accessing library holdings and electronic data bases

5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design

7. (308) Select a study methodology that aligns with the proposed research from SW 307 within a social justice context.

11. (308) Develop a plan to evaluate practice effectiveness

12. (308) Develop a plan to evaluate program outcomes.

SW 323 Social Justice, Diversity, and Intersectionality in Social Work

4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.

5. (323) Engage in practices that advance social, economic, and environmental justice.

6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.

7. (323) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

10. (323) 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.

SW 3 Social Work Methods Mezzo Practice Group and Family

4. (330) Conduct an assessment in generalist social work practice with groups and families.

5. (330) Use the strengths perspective in generalist social work practice with groups and families.

7. (330) Describe the types of groups, the purpose, characteristics and stages of development of groups that are common in social work practice.

SW 331 Social Work Methods Macro Practice Organizations and Communities

1. (331). Apply social work knowledge and skills in generalist social work practice (engagement, assessment, planning intervention, evaluation, termination and follow-up) with organizations and communities.

3. (331) Analyze the impact of oppression on groups identified as populations-at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice.

4. (331) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on urban client systems.

6. (331) Analyze the impact of social policies on urban populations.

SW 337 Populations at Risk

1. (337) Identify and explain Factors that contribute to populations being at risk

2. (337) Develop strategies to address the factors that contribute to populations being at risk.

3. (337) Describe the forms of mechanisms of oppression and discrimination and their impact on individuals.

4. (337) Describe the causes and impact of economic disparities.

5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families

6. (337) Describe and explain basic human and civil rights

7. (337) Identify and explain strategies to promote and advocate for human and civil rights.

8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.

9. (337) Analyze current immigration issues affecting populations at risk in the region.

SW 338 Social Welfare Policies and Services

1. (338) Identify and discuss social policies that address specific social problems.

2. (338) Identify social services that address specific social policies.

4. (338) Assess the roles of both private troubles and public issues in the assessment of client systems. .

6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.

SW 420 Field Practicum I

2. (420) Identify the specific skills used with the service population of the practicum agency.

5. (420) Help client systems to become empowered and active parts of the helping process.

6. (420) Apply knowledge of the role of environment, as a factor in causing as well as solving client problems, in assessment and planning.
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
13 (420) Exercise use of supervision and consultation to guide social work practice.
SW 421 Field Practicum II Seminar Capstone Course
2. (421) Use social work skills appropriate to the service populations of the practicum agency.
3. (421) Practice within the guidelines of the agency and public policies that direct the Practicum agency's services.
5. (421) Practice within the guidelines of the values and ethics specified in the National Association of Social Workers Code of Ethics.
7. (421) Demonstrate the ability to establish a worker/client relationship that incorporates the essential elements of the engagement phase.
8. (421) Apply knowledge of the role of the environment in general social practice.
9. (421) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
10. (421) Facilitate client systems to identify and utilize their strengths.
12. (421) Practice without discrimination
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.

Objective #7. Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups, and communities. (Competencies 3, 4, 6)

SW 220- Introduction to Social Work

No Applicable SLOs

SW 231 Social Work Methods Micro Practice

1. (231) Apply social work knowledge and skills in establishing relationships with clients.

SW 304 Theories of Human Behavior in the Social Environment

1. (304) 1. Apply knowledge and theories of biological, psychological, social, cultural and spiritual development of individuals and families across the life span to generalist social work practice.

2. (304) Apply knowledge and theories of individual and group behavior in the social environment to generalist social work practice.

5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.

SW 307 Social Work Research Methods: Developing A Proposal

1. (307) Explain the scientific method

2. (307) Discuss research within a social work context.

3. (307) Identify the historical context of the research topic.

4. (307) Differentiate between social work problems and non-social work problems

6. (307) Distinguish between empirical and non-empirical sources

7. (307) Appraise the literature for its relationship to the research topic.

9. (307) Create a social work research proposal individually or collaboratively.

11. (307) Construct the proposed social work research within a social justice lens.

12. (307) Justify the proposed research within a social work context.

SW 308 Social Work Research Methods: Data Analysis

1. (308) Define what is meant by the “scientific method”

2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.

3. (308) Search the professional literature by accessing library holdings and electronic data bases
4. (308) Present the essential interrelationship between theory and research methods used in social work
5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design
6. (308) Critically assess the strengths and weaknesses of various methods of data collection.
7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.
8. (308) Interpret quantitative data by descriptive statistics and qualitative data by open coding, axial coding, selective coding, theoretical sampling and memoing used in Grounded Theory Methodology (GTM).
9. (308). Interpret quantitative data by inferential statistics, and qualitative data by the emerging patterns and themes
11. (308) Develop a plan to evaluate practice effectiveness.
12. (308) Develop a plan to evaluate program outcomes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work
4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.
5. (323) Engage in practices that advance social, economic, and environmental justice.
6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.
8. (323) Examine how their how their personal experiences, positionality, and affective reactions may impact their ability to effectively engage with clients and constituencies.
9. (323) Use empathy, reflections, and interpersonal skills to effectively engage clients and constituencies.
SW 330 Social Work Methods Mezzo Practice Group and Family
2. (330) Apply social work knowledge and skills to generalist social work practice (engagement, assessment, planning, intervention, evaluation, termination and follow-up) with groups and families
8. (330) Demonstrate beginning skills in group leadership
SW 331 Social Work Methods Macro Practice Organizations and Communities
3. (331) Analyze the impact of oppression on groups identified as populations-at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice
5. (331) Apply social work values and ethics to macro practice.

SW 337 Populations at Risk

1. (337) Identify and explain factors that contribute to populations being at risk
2. (337) Develop strategies to address the factors that contribute to populations at risk
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families
6. (337) Describe and explain basic human and civil rights
7. (337) Identify and explain strategies to promote and advocate for human and civil rights.
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.

SW 338 Social Welfare Policies and Services

5. (338) Identify stressors in the social environment that contribute to the continuation of the problem and strengths in the social environment that could be used to address the problem.
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.

SW 420 Field Practicum I

1. (420) Articulate the purpose, objectives, and service programs of their practicum agencies.
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
12. (420) Exercise effective communication skills with a variety of client populations, colleagues and members of the community.

SW 421 Field Practicum II

4. (421) Apply social work knowledge and theories of human development and human behavior in the social environment to generalist social work practice.
8. (421) Apply knowledge of the role of the environment in general social practice.
12. (421) Practice without discrimination
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.
14. (421) Demonstrate effective communication skills with a variety of client populations, colleagues and members of the community

16. (421) Apply empirically based theories to generalist social work practice with individuals, families and small groups

Objective #8. Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities to formulate appropriate policies in response to human needs. (Competencies 3, 5, 7, 9)
SW 220 Introduction to Social Work
No Applicable SLOs
SW 231 Social Work Methods Micro Practice
2. (231) Apply generalist practice skills to social work practice with individuals and families.
5. (231) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on the client system
SW 304 Theories of Human Behavior in the Social Environment
4. (304) Assess the roles of micro, mezzo, and macro systems in the promotion, maintenance, or deterrence of health and well-being of individuals.
5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.
7. (304) Apply a social systems perspective to understand the interactions between and among individuals, families, groups, and organizations in the social environment.
8. (304) Apply the generalist perspective in assessment, planning, intervention and evaluation of the client system in the social environment.
SW 307 Social Work Research Methods: Developing A Proposal
3. (307) Identify the historical context of the research topic.
4. (307) Differentiate between social work problems and non-social work problems.
5. (307) Compare and contrast the philosophical concepts inherent in qualitative and quantitative research approaches.
10. (307) Formulate a social work research proposal that includes a problem formulation, theoretical framework, literature review, & methodology.
11. (307) Construct the proposed social work research within a social justice lens.
SW 308 Social Work Research Methods: Data Analysis
2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.
3. (308) Search the professional literature by accessing library holdings and electronic data bases
5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design

7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.
11. (308) Develop a plan to evaluate practice effectiveness.
12. (308) Develop a plan to evaluate program outcomes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work
4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.
5. (323) Engage in practices that advance social, economic, and environmental justice.
6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.
7. (323) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
10. (323) 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.
SW 330 Social Work Methods Mezzo Practice Group and Family
3. (330) Evaluate the effectiveness of generalist social work practice with groups and families.
4. (330) Conduct an assessment in generalist social work practice with groups and families.
SW 331 Social Work Methods Macro Practice Organizations and Communities
3 (331). Analyze the impact of oppression on groups identified as populations-at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice.
4. (331) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on urban client systems.
6. (331) Analyze the impact of social policies on urban populations.
SW 337 Populations at Risk
1.(337) Identify and explain factors that contribute to populations being at risk.
2. (337) Develop strategies to address the factors that contribute to populations being at risk.
3. (337) Describe the forms of mechanisms of oppression and discrimination and their impact on individuals.
4. (337) Describe the causes and Impact of economic disparities.
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice.

6. (337) Describe and explain basic human and civil rights.
7. (337) Identify and explain strategies to promote and advocate for human and civil rights.
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
9. (337) Analyze current immigration issues affecting populations at risk in the region.
SW 338 Social Welfare Policies and Services
1. (338) Identify and discuss social policies that address specific social problems.
3. (338) Discuss the impact of social problems on diverse populations and populations at risk.
4. (338) Assess the roles of both private troubles and public issues in the assessment of client systems. .
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.
SW 420 Field Practicum I
2. (420) Identify the specific skills used with the service population of the practicum agency.
3. (420) Identify the specific agency and public policies that direct the practicum agency's services.
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
13 (420) Exercise use of supervision and consultation to guide social work practice.
14. (420) Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment in working with individuals, families and small groups.
SW 421 Field Practicum II Seminar Capstone Course
1 (421) Describe the purpose, objectives, and service programs of the practicum agency in which student is placed for internship.
2. (421) Use social work skills appropriate to the service population of the practicum agency
7. (421) Demonstrate the ability to establish a worker/client relationship that incorporates the essential elements of the engagement phase
8. (421) Apply knowledge of the role of the environment in general social practice.

9. (421) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.

12. (421) Practice without discrimination

13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.

15. (421) Use supervision and consultation appropriately to guide social work practice

Objective #9. Utilize social work research skills and knowledge to evaluate practice and program effectiveness. (Competencies 3, 5, 9)
SW 220 Introduction to Social Work
No Applicable SLOs
SW 231 Social Work Methods Micro Practice
No Applicable SLOs
SW 304 Theories of Human Behavior in the Social Environment
5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.
SW 307 Social Work Research Methods: Developing A Proposal
3. (307) Identify the historical context of the research topic.
4. (307) Differentiate between social work problems and non-social work problems.
5. (307) Compare and contrast the philosophical concepts inherent in qualitative and quantitative research approaches.
10. (307) Formulate a social work research proposal that includes a problem formulation, theoretical framework, literature review, & methodology.
11. (307) Construct the proposed social work research within a social justice lens.
SW (308) Social Work Research Methods: Data Analysis
3. (308) Search the professional literature by accessing library holdings and electronic data bases
4. (308) Present the essential interrelationship between theory and research methods used in social work
5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design
7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.
10. (308) Demonstrate elementary competence in analyzing quantitative and qualitative data.
11. (308) Develop a plan to evaluate practice effectiveness.
12. (308) Develop a plan to evaluate program outcomes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work

4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.
5. (323) Engage in practices that advance social, economic, and environmental justice.
6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.
7. (323) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
SW 330 Social Work Methods Mezzo Practice Group and Family
3. (330) Evaluate the effectiveness of generalist social work practice with groups and families
SW 331 – Social Work Practice Methods II (Service Learning)
3. (331) Analyze the impact of oppression on groups identified as populations-at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice.
6. (331) Analyze the impact of social policies on urban populations
SW 337 Populations at Risk
2. (337) Develop strategies to address the factors that contribute to populations at risk
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families
6. (337) Describe and explain basic human and civil rights
7. (337) Identify and explain strategies to promote and advocate for human and civil rights
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice
9. (337) Analyze current immigration issues affecting populations at risk in the region.
SW 338 Social Welfare Policies and Services
1. (338) Identify and discuss social policies that address specific social problems.
3. (338) Discuss the impact of social problems on diverse populations and populations at risk.
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.
SW 420 Field Practicum I
3. (420) Identify the specific agency and public policies that direct the practicum agency's services.

7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
13 (420) Exercise use of supervision and consultation to guide social work practice.
14. (420) Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment in working with individuals, families and small groups.
SW 421- Field Practicum II
1. (421) Describe the purpose, objectives, and service programs of the practicum agency in which student is placed for internship
8. (421) Apply knowledge of the role of the environment in general social practice
12. (421) Practice without discrimination
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.
15. (421) Use supervision and consultation appropriately to guide social work practice

Objective #10. Exercise effective communication skills with a variety of client populations, colleagues, and members of the community. (Competencies 1, 3, 6)

SW 220 Introduction to Social Work

1. (220) Communicate an understanding of social work as a profession, including social work functions and how social workers carry out their roles.

2. (220) Describe the history of the social work profession

6. (220) Identify one's own belief system and values and compare its fit with social work values and ethics.

7. (220) Identify and explain the types of organizations in which social work services are delivered.

8. (220) Explain the concept of social welfare as a social institution.

SW 231 Social Work Methods Micro Practice

1. (231) Apply social work knowledge and skills in establishing relationships with clients.

6. (231) Apply social work values and ethics to practice

SW 304 Theories of Human Behavior in the Social Environment

1. (304) Apply knowledge and theories of biological, psychological, social, cultural and spiritual development of individuals and families across the life span to generalist social work practice

2. (304) Apply knowledge and theories of individual and group behavior in the social environment to generalist social work practice.

5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty.

SW 307 Social Work Research Methods: Developing A Proposal

3. (307) Identify the historical context of the research topic.

4. (307) Differentiate between social work problems and non-social work problems.

9. (307) Create a social work research proposal individually or collaboratively.

11. (307) Construct the proposed social work research within a social justice lens.

SW 308 Social Work Research Methods: Data Analysis

1. (308) Present the essential interrelationship between theory and research methods used in social work

4. (308) Present the essential interrelationship between theory and research methods used in social work

5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design
6. (308) Critically assess the strengths and weaknesses of various methods of data collection.
7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.
11. (308) Develop a plan to evaluate practice effectiveness.
12. (308) Develop a plan to evaluate program outcomes.
SW 323 Social Justice, Diversity, and Intersectionality in Social Work
1. (323) Recall the social work profession's history, mission, and roles and responsibilities to the profession.
4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels
5. (323) Engage in practices that advance social, economic, and environmental justice
6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.
8. (323) Examine how their how their personal experiences, positionality, and affective reactions may impact their ability to effectively engage with clients and constituencies.
9. (323) Use empathy, reflections, and interpersonal skills to effectively engage clients and constituencies.
SW 330 Social Work Methods Mezzo Practice Group and Family
1. (330) Apply social work knowledge and skills in generalist social work practice (engagement, assessment, planning, intervention, evaluation, termination and follow-up) with organizations and communities.
8. (330) Demonstrate beginning skills in group leadership.
SW 331 Social Work Methods Macro Practice Organizations and Communities
1. (331) Apply social work knowledge and skills in generalist social work practice (engagement, assessment, planning, intervention, evaluation, termination and follow-up) with organizations and communities.
2. (331) Apply to macro practice knowledge of the diversity of racial, ethnic, class, gender, age, sexual orientation, physically and mentally challenged, family structure, marital status and religious differences in groups, organizations and communities.
3. (331) Analyze the impact of oppression on groups identified as populations at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice
4. (331) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on urban client systems

5. (331) Apply social work values and ethics to macro practice.
6. (331) Analyze the impact of social policies on urban populations
8. (331) Demonstrate beginning skills in group leadership
SW 337 Populations at Risk
2. (337) Develop strategies to address the factors that contribute to populations at risk
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families
6. (337) Describe and explain basic human and civil rights.
7. (337) Identify and explain strategies to promote and advocate for human and civil rights.
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
SW 338 Social Welfare Policies and Services
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.
SW 420 Field Practicum I
1. (420) Articulate the purpose, objectives, and service programs of their practicum agencies.
2. (420) Identify the specific skills used with the service population of the practicum agency.
3. (420) Identify the specific agency and public policies that direct the practicum agency's services.
4. (420) Apply the knowledge, skills, and values of generalist social practice to practice with individuals, families and small groups.
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
8. (420) Facilitate client systems to identify and utilize their strengths.
9. (420) Demonstrate use of professional social work values and ethics in practice.
10. (420) Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity family structure, gender, marital status, national origin, race religion, sex or sexual orientation and demonstrate knowledge of regional and special populations including the elderly and those who are physically or mentally challenged.

11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
12. (420) Exercise effective communication skills with a variety of client populations, colleagues and members of the community.
13. (420) Exercise use of supervision and consultation to guide social work practice.
14. (420) Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment in working with individuals, families and small groups.
SW 421 Field Practicum II Seminar Capstone Course
1. (421) Describe the purpose, objectives, and service programs of the practicum agency in which student is placed for internship.
2. (421) Use social work skills appropriate to the service populations of the practicum agency.
3. (421) Practice within the guidelines of the agency and public policies that direct the Practicum agency's services
4. (421) Apply social work knowledge and theories of human development and human behavior in the social environment to generalist social work practice
5. (421) Practice within the guidelines of the values and ethics specified in the National Association of Social Workers Code of Ethics
6. (421) Help client systems to become empowered and active parts of the helping process.
7. (421) Demonstrate the ability to establish a worker/client relationship that incorporates the essential elements of the engagement phase.
8. (421) Apply knowledge of the role of the environment in general social practice
9. (421) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
10. (421) Facilitate client systems to identify and utilize their strengths.
11. (421) Practice with knowledge of diversity, respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation, the elderly and those who are physically or mentally challenged.
12. (421) Practice without discrimination
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.
14. (421) Demonstrate effective communication skills with a variety of client populations, colleagues and members of the community.
15. (421) Use supervision and consultation appropriately to guide social work practice.

16. (421) Apply empirically based theories to generalist social work practice with individuals, families and small groups

Objective #11. Exercise use of supervision and consultation to guide social work practice. (Competencies 1, 9)

SW 220 Introduction to Social Work

1. (220) Explain social work as a profession, including social work functions and how social workers carry out their roles.

2. (220) Describe the history of the social work profession

6. (220) Identify one's own belief system and values and compare its fit with social work values and ethics.

7. (220) Identify and explain the types of organizations in which social work services are delivered.

8. (220) Explain the concept of social welfare as a social institution.

11. (220) Identify the traits, attitudes and values required to be an effective social worker.

12. (220) Explain how the National Association of Social Workers Code of Ethics is applied to social work practice.

13.(220) Identify and explain social work roles.

SW 231 Social Work Practice Methods 1

6.(231) Apply social work values and ethics to practice.

SW 304 Theories of Human Behavior in the Social Environment

Not applicable

SW 307 Social Work Research Methods: Developing A Research Proposal

5. (307) Compare and contrast the philosophical concepts inherent in qualitative and quantitative research approaches

10. (307) Formulate a social work research proposal that includes a problem formulation, theoretical framework, literature review, & methodology.

SW (308) Social Work Research Methods: Data Analysis

3. (308) Search the professional literature by accessing library holdings and electronic data bases

4. (308) Present the essential interrelationship between theory and research methods used in social work.

6.(308) Critically assess the strengths and weaknesses of various methods of data collection.

10.(308) Demonstrate elementary competence in analyzing quantitative and qualitative data.

11. (308) Develop a plan to evaluate practice effectiveness.

12.(308) Develop a plan to evaluate program outcomes.

SW 323 Social Justice, Diversity, and Intersectionality in Social Work

1. (323) Recall the social work profession’s history, mission, and roles and responsibilities to the profession.

SW 330 Social Work Methods Mezzo Practice Group and Family

1. (330) Apply social work values and ethics to generalist social work practice with groups and families

3. (330) Evaluate the effectiveness of generalist social work practice with groups and families

SW 331 Social Work Practice Methods II (Service Learning)

1. (331) Apply social work knowledge and skills in generalist social work practice (engagement, assessment, planning, intervention, evaluation, termination and follow-up) with organizations and communities

2. (331) Apply to macro practice knowledge of the diversity of racial, ethnic, class, gender, age, sexual orientation, physically and mentally challenged, family structure, marital status and religious differences in groups, organizations and communities

3. (331) Analyze the impact of oppression on groups identified as populations at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice

4. (331) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on urban client systems

5. (331) Apply social work values and ethics to macro practice.

6. (331) Analyze the impact of social policies on urban populations

SW 337 Populations at Risk

5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families

7. (337) Identify and explain strategies to promote and advocate for human and civil rights

8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.

SW 338 Social Welfare Policies and Services

3. (338) Discuss the impact of social problems on diverse populations and populations at risk.

SW 420 Field Practicum I

1. (420) Articulate the purpose, objectives, and service programs of their practicum agencies.

2. (420) Identify the specific skills used with the service population of the practicum agency.

3. (420) Identify the specific agency and public policies that direct the practicum agency's services.
4. (420) Apply the knowledge, skills, and values of generalist social practice to practice with individuals, families and small groups.
8. (420) Facilitate client systems to identify and utilize their strengths.
9. (420) Demonstrate use of professional social work values and ethics in practice.
10.(420) Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity family structure, gender, marital status, national origin, race religion, sex or sexual orientation and demonstrate knowledge of regional and special populations including the elderly and those who are physically or mentally challenged.
11.(420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
12.(420) Exercise effective communication skills with a variety of client populations, colleagues and members of the community.
13. (420) Exercise use of supervision and consultation to guide social work practice.
14.(420) Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment in working with individuals, families and small groups.
SW 421 Field Practicum II Seminar Capstone Course
1. (421) Describe the purpose, objectives, and service programs of the practicum agency in which student is placed for internship
2. (421) Use social work skills appropriate to the service population of the practicum agency
3. (421) Practice within the guidelines of the agency and public policies that direct the Practicum agency's services
4. (421) Apply social work knowledge and theories of human development and human behavior in the social environment to generalist social work practice
5. (421) Practice within the guidelines of the values and ethics specified in the National Association of Social Workers Code of Ethics
6. (421) Help client systems to become empowered and active parts of the helping process.
7. (421) Demonstrate the ability to establish a worker/client relationship that incorporates the essential elements of the engagement phase
8. (421) Apply knowledge of the role of the environment in general social practice
9.(421) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
10.(421) Facilitate client systems to identify and utilize their strengths.

11. (421) Practice with knowledge of diversity, respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation, the elderly and those who are physically or mentally challenged.
12. (421) Practice without discrimination
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.
14. (421) Demonstrate effective communication skills with a variety of client populations, colleagues and members of the community
15. (421) Use supervision and consultation appropriately to guide social work practice
16. (421) Apply empirically based theories to generalist social work practice with individuals, families and small groups

Objective #12. Understand and function within the structure of public or private organizations and service delivery systems, seeking organizational change when necessary. (Competencies 3, 5, 6, 7)
SW 220 Introduction to Social Work
No Applicable SLOs
SW 231 Social Work Methods Micro Practice
1. (231) Apply social work knowledge and skills in establishing relationships with clients.
2. (231) Apply generalist practice skills to social work practice with individuals and families.
5. (231) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on the client system
SW 304 Theories of Human Behavior in the Social Environment
1. (304) Apply knowledge and theories of biological, psychological, social, cultural and spiritual development of individuals and families across the life span to generalist social work practice.
2. (304) Apply knowledge and theories of individual and group behavior in the social environment to generalist social work practice.
4. (304) Assess the roles of micro, mezzo, and macro systems in the promotion, maintenance, or deterrence of health and well-being of individuals.
5. (304) Assess the effects of discrimination and other forms of oppression on the development and behavior of populations at risk including women, disabled, gay and lesbian persons, people of color and those in poverty
7. (304) Apply a social systems perspective to understand the interactions between and among individuals, families, groups, and organizations in the social environment.

8. (304) Apply the generalist perspective in assessment, planning, intervention and evaluation of the client system in the social environment.

SW 307 Social Work Research Methods: Developing A Proposal

3. (307) Identify the historical context of the research topic.

4. (307) Differentiate between social work problems and non-social work problems

9. (307) Create a social work research proposal individually or collaboratively.

11. (307) Construct the proposed social work research within a social justice lens.

SW 308 Social Work Research Methods: Data Analysis

2. (308) Critically evaluate the strengths and weaknesses of the “scientific method” as a means of obtaining knowledge about human beings and their patterns of behavior and interactions.

3. (308) Search the professional literature by accessing library holdings and electronic data bases

5. (308) Demonstrate progression from a general research question to the formulation of a tight, well constructed research design

7. (308) Critically evaluate reported findings in terms of the research methods employed in social work research studies.

11. (308) Develop a plan to evaluate practice effectiveness.

12. (308) Develop a plan to evaluate program outcomes.

SW 323 Social Justice, Diversity, and Intersectionality in Social Work

4. (323) Apply their understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.

5. (323) Engage in practices that advance social, economic, and environmental justice.

6. (323) Create common ground among diversity in service to applying strategies that promote social and economic justice and human rights.

7. (323) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

8. (323) Examine how their how their personal experiences, positionality, and affective reactions may impact their ability to effectively engage with clients and constituencies.

9. (323) Use empathy, reflections, and interpersonal skills to effectively engage clients and constituencies.

10. (323) 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.

SW 330 Social Work Methods Mezzo Practice Group and Family

4. (330) Conduct an assessment in generalist social work practice with groups and families.
8. (330) Demonstrate beginning skills in group leadership
SW 331 Social Work Methods Macro Practice Organizations and Communities
3. (331) Analyze the impact of oppression on groups identified as populations-at-risk, such as women and children, elderly, gays, lesbian, bisexual and transgendered, and physically and mentally challenged, and immigrants in order to promote social and economic justice.
4. (331) Identify individual, family and environmental strengths, challenges, capacities and resources that impact on urban client systems
5. (331) Apply social work values and ethics to macro practice.
6. (331) Analyze the impact of social policies on urban populations.
SW 337 Populations at Risk
1. (337) Identify and explain factors that contribute to populations being at risk
2. (337) Develop strategies to address the factors that contribute to populations at risk
3. (337) Describe the forms and mechanisms of oppression and discrimination and their impact on individuals
4. (337) Describe the causes and impact of economic disparities
5. (337) Evaluate social policies, cultural institutions, and prevailing ideologies to determine if they promote, sustain or deter oppression and injustice groups and families.
6. (337) Describe and explain basic human and civil rights.
7. (337) Identify and explain strategies to promote and advocate for human and civil rights.
8. (337) Identify and explain ways to incorporate social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed equitably and without prejudice.
9. (337) Analyze current immigration issues affecting populations at risk in the region.
SW 338 Social Welfare Policies and Services
1. (338) Identify and discuss social policies that address specific social problems.
4. (338) Assess the roles of both private troubles and public issues in the assessment of client systems.
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.
SW 420 Field Practicum I

1. (420) Describe the purpose, objectives, and service programs of the practicum agency in which student is placed for internship.
2. (420) Identify the specific skills used with the service populations of the practicum agency.
7. (420) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
11. (420) Understand the forms and mechanisms of oppression, practice without discrimination, and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
12. (420) Exercise effective communication skills with a variety of client populations, colleagues and members of the community.
13. (420) Exercise use of supervision and consultation to guide social work practice.
SW 421 Field Practicum II Seminar Capstone Course
2. (421) Use social work skills appropriate to the service population of the practicum agency
4. (421) Apply social work knowledge and theories of human development and human behavior in the social environment to generalist social work practice.
7. (421) Demonstrate the ability to establish a worker/client relationship that incorporates the essential elements of the engagement phase
8. (421) Apply knowledge of the role of the environment in general social practice.
9. (421) Demonstrate a beginning ability to apply the planned change steps of the generalist intervention model (engagement, assessment, planning, implementation, evaluation, termination, and follow-up) in practice with individuals, families and small groups.
12. (421) Practice without discrimination
13. (421) Use appropriate social work methods, including political and case advocacy, to advance social and economic justice.
14. (421) Demonstrate effective communication skills with a variety of client populations, colleagues and members of the community.

SECTION IV. STUDENT APPLICATION PROCESS FOR FIELD INSTRUCTION AND ADMISSIONS REQUIREMENTS

Field Education is the culminating educational experience for the BSSW student. In order to ensure that students are ready to begin their Field Placement it is important for the students to complete the application process the semester preceding their field placement. The application process is initiated by the Field Education Director during the first weeks of the preceding semester. Completion of the application process will help to ensure that students meet the admission criteria and are adequately prepared to report to the field sites and that will be facilitated by the Field Education Director in the selection of appropriate field assignments.

The BSSW program provides a learning context in which respect for diverse populations is practiced. The Program has established criteria that ensure that only those students with personal values, ethics and goals compatible with those of the social work profession are admitted into the program. Personal and employment schedules may require substantial adjustment to meet the level of commitment required to complete BSSW coursework prior to applying for field work placement. The number of hours scheduled to complete the required fieldwork placement is substantial, and must be planned for by the student. A commitment is necessary to integrate the skills, theory and practice that are required for social work practice.

To enter the field work phase of the program, students must meet the criteria outlined below and submit an application. Only those students who have met the program's specified criteria and whose application has been approved will be permitted to continue on to the Field Education sequence of the degree program. **Field Practicum I (SW 420)** is offered **only** in the fall semester and **Field Practicum II (SW 421)** is offered **only** in the spring semester.

Criteria for acceptance into the field education include:

1. Admission to the Social Work Program;
2. Completion of at least 94 credits by the end of the semester in which the student applies for the fieldwork practicum;
3. Completion of all lower level and at least 90 credits of upper level courses;

4. Achievement of a grade of C or better in all social work courses and have an overall GPA of at least 2.5
5. Completion of an application and acceptance to Field Education;
6. Successful completion of SW 331 - Social Work Macro Practice
7. Participation in a group Admission to Field Work interview (and an optional individual interview);
8. Adherence to the NASW Code of Ethics (Appendix III), and the Medgar Evers College Policy in Regard to Student Conduct (Appendix II).

FIELD APPLICATION PROCESS

Applications for admission to Field Education are due the third Friday in February each year. Failure to complete and submit your application by that date will result in not being admitted to Field Education. The BSSW curriculum incorporates three areas of special interest: *child welfare, substance abuse, and gerontology*. These areas of interest provide students with opportunities for in-depth knowledge in at least one of these critical areas. Based on the student's area of interest, every effort will be made to place students in their agency of preference based on availability. Selection of agencies will be made by the Field Education Director and Field Education Specialist.

The Field Education Director and Field Education Specialist will review all applications submitted for Field Education to determine their eligibility. Following this review, both the Field Education Director and Specialist will meet with students and notify them of their placement. Prior to the end of the spring semester the Field Education Director and Specialist will conduct a group meeting for all students accepted into Field Education. At this meeting the Field Education Specialist will:

- a) Explain the nature and function of Field Education
- b) Answer student questions concerning Field Education
- c) Discuss adherence to the NASW Code of Ethics, and the Medgar Evers College Code of Conduct in the context of field education.

If a student is deemed ineligible for field education, he or she will be notified in writing and referred to the Office of Student Affairs for advisement in selecting an alternate major. If dissatisfied with the decision, the student is entitled to file a grievance to appeal the decision.

Please Note:

Many agencies are unwilling to supervise students with felony convictions. If, as a result of a felony conviction, an appropriate field practicum cannot be provided during the two-semester Field Education, you will be unable to complete the degree requirements for graduation from the Medgar Evers College BSSW program. An increasing number of human service organizations and providers that serve as field placement sites require criminal background checks, fingerprinting and State Central Registry checks. A felony conviction may limit the option of being placed in a human services agency to fulfill the practicum requirement. Any conviction must be brought to the attention of the Field Education Director and/or the Field Education Specialist and/or the Faculty Advisor prior to assignment to an agency. All students who wish to complete their practicum in these organizations must comply with agency screening requirements.

SOCIAL WORK COURSES OFFERING FIELD EDUCATION OPPORTUNITIES

The BSSW Program has engaged students in a number of field opportunities to prepare them for their senior field education experience. The following chart illustrates fieldwork opportunities and responsibilities across the four-year BSSW program.

SW 220 INTRODUCTION TO SOCIAL WORK	
Field Experience	Conduct field visits / Interview Social Worker in an agency serving all populations
Total Hours Duration	One to two field site visits
Assessment Modalities (Curriculum)	Essays and journals will be evaluated using a rubric and feedback will be provided to students regarding development of their professional identity, social work values and ethics.
Assessment Modalities (Field Site Visit)	Site Visit Report

SW 331 – SOCIAL WORK MACRO PRACTICE- SERVICE LEARNING	
Field Experience - Service Learning Experience in an agency serving all populations Engage in Social Work activities	
Total Hours Duration	Minimum of 16 hours for the semester
Assessment Modalities (Curriculum)	Reflective Journal
Assessment Modalities (Service Learning)	Term Paper

SW 330 –MEZZO PRACTICE: GROUP AND FAMILY	
Field Experience	Observe interactions between individuals either in a group setting or one on one interaction to do an analysis of the dynamics between the members.
Description	Any common settings such as; a restaurant, agency setting, schools, social work class, day care center, church, etc.
Total Hours Duration	One visit for a minimum of half hour to one hour
Assessment Modalities (Curriculum)	Content exams, observation report.

SW 420 – FIELD PRACTICUM I	
Field Experience Structured, individualized learning opportunities in a community agency setting in area of special interest	
Total Hours duration	200 hours
Assessment Modalities (Curriculum)	Logs or process recordings, Agency description project
Assessment Modalities (Field Site)	Field supervisor’s mid-semester and end of semester evaluation, Student’s timesheet signed by field instructor

SW 421 – FIELD PRACTICUM II - Senior Capstone Course	
Field Experience Structured, individualized learning opportunities in a community agency setting in an area of special interest	
Total Hours Duration	200 hours (minimum 15 hours per week)
Assessment Modalities (Curriculum)	Logs or Process Recording Case Study assignment Generalist Practice Paper
Assessment Modalities (Field Site)	Field Supervisor’s Mid-Semester Evaluation of Student Performance Supervisor’s End of Semester Evaluation of Student Performance Student’s Evaluation of Field Practicum Student’s timesheet signed by Field Instructor

SECTION V. FIELD AGENCY PLACEMENT OF SOCIAL WORK STUDENT

Student Responsibilities in the Fieldwork Agency

Regular attendance at the field placement site is expected of all students. Students are responsible for raising issues of concern with their Field Instructor. Weekly supervision is an integral component of the learning experience. In accordance with the mission of the Social Work Department, Medgar Evers College Code of Conduct and the NASW Code of Ethics students are expected to adhere to the following:

Professionalism:

1. Demonstrate professionalism consistent with the National Association of Social Workers Code of Ethics
2. Continuously strive to be courteous and civil in every endeavor
3. Express appreciation and recognize people for their positive efforts and contributions
4. Recognize the diversity and the strengths of others and not be judgmental
5. In the event of a personal emergency, students must notify the agency if they are unable to report as planned and arrange to make up the missed hours.

Honesty & Integrity:

1. Practice fairness, truth, and actions and philosophies that meet the highest ethical standards and that affirm all individuals, groups, and communities
2. Practice academic and personal honesty which are essential to an effective and excellent human relations and an excellent institution
3. Engage in open honest dialogue, feedback, and active listening with all members of the College community
4. Inform their Faculty Advisor of any challenges that they may experience in the Fieldwork placement.

Academic:

1. Integrate social work knowledge, skills, and values into generalist social work practice in practicum agency.
2. Participate in class discussions and timely completion of all assignments
3. Apply knowledge to classroom discussion and practice in field practicum agency

Self-care:

1. Seek appropriate care treatment for medical or other personal challenges that may hinder your ability to function academically or professionally.
2. Inform your professor or faculty advisor for assistance.

Guidelines for Home and Community Visits

As a component of the field education experience students may be required to conduct home and community visits. In addition to the preparations necessary for conducting these visits, the student and the field instructor need to consider and make provisions for the following issues:

- Student's safety
- Appropriate time of day for home visits
- Appropriate dress for visits, including care in carrying purses and avoiding unsafe conditions
- Transportation mode, including routing of safest streets if walking
- Traveling with official agency identification
- Using caution in entering elevators, stairwells, and buildings
- Ensuring that the agency is aware of the date, time, location and purpose of the student's home or community visit
- Informing the person to be visited of the expected time of arrival
- Informing the supervisor at the conclusion of the visit
- Travel or other expenses related to the visit

Policy on Academic Integrity

Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity. A complete overview of *Medgar Evers College Policy in Regard to Student Conduct* is delineated in the *College Catalogue* section "Student's Rights and Responsibilities" and the Medgar Evers College Rules of Conduct

(Appendix II). All Social Work students are expected to comply with the National Association of Social Work (NASW) Code of Ethics (Appendix III).

Student Violation of Standard of Conduct in Field Work Site

Field practicum students are expected to uphold the standards of professional conduct as identified by the field placement agency and the BSSW Department policy. Students are expected to be familiar with the rules and regulations of the Social Work Department, the NASW Code of Ethics, The Medgar Evers College Rules of Conduct and the rules and regulations of the agency in which the student is placed. **The following are considered serious violations and grounds for suspension or removal from the program:**

- If you fail Field Practicum I and/or your GPA falls below 2.5
- Failure to respond to clients;
- Breach of confidentiality;
- Breach of professional relationship boundaries with clients, faculty and/or staff;
- Impaired performance due to alcohol and/or substance abuse;
- Criminal conviction, or
- Excessive unexplained and/or undocumented absences.

If a student is dissatisfied with the suspension or removal decision, the student is entitled to appeal by filing a grievance in writing as outlined below.

Grievance Appeal Process for Suspension or Removal for Violating Standards of Conduct

All student grievances must be made in writing to the attention of the Director, within the semester in which the grievance occurred. The written appeal should be addressed to:

Chairperson, Social Work Department,
1650 Bedford Avenue, Room B 1015O
Brooklyn, NY 11225

Steps in the Academic Grievance Process:

- Student will meet with faculty member for resolution.
- If resolution is not achieved, student will meet with the Chair of the Social Work Department and faculty member.

- Student and faculty will present documents/evidence as needed.

If the student wishes further appeal, the written appeal should be addressed to:

Office of the Dean
School of Liberal Arts – Room B 1032C
1650 Bedford Avenue, Brooklyn, NY 11225

Please see the Medgar Evers College Rules of Conduct in Appendix II Section 15.4 for the entire Appeals Process

SECTION VI. FIELD AGENCY SELECTION CRITERIA

Policies for Selecting Field Settings

The field education experience is an integral part of the BSSW program social work educational curriculum and education, and provides students the opportunity to apply concepts and theories learned in the classroom in a professional social work environment. The Field Experience engages students in supervised agency-based settings that are designed to prepare students for generalist practice on the micro, mezzo and macro levels in a variety of settings.

The Field Education Director and Field Education Specialist have primary responsibility for selecting field site agencies for student internship placements. Potential sites may be identified directly by the field education faculty, or sites may reach out to the college. Selection of agencies is based on their ability to provide assignments that are appropriate to the MEC BSSW program's mission and educational goals, and that provide students opportunities to apply concepts and theories learned in the classroom in a professional social work environment. Field Education faculty has the primary responsibility for ensuring that the curriculum related fieldwork is consonant with the BSSW program and student learning goals. Learning experiences available for students as well as availability of designated personnel serving as field instructors and or social work supervisors are described in the Agency Profile. Upon completion of an on-site assessment by the BSSW field faculty, an Institution Affiliation Agreement will be completed and signed by the appropriate parties. This agreement is kept on file for the academic year and is updated to include any changes in agency responsible personnel, services provided, or populations served.

Criteria and Procedures for Selecting Field Settings

Agencies are selected based on their ability and commitment to provide a quality learning experience for students, offering assignments that are in alignment with the MEC BSSW degree program mission and educational goals. Agencies are required to complete a profile that will be kept on file in the Social Work Department. Included in this profile are: 1) qualifications of the prospective field instructor and or social work supervisor; 2) services offered; 3) services provided, and 4) population served. The BSSW program believes that supervision by a professional social worker is critical for student acquisition of the knowledge, skills, and values necessary to work

with clients on the micro, mezzo and macro levels with diverse groups and populations. To that end, the program requires that field instructors have a Masters in Social Work (MSW) degree from a CSWE accredited institution and have at least three years post graduate experience. However, field instructors for the BSSW students are not required to have a SIFI (Seminar in Field Instruction) Certificate as is required by an MSW program. Once a prospective field instructor is identified, their resume is forwarded to and reviewed by the Field Education Director. Qualifications and experience are reviewed to ensure that the BSSW program and student learning goals are met. When the field instructor does not have a Social Work degree from a CSWE-accredited degree program, the Field Education Director and or Field Education Specialist, or their designee will serve as the student's social work supervisor and provide the required weekly hour of social work supervision to reinforce a social work perspective.

The following is a list of criteria that agencies must meet prior to the placement of students for internship:

- The Agency's mission and vision is consonant with that of Medgar Evers College.
- The Agency will participate with the Chair of the Social Work Department and Field Education Director and Field Education Specialist in reviewing and assessing student learning goals and skills.
- The Agency will schedule one hour per week for direct social work supervision of the student and review of student progress. The Supervisor of each field site will attend an introductory session (in conference or individually) with the Chair of the Social Work Department and Field Education Director to review required and expected learning goals and outcomes.
- Student assignments should provide an array of opportunities for involvement in generalist practice and exposure to diverse client populations.
- The Agency understands that field placement is an integral part of the social work student's education such that the agency ensures that the field experience supports learning goals.
- The Agency agrees that it will comply with Federal, State and University rules, regulations and policies such that no student accepted for fieldwork will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual identity, disability or veteran status.

- Appropriate space and equipment must be provided to students to effectively conduct their field experience responsibilities.
- The prospective field instructor is expected to attend Field Education Orientation and Training. During this meeting the BSSW field faculty discuss CSWE Competencies, assessment of student learning outcomes, and review the use and administration of evaluation instruments.
- The field instructor agrees to complete and sign a Learning Agreement at the beginning of each semester in which the field placement begins. This contract can be revised at any time the Field Instructor, student and Field Education Director conclude that a revision is beneficial to student's learning.

The field agency is responsible for identifying the agency staff that will be responsible for supervising the tasks that the student is assigned and for ensuring that the resources needed to achieve program and field work goals will support their field instructor responsibilities. Students should also be afforded additional experiences such as attendance to and participation in conferences, seminars, trainings, community meetings, and or agency stake-holder meetings to enhance their learning. In the occurrence that the field instructor does not hold a master's degree from a CSWE accredited institution, the Field Education Director, Field Education Specialist, their designee, or a BSSW program full time faculty will be assigned to provide social work supervision for the student. The assigned faculty member will serve as the central contact for communications between the BSSW program and the site regarding classroom and field agency curriculum, student outcomes, challenges and successes.

Evaluating Field Setting Effectiveness Congruent with the CSWE Competencies

All field instructors and students are asked to participate in evaluating the field program at the end of the final semester of field instruction. These evaluations assist with determining the agency's congruence with the BSSW Program mission and goals. Students are requested to complete the Student Evaluation of the Field Placement and Field Instructor which is designed to provide feedback on all aspects of field instruction and on the field instructor. In addition, the field instructor is requested to complete the *Field Instructor Evaluation of the BSSW Field Program*. This instrument is designed to provide feedback on the field program as well as the

social work program. Both instruments include curriculum content, field placement procedures, orientation/training, and the field program in general. Data is collated and analyzed as part of the field evaluation program.

Placing and Monitoring Students

The Field Education Director and Field Education Specialist are responsible for assigning students to their field site. Prior to placing students in an agency, the Field Education Director and or Field Education Specialist conducts site visits to meet with the agency director and or the prospective field instructor. The Field Education Director and or Field Education Specialist visit the agency field placement once per academic year to meet with the agency-based field instructor. For agencies where it is their first time hosting a MEC BSSW Intern, the first annual meeting takes place before the student begins their placement at the site and is used to assess the agency's ability to provide a learning experience that is congruent with the College Mission Statement, BSSW Program Goals, and CSWE Competencies. During this meeting, the Field Education Director or Field Education Specialist, Agency Director and or Faculty Instructor discuss the BSSW Internship requirements, the professional roles of the Field Instructor and Field Education Director and Field Education Specialist, the Field Education assessments, and an overview of the student's learning goals. If the agency has hosted MEC BSSW Interns for their Field Education the previous year, the annual site visit is used to meet with the Agency Director and or the Field Instructor to discuss how the student is adjusting to and their progress in the agency. The scheduled visit will include the Field Education Director or Field Education Specialist, the agency Field Instructor and the student to where student's field performance at the agency is strong, which areas may be in need of improvement, to clarify expectations of future performance and or support, and to allow for rapid and concrete identification of serious concerns.

BSSW students that meet the coursework requirements complete an annual application to begin their Field Education. The Field Application assists the Field Education Director and Field Education Specialist in determining whether the student is ready to begin field placement. The 400 scheduled hours required to complete the required fieldwork component of the BSSW program is substantial, and must be planned for by the student. The BSSW program understands

that personal, financial and/or employment constraints may require substantial changes to a student's life to meet the level of commitment required to complete the field hours and field education seminar portions of their BSSW coursework. Therefore, students are apprised of this commitment during the orientation to field placement phase. Attendance to the Field Placement Orientation is mandatory for students that have been accepted into Field Education and is held in the spring semester, preceding the fall semester when field placements begin.

Only students who have met the program's specified criteria and whose application has been approved will be permitted to continue onto the Field Education sequence of the degree program. Field Practicum I (SW 420) is only offered in the fall semester and Field Practicum II (SW 421) is only offered in the spring semester. Each course is six (6) credits and includes a weekly seminar in which students discuss their opportunities to integrate social work knowledge, skills and values into generalist social work practice at their respective field sites. Below are the criteria which a student must meet to enter the field work phase of the program.

1. Admission to the MEC BSSW Program;
2. Completion of at least 94 credits by the end of the semester in which the student applies for the fieldwork practicum;
3. Completion of all lower level courses and at least 90 credits of upper level courses;
4. Achievement of a grade of C or better in all social work courses
5. Have an overall GPA of at least 2.5
6. Completion of an application to and acceptance into Field Education;
7. Successful completion of SW 331 - Social Work Macro Practice
8. Participation in the Application to Field Work Orientation (and an optional individual interview);
9. Adherence to the *NASW Code of Ethics* and the *Medgar Evers College Policy in Regard to Student Conduct*.

Since the BSSW curriculum incorporates three areas of special interest - child welfare, substance abuse, and gerontology - every effort is made to place students in an agency that will provide learning opportunities to develop in-depth knowledge in their identified area of special interest.

Reason for Site Visit

The Field Education Director and or Field Education Specialist visit the agency field placement once per academic year to meet with the agency-based field instructor. For agencies where it is their first time hosting a MEC BSSW Intern, the first annual meeting takes place before the student begins their placement at the site and is used to assess the agency's ability to provide a learning experience that is congruent with the College Mission Statement, BSSW Program Goals, and CSWE Competencies. During this meeting, the Field Education Director or Field Education Specialist, Agency Director and or Faculty Instructor discuss the BSSW Internship requirements, the professional roles of the Field Instructor and Field Education Director and Field Education Specialist, the Field Education assessments, and an overview of the student's learning goals. If the agency has hosted MEC BSSW Interns for their Field Education the previous year, the annual site visit is used to meet with the Agency Director and or the Field Instructor to discuss how the student is adjusting to and their progress in the agency. The scheduled visit will include the Field Education Director or Field Education Specialist, the agency Field Instructor and the student to where student's field performance at the agency is strong, which areas may be in need of improvement, to clarify expectations of future performance and or support, and to allow for rapid and concrete identification of serious concerns.

Frequency of Site Visit

The Field Education Director and or Field Education Specialist visit the agency field placement once per academic year to meet with the agency-based field instructor. For agencies where it is their first time hosting a MEC BSSW Intern, the first annual meeting takes place before the student begins their placement at the site and is used to assess the agency's ability to provide a learning experience that is congruent with the College Mission Statement, BSSW Program Goals, and CSWE Competencies.

Evaluating Student Learning

The Field Education Director and or Field Education Specialist visits the agency once per academic year to the agency-based field instructor to discuss the progress of the student at the agency. The scheduled visit will include the Field Education Director or Field Education

Specialist, Field Instructor and the student to discuss how the student is adjusting to the field placement agency. For SW 420 Field Practicum I, the field instructor and or social work supervisor will complete both a mid-term and end of term Field Evaluation of Student Performance evaluation for submission to the student's Field Education Seminar Professor. For the second semester, the field instructor will only complete an end of semester Field Evaluation of Student Performance evaluation SW 421 Field Practicum II, but not a mid-term evaluation. The purpose of these assessment tools is to identify areas of strengths, areas needing improvement, to clarify expectations of future performance, and to allow for rapid and concrete identification of serious concerns. The Field Seminar Professors are responsible for evaluating student learning through class assignments given in Field Seminar, mid-term evaluations, and the final field evaluations and in assigning the final grade for courses SW 420 and SW 421, respectively. The Field Education Director and Field Education Specialist are responsible for ensuring that Field Education Seminar Professors provide and collect all field education-based assessments in a timely manner, facilitate the Field Education curriculum appropriately, and provide the necessary support to apply social work theories, values, and skills to internship experiences.

All evaluations must be signed by the field instructor, student, and Field Education Director and or Field Education Specialist. The student's signature indicates that the evaluation has been read by the student, although not necessarily agreed to. A student that disagrees with the final written evaluation may also write an addendum and attach this to the evaluation.

Implementation of Inplace Software

In Place Smart Placement Solutions software is a new addition to the BSSW fieldwork program. In Place provides high-level requests and a placement manager process workflow through various modalities. Utilizing In Place enables monitoring student applications, placement requests from agencies, allocating supervisors, and email communications.

"During the Spring 2021 Semester, Dr. Fabienne Snowden, who was then serving as the MEC BSSW Field Education Program Director, applied for a grant that would purchase the annual subscription for In place, a field education software. InPlace is a comprehensive platform that

streamlines all aspects of the internship placement process for students, Field Internship Faculty, and the agencies/programs where students are placed. Dr. Snowden had learned through extensive research of all of the field-related platforms available at that time that annually subscribing to InPlace would benefit MEC students by increasing their technical knowledge, enabling them to be of greater services to the clients that their internship placements serve, and would enhance the collaborative efforts of the Field Education Program and host sites. Dr. Snowden was notified on August 16, 2021 that the grant had grant had been approved for the full amount of \$8, 125. During this same time, Dr. Snowden was invited to serve on a CUNY-wide committee what was assembled to identify a field education software for all of the clinical programs in CUNY. The committee met during the Spring 2021 and Fall 2021 academic semester, and selected the InPlace software for a CUNY-wide subscription. As a result of the committee's selection, and despite having been awarded the grant, MEC's subscription to InPlace is now subsidized by CUNY."

Various Modalities that Students Are Monitored in Field Education

The various modalities that students are monitored in Field Education include:

1. In Place Software to monitor agencies, student placements, and students progress during field placement. Additionally, In Place software can be used for communication with students and agencies personnel where the students are placed.
2. The annual scheduled site visits by the Field Education Director and or the Field Education Specialist.
3. The Field Evaluation of Student Performance that is completed by the Field Instructor and or the Social Work Supervisor at the end of the SW 420 Field Practicum 1 and SW 421 Field Practicum II.
4. The Process Recordings; each Field Education Seminar currently requires two (2) per student per academic semester.
5. The SW 420 Field Practicum I mid-term Field Evaluation of Student Performance
6. The Journal Assignments that are required in SW 420 Field Practicum I and SW 421 Field Practicum II.
7. The Agency Presentation Assignment that is required and completed in SW 420 Field Practicum I.

8. The Case Study Final Paper that is required in SW 420 Field Practicum I and SW 421 Field Practicum II.
9. Seminar Participation in SW 420 Field Practicum I and SW 421 Field Practicum II.

Supporting Student Safety

Students may be required to conduct home and community visits as a component of the field education experience. Students that participate in home visits are always accompanied by the Field Instructor. The student and the field instructor, must consider and make provisions for the following issues in addition to the preparations necessary for conducting these visits:

- Student's safety
- Appropriate time of day for home visits
- Appropriate dress for visits, including care in carrying wallets/purses and avoiding unsafe conditions
- Transportation mode, including routing of safest streets if walking
- Accompanied by their field instructor or assigned experienced staff
- Ensuring that the agency is aware of the date, time, location and purpose of the home or community visit
- Informing the client to be visited of the expected time of arrival
- Travel or other expenses related to the visit

These safety guidelines are reviewed during the Field Placement Orientation which is held in the spring semester, preceding the fall semester when field placements begin. Attendance to this orientation is mandatory for students that are accepted into field education and who are planning to begin field placement in the coming fall semester. Field education safety guidelines are reinforced at the start of and throughout SW 420 Field Practicum I and SW 421 Field Practicum II. To date, no safety related incidents have been reported.

POLICY REGARDING FIELD INSTRUCTION IN STUDENT'S PLACE OF EMPLOYMENT

Students seeking field instruction in their place of employment will be required to follow the same procedural steps in the field placement process as all other students.

The BSSW program has established criteria for the utilization of a student's work setting as a field instruction placement. The foremost concern in developing such placements is to ensure that the placement provides clear learning opportunities for generalist practice and that it is educationally focused rather than centered on provision of agency services. The agency of employment must be capable of and willing to provide a new, different, and educationally directed learning experience for the student. It is incumbent on the Agency and the student to demonstrate that the following criteria are met for a field instruction placement within one's place of employment:

1. The Field Instruction site clearly affords the student learning opportunities in generalist social work practice with individuals, families, groups, organizations and communities.
2. The agency must have an employee who is not the student's regular work supervisor and who is willing to serve as an approved Agency Field Instructor.
3. The proposed Field Instructor must hold a MSW degree from a CSWE accredited Social Work program and have three years of post-graduate experience, as well as be either an approved agency field instructor or willing to complete the application process for agency field instructors.
4. The Agency must be approved as a Field Instruction site by the BSSW Field Education Director and meet all criteria for Field Instruction Agencies, as outlined in this manual.
5. The Agency must be large enough to transfer the student to a different unit/program other than that of the current employment and be willing to allow the student to complete the required clock hours in the new setting.
6. The proposed field assignments/activities must provide new and different experiences for the student which will contribute to totally new learning opportunities for students.
7. The agency will grant the necessary release time for students to complete field instruction activities, including Field Seminar Courses, as specified within this manual.
8. The agency will grant the necessary release time to the proposed agency field instructor to participate in Field Instruction training provided by the BSSW Program.

9. The Field Instructor must attend Field Instruction training prior to the start of field instruction.

The student will be responsible for submission of a written document requesting placement in his/her work setting. All criteria must be established and documented in the proposal prior to submission and reviewed by the program. Once the request is submitted with required documentation, the proposal will be reviewed by the Field Education Specialist and Field Education Director, along with additional agency input, if necessary. This process is time consuming for the student, the agency, and faculty, thus the proposal should be submitted as early as possible in the semester preceding the anticipated field. As noted, the written request must address the following criteria:

1. Current and proposed job supervisor, proposed supervisor's credentials, verification of Field Instructor's status and/or a completed application to serve as such
2. Beginning date of employment in the agency
3. Description of present job duties and proposed field assignments based on the program and field objectives
4. Plan for release time for field clock hours and seminar class
5. Proposed Field Instructor/supervisor's commitment to attend orientation for Field Instructors
6. Written approval from the student, current and proposed job supervisor, proposed Field Instructor, Field Education Specialist and Program Director

SECTION VII. ROLE AND RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR

Selection of Field Instructor

The BSSW program believes that supervision by a professional social worker is critical to quality Field Instruction. To that end the program requires that Field Instructors must have a Masters in Social Work (MSW) degree from a CSWE Accredited Institution and at least three years post graduate experience (see Appendix IX) Program Agency Affiliation Agreement).

The Field Agency identifies Field Instructors who will be responsible for the supervision of BSSW students. Field Instructor résumés are forwarded to and reviewed by the Field Education Director to evaluate qualifications and to ensure that individual and program goals are met. The Field Agency has responsibility for ensuring that the scheduling and resources needed to achieve program and field work goals supports their field teaching responsibilities. Additional learning experiences such as conferences, seminars, etc., are also considered as part of the time and task responsibilities of the Field Instructor.

Responsibilities of the Field Instructor:

1. To learn and utilize the Generalist Practice Model of social work in working with students
2. All Field Instructors must attend the Field Instructors' Orientation
3. To provide educational supervision to the student and consult with the Field Education Director with regard to program expectations and student progress
4. To assume responsibility for fulfilling the field agency's obligations as specified in the Agency Affiliation Agreement
5. To orient student to the nature, purpose, and expectations of the field agency to which the student is assigned
6. To orient student about the agency's structure, functions, and services
7. To identify and provide learning experiences for students relevant to Generalist Social Work practice
8. To periodically assess student's achievement of objectives in the Student Performance Field Evaluation
9. To identify and assist the Field Education Specialist and Field Education Director in resolving problems in the field placement
10. To help socialize the student to the social work profession through an ongoing discussion of knowledge, skills, values, and ethics
11. To assist students in acquiring the knowledge, skills, and values necessary to work with diverse groups and populations at risk
12. To assist the student in integrating theory with student's practice experiences in the agency

Supervision of the BSSW Student

Field Instruction social work supervision is a critical component of social work education. It serves to reinforce the student's identification with and integration of the profession's purposes, values, and ethics. The assigned social work supervisor will provide one hour of supervision per week to the student and consult with the Field Education Director and or Field Education Specialist with regard to program expectations and student progress. Social work supervision serves to guide and monitor the student's ability to apply theoretical concepts in practice settings, thereby promoting the development and reinforcement of social work knowledge, values, cognitive affect and skills. The social work supervisor is also responsible for completing the Field Evaluation of Student Performance.

Under the supervision of field instructor and or the social work supervisor, students are offered opportunities to experience and participate in delivering an array of social services. Field instructors will ensure that students are exposed to the many facets of social work and learn how to engage in generalist social work practice that incorporates the CSWE Core Competencies. Further, since field experiences mirror professional expectations, fieldwork helps the student to evaluate their choice of social work as a career and reaffirm their commitment to the profession's ethics, responsibilities, and purpose.

Orientation for Field Instructors

The Field Education Director and Field Education Specialist conduct orientation/training for field instructors at the close of the spring semester that precedes the start of the start of the student's field placement in the fall semester. The orientation/training focuses on integrating the CSWE Competencies, curriculum goals, field education goals and objectives, and Field Evaluation of Student Performance. Collaborative learning approaches and case-studies are used to enable Field Instructors to enhance their skills in supervising MEC BSSW students, structuring field work activities, and providing leadership for the students in the field. The Field Director and Field Education Specialist maintain regular contact with field instructors throughout the field placement process with the intent of evaluating the field program and identifying areas for future professional development.

The Field Instruction Orientation for the Field Instructors has two components. The first

component describes the program, its policies, curriculum, expectations, and procedures. The second component reviews the Field Education forms, agreements, course outlines, and assignments which are necessary to assess and evaluate student progress.

SECTION VIII. ROLE AND RESPONSIBILITIES OF THE SOCIAL WORK FIELD EDUCATION DIRECTOR

The BSSW Field Director will be responsible for notifying the Agency of the student's field assignment. Upon notification of acceptance to Field Education and Agency assignment, the student is then responsible for scheduling an appointment to meet with the Field Instructor to discuss agency protocols (including dress codes, hours, etc.) and the field education schedule.

The BSSW Field Education Director is responsible for:

- Recommending and implementing guidelines for field education site selection;
- Recommending and implementing guidelines for field site education personnel selection;
- Developing and delivering field orientation sessions and follow-up;
- Identifying field sites, negotiating and maintaining site agreements;
- Ensuring that field sites meet CSWE standards through onsite visits and periodic review of site changes;
- Working with field sites to address/resolve concerns and challenges related to student placement;
- Preparing and updating documents related to field work, including but not necessarily limited to: Field Manuals, Orientation materials, Student Handbooks, policy memos;
- Reviewing the Field Instructor's evaluation of the student;
- Reviewing students' evaluations of the field site;
- Serving as the field liaison for all field education students

The Field Education Director also serves as field liaison for the BSSW Program and is responsible for establishing a final grade for students. In addition to the initial site visit prior to placement of students in a particular agency, the Field Education Director will conduct subsequent field site visits during the semester prior to the end of the semester evaluation to

monitor the student's progress and discuss any concerns that may occur. Those visits will involve the Field Education Director, field instructor and the student who will discuss how the student has adjusted to the field placement agency and any concerns that may arise. The second visit is conducted prior to the end of the semester. During this visit the Field Education Director, the student, and the field instructor discuss the overall field experience and the Field Practicum Evaluation.

SECTION IX. ROLE AND RESPONSIBILITIES OF THE SOCIAL WORK FIELD EDUCATION SPECIALIST

The Field Education Specialist, in addition to the administrative roles of the department, will assist the Field Education Director. The Field Education Specialist will supervise office operations, oversee reporting activities, be a primary point of contact for students and basic personnel and budget activities. The role also entails assisting students with coordinating applications and interviews, facilitating recruitment workshops and orientation sessions, assigning placement sites, and conducting site visits to monitor and evaluate student experiences.

The Fieldwork Specialist position is currently vacant. The first candidate declined the position days before her start date. The second search failed, and the current search is interviewing candidates at the time of submission. There has been a commitment from the college administration to hire a substitute line to fill the position until a search for a permanent candidate can be successfully concluded.

The BSSW Field Education specialist is responsible for:

- Develop, plan, and supervise varied administrative tasks related to the placement of the College's students into meaningful Field Education experiences within local social service agencies, organizations, and programs.
- Explore and build cooperative relationships with community-based agencies to develop Field Education partnership sites and utilizes these relationships to establish an Advisory Committee.
- Assist students with all aspects of the Field Education program including coordinating applications and interviews, facilitate recruitment workshops and orientation sessions, assign placement site, and conduct site visits to monitor and evaluate student experiences.
- Work collaboratively with faculty and placement agencies to create policies and procedures to assess

and ensure the academic quality and integrity of the Field Education program.

- Facilitate professional development for agency-based Field Instructors.
- Identify and implement data-driven improvements in program delivery and assessment.
- Assist with field education seminar construction, implementation, and evaluation.
- Serve as a task supervisor for any BSSW Interns that the Department is hosting.
- Create any forms needed to enhance the data collection and record keeping of the program.
- Perform other job junctions assigned by the Department Chairperson.
- Supports program development, student service delivery, outcome evaluation and instructor/student recruitment, enrollment, and retention.
- Recommends, implements and evaluates strategies to expand program offerings.
- Prepares analytical and statistical reports for management.
- Develops and maintains relationships with various College offices to improve student and faculty services.
- Serves as resource expert regarding program policies and procedures.
- Oversees office recordkeeping; manages updates of program web and print materials.
- May supervise office operations and/or department budget.
- Performs related duties as assigned.

SECTION X. FIELD PRACTICUM COURSE DESCRIPTIONS, GUIDELINES AND EVALUATION

SW 420 Field Practicum 1

Students will begin to integrate the knowledge, values, and skills developed throughout the social work curriculum as students are engaged in structured, individualized learning opportunities in a community agency setting. It is the first half of the capstone experience in the Social Work curriculum. Faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to practical field experience. Under the supervision of a social worker who holds a master's degree in social work from a CSWE-accredited institution and has at least three years' experience in the field, students will complete **15 hours** per week for a minimum of **200 hours** in an agency setting approved by the Medgar Evers College Social Work Field Education Director. **No student will be allowed to do more than the 15 hours required per week.** Students will receive a withheld (INC) grade if they have not completed the 200 hours

by the end of the semester. Upon completion of the 200 hours, a Change of Grade will be submitted.

SW 421 Field Practicum II Senior Capstone Course

This course will serve as a culminating opportunity, where the knowledge, skills, and theories learned in social work courses are understood and applied in the context of practical application developed throughout the social work curriculum. Faculty, agency field instructors, and students collaborate to apply generalist social work skills, values and knowledge in the practice. During the semester, students will complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar Evers College Social Work Field Director. As in Field Practicum I no student **will be allowed to do more than the 15 hours per week** at their field placement and will receive a withheld (INC) grade which will be changed upon completion of the 200 hours.

SECTION XI. ASSESSMENT OF THE SOCIAL WORK STUDENT FIELD

EDUCATION EXPERIENCE

Orientation and Field Instruction Training for Field Instructors

The Field Education Specialist provides orientation/training to field instructors each year prior to the beginning of the students' field experience. The orientation/training focuses on integrating curriculum goals, field education objectives, and student evaluations into their agencies. Field Instructors also participate in experiential learning exercises to enable them to enhance their skills in supervising BSSW students, structuring field work activities, and providing leadership for the students in the field. The Field Education Specialist has regular contact with field instructors through the field placement process, evaluating the field program and identifying areas for future training.

Field Instruction Evaluation

A comprehensive assessment framework that includes multiple measures is used at the College to assess students' achievement of College, degree program, and CSWE goals and objectives from program entry through the completion of the degree program and the attainment of alumni status. The field experience is assessed by the student, faculty, and field instructors. The course objectives of *SW 420* and *SW 421* are measured by students' participation in class discussions, a

generalist practice assignment, Field Practicum Evaluations and their ability to develop and assess a case vignette and do an oral or PowerPoint presentation.

Evaluation of Student Field Performance

Continuing dialogue with agencies and field instructors occurs during several points in the semester. These are outlined below.

Orientation for field instructors is held at the beginning of the fall semester each year to acquaint them with the undergraduate Social Work field instruction program at Medgar Evers College, CUNY. All Field Instructors are required to attend the orientation prior to the students beginning their field placement. The focus is on integrating program goals and objectives into field education to identify responsibilities, functions and relationships of the student, agency, and the Field Coordination and to provide general policies and procedures for Field Instruction.

The Field Instruction Orientation for the BSSW Program is divided into two parts. The first section describes the program, its policies, curriculum, expectations, and procedures. The second section contains the forms, contracts, course outlines, and assignments which are necessary to monitor and evaluate delivery of Field Instruction.

The BSSW Program will hold an annual retreat for BSSW full time and part time faculty, field site directors and instructors, and the Advisory Council to inform them of programmatic changes and to get their input into program planning and curriculum development, discussion of assessment findings and recommendations for program curriculum and field instruction changes as based on assessment data. Field Instructors will also be invited to attend a special reception following the graduation ceremony which will give the program the opportunity to not only celebrate the students' success but also to express our appreciation to the field instructors for their commitment and contribution to the education of our students.

The faculty of the Bachelor of Science in Social Work (BSSW) Program and the Dean of the School of Liberal Arts are aware of the tremendous investment in time, energy, and resources by the field agencies in providing Field Instruction for our students.

The Field Education Director serves as Field Liaison for the Social Work Program. The Field Education Director is responsible for establishing a grade for field students. Although students will be evaluated three times a semester, the Field Education Director will visit the agency twice to meet with the agency-based field instructor to complete a formal evaluation of field students. The first visit will occur within three weeks of the beginning of the semester, and the second at the end of the semester. The field instructor will complete a mid-term evaluation of the students and submit it to the Field Education Director for evaluation. The first scheduled visit will include the Field Education Director, Field Instructor and the student to discuss how the student has adjusted to the field placement agency. The Field Education Director also discusses the learning expectations and the Field Practicum Evaluation Form that will be used for mid-term and the final evaluation. The last visit is conducted one to two weeks before the semester ends. During this visit, the Field Education Director, the student, and the field instructor discuss the overall field experience and the Field Practicum Evaluation Form. The purpose of these evaluations is to identify areas of strengths, areas needing improvement, to clarify expectations of future performance, and to allow for rapid and concrete identification of serious concerns. The Field Education Director is responsible for evaluating student learning through class assignments given in Field Seminar, first field evaluations, mid-term evaluations, and the final field evaluations and assigning the final grade.

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

Evaluation of the Field Placement and Setting

All field instructors and students are asked to participate in the field program evaluation. Students are requested to complete the *Student Evaluation of the Field Placement and Field Instructor*, an instrument designed to provide feedback on all aspects of field instruction and on the field instructor. In addition, the field instructor is requested to complete the *Field Instructor Evaluation of the BSSW Field Program*, an instrument designed to provide feedback on the field program as well as the social work program. Both of these instruments include curriculum content, field placement procedures, orientation/training, and the field program in general. Data is collated and analyzed as part of the field evaluation program. These instruments are completed

at the end of the final semester of field instruction. These evaluations assist with determining the agency's congruence with the BSSW Program mission and goals. See Appendix XII for a sample evaluation form.

APPENDICES

APPENDIX I. Medgar Evers College Institutional Core Values

Respect:

Key Actions:

1. Continuously strive to be courteous and civil in every endeavor
2. Express appreciation and recognize people for their positive efforts and contributions
3. Recognize the diversity and the strengths of others and not be judgmental

Honesty & Integrity:

Key Actions:

1. Practice fairness, truth, and actions and philosophies that meet the highest ethical standards and that affirm all individuals, groups, and communities
2. Practice academic and personal honesty which are essential to an effective and excellent human relations and an excellent institution
3. Engage in open honest dialogue, feedback, and active listening with all members of the College community

Collaboration:

Key Actions:

1. Collaborate within and with other educational communities
2. Support the personal and professional growth of all
3. Share concerns, assessments, and thoughts in a positive and constructive manner, remaining open to suggestions from others

Excellence:

Key Actions:

1. Effectively anticipate, identify, and respond to student, employee and organizational needs
2. Be resourceful and maintain fiscal soundness
3. Provide prompt, fair, friendly, courteous, and a people-centered attitude with each other and the communities we serve
4. Foster teamwork, cooperation, innovation, and creative problem solving
5. Provide and display leadership that is courageous and willing to take risks to make changes for the improvement of the College and its constituencies

Student Success:

Key Actions:

1. Meet the challenges you face and strive for excellence
2. Value the input of others as they clarify and achieve their goals
3. Facilitate the learning process and assist others to achieve their academic and career goals

Community Service:

Key Actions:

1. Create a positive environment inside the College that fosters a sense of community and cooperation
2. Create an environment that encourages and engages the community outside the College to positively interact and utilize the educational resources of the College
3. Take advantage of opportunities to make our community, city, state, nation, and world a better place to live

APPENDIX II. Medgar Evers College Policy in Regard to Student Conduct

(Excerpted from the Medgar Evers College Catalog 2016-2018)

Student Conduct

"The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students attending the College are required to obey the laws of the City, State, and Nation, and they are expected to set and observe a proper standard of conduct both within and outside the College.

Policy on Academic Integrity

Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity. Academic dishonesty is punishable by failure of the test, examination, term paper, or other assignment on which cheating occurred. In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection.

College I.D. Cards

College I.D. cards validated for the current semester must be carried at all times and must be presented upon the request by any office. All visitors and guests of students must obtain a pass from Campus Security.

Representing the College No student or student organization may be a self-appointed representative of Medgar Evers College or any division thereof, nor of the City University of New York.

Smoking Policy

Smoking is prohibited inside all facilities or vehicles owned, leased, or operated by Medgar Evers College. Smoking includes the inhaling, exhaling and carrying of any lighted cigarettes, cigars, or pipes. There will be no sale of cigarettes, cigars, or pipe tobacco at any facility, location or vending machine owned, leased, or operated by Medgar Evers College or its contractors.

To affect adherence, members of the Medgar Evers College community must be willing to directly and politely inform those unaware of the policy, and remind those who disregard it. If this approach and effort is unsuccessful, the individual in violation of this policy may be brought to the attention of the dean, director, senior staff member or other person in charge for further discussion and progressive counseling.

Alcohol Consumption and Illegal Drugs on Campus

Medgar Evers College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the College for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees By-Laws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees By-Laws and Article XIV, respectively.

Students' Rights

College regulations regarding student conduct and student activities exist to preserve order within the College. These rules and regulations are printed in this chapter to inform students of their rights and responsibilities as members of the College community. Students' rights are not limited by what is enumerated in this catalogue. The purpose of the information is to outline some basic principles and guidelines applicable to students. Changing conditions can result in additional rules and guidelines.

Equal Opportunity

Medgar Evers College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedures of the By-Laws of the City University of New York.

Rights of Students with Disabilities

Section 504 of the Rehabilitation Act of 1973, which applies to employment and education, states that "no otherwise qualified handicapped individual shall solely by reason of his (or her) handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." In this context, handicap means any physical or mental impairment that substantially limits such functions as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. It also includes such limitations resulting from a history of alcohol or drug addiction and temporary disability because of pregnancy.

Section 504 requires that the college make reasonable modifications to achieve the objective of accessibility for all disabled students. Regulations that have the effect of limiting the participation of students with disabilities in the educational program, such as rules prohibiting the use of tape recorders in the classroom, or dog guides in campus buildings, are prohibited. The college must ensure that no student with a disability is denied participation in a program because of the absence of necessary auxiliary educational aids.

Students who feel that they have been discriminated against may contact Mr. Anthony Phifer, the 504 Compliance Officer 718 270-5027.

Non-Attendance Because of Religious Beliefs

Title I, Article 5, Section 224-a of the New York State Education Law States:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that she or he is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which she or he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after 4:00 P.M. or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse

or prejudicial effects shall result to any student because of his or her availing him/herself of provisions of this Section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this Section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community College.

Access to College Files

CUNY guidelines from the Board of Trustees of the City University of New York and the Federal Education Rights and Privacy Act of 1974 permit only the following information concerning current and former students to be made available to those parties having a legitimate interest in the information: name, attendance dates, most recent address, major field of study, degree(s) received, and date(s) of receipt. By filing a letter with either the Office of the Registrar or the Office of the Dean of Students, a student or former student may request that any or all of the above information be released with the student's prior written consent. This may be completed, withdrawn, or modified at any time. Students may have access to their college records by completing a request form available in the Office of the Registrar. The Office of the Registrar will inform students of the dates (when) and places where their records may be inspected. Students will be charged a fee for the duplication of records.

The parents of a student younger than 18 years of age, who is dependent within the definition of section 152 of the United States Internal Revenue Code of 1954, have right of access to those student records to which the student has right of access. Where a student has waived right of access to a particular document or record, the parent has no access right. Dependency status may be demonstrated by submitting a copy of the last filed federal income tax form or other appropriate documents. Parents of a student 18 years of age or older have no right of access, regardless of their child's dependent status without the consent of the student.

Academic institutions exist for the transmission of knowledge inseparable facets of academic freedom." **Students "have a distinctive role which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education. Joint efforts among all groups in the institution - students, faculty, administration, and governing board - is a pre-requisite of sound academic government. Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in College and University government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."**

The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students' rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the College change.

Academic and Personal Files

1. Improper disclosure, even within the College, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal and disciplinary records should be kept in separate files.

2. All files may be made available only to specially authorized College staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.
4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails, the student has the right to append a written rebuttal to the record.

Standards Regarding Course of Study

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to College standards.
2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

Participation in Academic Affairs

1. Students have the right, individually and collectively to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.
3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.
4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the College community, and should be weighed in all decisions affecting faculty status and curriculum.

Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the College.

Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the College.
2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.
3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to

assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

Sexual Harassment Policy

The following policy prohibiting sexual harassment was adopted by the Board of Trustees of The City University of New York on June 26, 1995.

It is the policy of The City University of New York and Medgar Evers College to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University. The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

Prohibited Conduct

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

Definition of Sexual Harassment

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

1. submission to such conduct is made either implicitly or overtly 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 the individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

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

Complaint Procedures

Each Dean, Department Chairperson, or other person with supervisory responsibility is required to report any complaint of sexual harassment. All members of the College community are required to cooperate in any investigation of a sexual harassment complaint.

Any member of the University community may report allegations of sexual harassment to any member of the Sexual Harassment Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these procedures.

More information about grievance procedures and the panel members can be found in the Affirmative Action Office 718 270-5131.

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

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of The City University of New York.

With respect to enforcement of these rules and regulations we note that the Bylaws of The City University of New York provide that

"The president, with respect to his or her educational unit, shall:

1. Have the affirmative responsibility of conserving and enhancing the educational standards of the College and schools under his/her jurisdiction;
2. Be the advisor and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, Resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
3. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit."

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall she or he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/College when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the College.
3. Unauthorized occupancy of University/College facilities or blocking access to and from such areas is prohibited. Permission from appropriate College authorities must be obtained for removal, relocation, and use of University/College equipment and/or supplies.
4. Theft from or damage to University/ College premises or property, or theft of or damage to property of any person on University/College premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his or her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the College grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University and College-owned or controlled property is prohibited.
8. No individual shall have in his or her possession a rifle, shotgun, or firearm or knowingly have in his or her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his or her possession any other instrument or material which can be used or is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University and College.
9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction occurring in the workplace not later than five (5) days after such conviction.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any manner in conduct prohibited under Substantive Rule 10 may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative, or custodial staff engaging in any manner in conduct prohibited under Substantive Rules 1-10, he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.
3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under Substantive Rules 1-9 shall be subject to ejection and/or arrest by the civil authorities.
4. Any organization which authorized the conduct prohibited under Substantive Rules 1-10 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

SANCTIONS DEFINED

- A. ADMONITION:** An oral statement to the offender that she or he has violated University rules.

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

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

D. DISCIPLINARY PROBATION: Exclusion from participation in privileges or extracurricular University/College activities as set forth in the notice of disciplinary probation for a specified period of time.

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

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

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

H. COMPLAINT TO CIVIL AUTHORITIES

I. EJECTION

Adopted by the Board of Trustees of the City University of New York on June 23, 1969 as amended on October 27, 1980, May 22, 1989 and June 25, 1990.

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

SECTION 15.0.

PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom, if these rights are to be secure, then students should exercise their freedom with responsibility.

SECTION 15.1.

CONDUCT STANDARD DEFINED

Each student enrolled or in attendance in any College, school, or unit under the control of the Board, and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the bylaws and resolutions of the Board, and the policies, regulations, and orders of the College. Subject to the approval of the Board, the faculty and student body at each College shall share equally the responsibility and the power to establish more detailed rules of conduct, and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

SECTION 15.2.

STUDENT ORGANIZATIONS

a. Any group of students may form an organization, association, club, or chapter by filing, with the duly elected student government organization of the College or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the College or school at which they are enrolled or in attendance, (1) the name and purposes of the organization, association, club, or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the College or be permitted to organize or continue at any College or school. No organizations, military or semi military in character, not connected with established College or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extracurricular activities at each College or school shall be regulated by the duly elected student government organization to insure the effective conduct of such College or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs, or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

c. Any person or organization affiliated with the College may file charges with an ***Office of the Dean of Students***** (throughout these bylaws in any College or unit where the title "Dean of Students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students) alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the Board, or any policy, regulation, or order of the College, within a reasonable period of time after such occurrence. If the Dean of Students determines, after making such inquiries as he or she may deem appropriate, that the charges are substantial, he or she shall attempt to resolve the dispute, failing which he or she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of Section 15.3 thereof.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

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

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

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

SECTION 15.3.

STUDENT DISCIPLINARY PROCEDURES

Complaint Procedures

- a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.
- b. The chief student affairs officer of the College or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:
 - i. dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
 - ii. refer the matter to conciliation. If a matter is referred to conciliation, the accused student shall receive a copy of the notice required pursuant to Section 15.3e of this bylaw; or
 - iii. prefer formal disciplinary charges.
- c. The Conciliation Conference shall be conducted by the counselor in the Office of the Dean of Students or a qualified staff or faculty member designated by the Chief Student Affairs Officer. The following procedures shall be in effect at this conference:
 1. An effort will be made to resolve the matter by mutual agreement.
 2. If an agreement is reached, the counselor shall report his or her recommendation to the Chief Student Affairs Officer for approval and, if approved, the complainant shall be notified.
 3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the Chief Student Affairs Officer who will prefer disciplinary charges.
 4. The counselor is precluded from testifying in a College hearing regarding information received during the Conciliation Conference.

Notice of Hearing and Charges

- d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer of the College to the student at the address appearing on the records of the College, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the Conciliation Conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.
- e. The notice shall contain the following:
 1. A complete and itemized statement of the charge that is being brought against the student including the rule, bylaw or regulation he or she is charged with violating, and the possible penalties for such violation.
 2. A statement that the student has the following rights:
 - i. to present his/her side of the story;
 - ii. to present witnesses and evidence on his/her behalf;
 - iii. to cross-examine witnesses presenting evidence against the student;
 - iv. to remain silent without assumption of guilt; and
 - v. to be represented by legal counsel or an advisor at the student's expense.
 3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures

f. The following procedures shall apply at the hearing before the Faculty-Student Disciplinary Committee:

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

SECTION 15.4.

APPEALS PROCEDURE

An appeal from the decision of the Faculty-Student Disciplinary Committee may be made to the President who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the President or Board

Committee as the case may be. If the President is a party to the dispute, an Official of the University to be appointed by the Chancellor shall discharge his /her functions with respect to an appeal.

SECTION 15.5.

COMMITTEE STRUCTURE

- a. Each Faculty-Student Disciplinary Committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.
- b. The President shall select in consultation with the head of the appropriate campus governance body or where the President is the head of the governance body. Its Executive Committee, three (3) members of the instructional staff of that College to receive training and to serve in rotation as chair of the Disciplinary Committees. If none of the chairpersons appointed from the campus can serve, the President, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other Colleges. The chairperson shall preside at all meetings of the Faculty-Student Disciplinary Committee, decide, and make all rulings for the Committee. He/she shall not be a voting member of the Committee but shall vote in the event of a tie.
- c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the College shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.
- d. In the event that the Chairperson cannot continue, the President shall appoint another Chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.
- e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the Committee.

SECTION 15.6.

SUSPENSION OR DISMISSAL

The Board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any College, School, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.

The Chancellor or Chancellor's designee, President, or any Dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw Section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

SECTION 15.7.

THE UNIVERSITY STUDENT SENATE

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

SECTION 15.8.
COLLEGE GOVERNANCE PLANS

The provisions in a duly adopted College Governance Plan shall not be inconsistent with the provisions contained in this article.

Dated: September 1998

ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES (SELECTED SECTIONS)

SECTION 16.1.

STUDENT ACTIVITY FEE

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

SECTION 16.2.

STUDENT ACTIVITY FEES USE - EXPENDITURE CATEGORIES

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

SECTION 16.3.

STUDENT GOVERNMENT FEE

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in Section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly

elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

**SECTION 16.4.
STUDENT GOVERNMENT ACTIVITY DEFINED**

A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

**SECTION 16.5.
COLLEGE ASSOCIATION**

1. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

2. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirement are met:

a. The governing board of the college association is composed of:

i. The college president or his/her designee as chair.

ii. Three administrative members appointed by the college president.

iii. Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

iv. Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

b. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with Section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days, those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agrees.

c. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

APPENDIX III. National Association of Social Workers (NASW) Code of Ethics

OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the *NASW Code of Ethics*," provides an overview of the *Code's* main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

Strengthen and unify the profession

Promote the development of social work practice

Advance sound social policies.

Promoting high standards of practice and protecting the consumer of services are major association principles.

Preamble

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

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

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

service

social justice

dignity and worth of the person

importance of human relationships

integrity

competence.

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

The *NASW Code of Ethics* is to be used by NASW and by individuals agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of *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 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.

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

Ethical Principles

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

Value: Service

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

1.06 Conflicts of Interest

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be

demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship. (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

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

2.11 Unethical Conduct of Colleagues

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

3.02 Education and Training

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

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

NASW
National Association of Social Workers
750 First Street, NE
Washington, DC 20002-4241

APPENDIX IV. NASW Social Work Student Professional Liability Insurance FAQs

NASW Social Work Student Professional Liability Insurance FAQs

800-355-3869

insurancet@naswdc.org

http://www.naswinsurancetrust.org/types_of_insurance/Student_liability_FAQ.htm#7

Who is eligible for coverage?

To be eligible for individual coverage, a student must be enrolled in a Council on Social Work Education accredited social work degree program, or a program approved for candidacy. The Student must be a member of NASW at the time the application for coverage is made.

Who provides the coverage?

The NASW Insurance Trust's program is underwritten by the American International Group (AIG). AIG is one of the strongest, largest, and well-respected insurance companies in the world. It is the 15th largest insurer in the world and has over \$58 billion in assets. AIG has the top rating awarded by A.M. Best Company, as well as Standard & Poor's.

How soon will insurance coverage begin after the application is submitted?

Students must be members of NASW before applying for the individual student coverage. Once a student becomes a member of NASW, it can take up to six weeks to obtain coverage, so it is important for students to plan ahead. Usually insurance coverage begins the first day of the month following acceptance of the application. This process normally takes two to six weeks to complete following receipt of the application.

How much does this coverage cost?

Depending on the liability limit selected, the premium rate ranges between \$23 and \$41 per year for an individual student.

Will this insurance cover me if I get a part time job?

No, the student liability program is designed to cover the risks associated with field study placement only and does not cover employment related activities. If you get a job working in the field of social work that is not part of your school-sponsored curriculum, you will need additional coverage for those activities. You may apply for an individual social worker professional liability policy or you may be able to obtain coverage through your employer. The NASW Insurance Trust offers significant discounts on premium rates for new graduates under our professional liability program.

Where do I mail my application and/or check?

Applications, payments and correspondence to the program administrator should be directed to:
The American Professional Agency
95 Broadway
Amityville, NY 11701

Who can I call if I have additional questions?

If you have questions, please call our program administrator, the American Professional Agency, at **1-800-421-6694 or 631-691-6400** and ask to speak to the social work department. They will be happy to answer all your questions.

To apply for NASW membership online:

<https://www.socialworkers.org/nasw/join/default.asp>

APPENDIX V. National Association of Black Social Workers (NABSW)

Code of Ethics

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary. Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interest.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

NABSW
2305 Martin Luther King Ave. S.E.
Washington, D.C. 20020
Phone: (202) 678-4570
Fax: (202) 678-4572
E-mail: nabsw.harambee@verizon.net
Website: www.nabsw.org

APPENDIX VI. APPLICATION FOR FIELD PLACEMENT

**Medgar Evers College, CUNY
BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM**

APPLICATION FOR FIELD PLACEMENT

Field Education Requirements:

In order to enter the field work phase of the program, students must meet specific criteria and submit an application. Only those students who have met the program's specified criteria and whose application has been approved will be permitted to continue on to the Field Education sequence of the degree program.

Application for Field Placement for Fall must be submitted prior to the end of the Spring Semester

(Please Type or Print Legibly)

Name: _____
Last First Middle initial

Last 4 digits of SS Number: _____

Address: _____
Street City State ZIP

Telephone: _____ Alternate phone number: _____

E-mail address: _____

Emergency Contact:

Name Relationship Telephone

Section I

1. Indicate the number of credits you currently have in all Social Work courses

Junior Year _____ Senior Year _____

2. Have you completed all required core courses? Yes _____ No _____

Overall GPA _____ GPA in Social Work courses _____

3. Any grades received in required social work courses below 2.5?

Yes: ___ No ___

If yes, please explain: _____

4. Honors or awards received _____

5. Are you a member of the Social Work Club? Yes _____ No _____

Section II

Educational and Career Goals

1. What are your long-term career goals?

2. What are your educational goals?

The following information will be used to help facilitate placement at an appropriate agency site.

Section III

Areas of Special Interest

Child Welfare

Rate each from 1 to 5, with 1 being most interested and 5 being least interested

- School age children
- Adolescents
- Adoptions/foster care
- Advocacy
- Child protective services
- Group home/residential treatment center
- Juvenile justice services

Gerontology

Rate each from 1 to 5, with 1 being most interested and 5 being least interested

- Medical

- Mental health
- Nursing home
- Rehabilitation
- Senior Center
- Hospice
- Hospital

Substance Abuse

- Outpatient treatment
- Inpatient
- Residential treatment

List your preferences for the location (borough) of your field placement site. Please be mindful that we may not be able to accommodate your request.

C. Briefly describe what you hope to learn in your field placement _____

Please Note:

- *If you have been convicted of a crime, then you may be ineligible to be placed in an agency that provides services to children. Please speak with a Faculty Mentor and/or Academic Advisor.*
- *Some agencies may require students to purchase professional liability insurance prior to beginning field placement. This issue will be discussed with the student prior to the beginning of their placement.*
- *There are no guarantees about placing students in their preferred field site. However, every effort will be made to accommodate their request.*

I certify that all the information provided is true and correct. I understand that falsifying information may cause my dismissal from a field placement site, the Field Program and/or the Social Work Program. I understand that I may have to provide proof of student professional liability insurance prior to beginning my field placement.

Print Name

Date

Student signature

Field Education Specialist

Date

For Office Use only: _____

APPENDIX VII. RELEASE OF INFORMATION FORM

**MEDGAR EVERS COLLEGE, CUNY
BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM**

RELEASE OF INFORMATION FORM

I authorize Medgar Evers College, the Bachelor of Social Work Program, its Faculty, the Field Education Specialist and Field Education Director to consult with field agencies in the development of a field instruction assignment.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

Acknowledgments:

Print Name

Student's Signature

Date

APPENDIX VIII. AGENCY AFFILIATION AGREEMENT



School of Liberal Arts and Education
Social Work Department

Tel: (718) 270-4857

AGENCY AFFILIATION AGREEMENT

between

Agency Name

Address

Contact Person

Phone Number

E-Mail

Medgar Evers College of the
City University of New York
School of Liberal Arts and
Education
Bachelor of Science in Social
Work Program
1650 Bedford Avenue
Brooklyn, NY 11225
Franzeska Sampson, Ed.D
Field Education Director
718-270-4985
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**Agreement to Provide Field Work for Social Work Students
And Description of Responsibilities**

This agreement outlines the basic guidelines for the provision of an educationally focused field work experience for undergraduate social work students. The field work sequence plays a unique role in the educational curriculum, providing the opportunity for students to gain practical experience in providing social work services and treatment to client groups served by a wide variety of social agencies.

The participating community agencies, the students and the College are engaged in a mutually beneficial partnership in the provision of field work experiences. Within the framework of this partnership, each participant has specified responsibilities and obligations. The coordination of the participants and the adherence to responsibilities are crucial to the successful operation of the entire program.

Responsibilities of the College

- A. Provide clear expectations and procedures for the implementation of the field work program
- B. Provide an orientation to the College and the Social Work Program policies, procedures and philosophy
- C. Maintain ongoing, formal communication and linkages with community agencies participating as field work sites
- D. Provide a faculty liaison to each agency, who will serve as the major link between the agency, the field instructor, the student, and the College
- E. Provide orientation to field instructors around issues of field instruction, supervision, learning contract and other relevant issues
- F. Provide ongoing support and assistance to the field instructors to enhance the provision of an educationally focused field work placement
- G. Provide secure on line communication, for confidential client related communication, by Email and in on line classes.

Responsibilities of the Field Education Director

- Develop, plan, and supervise varied administrative tasks related to the placement of the College's students into meaningful Field Education experiences within local social service agencies, organizations, and programs.
- Explore and build cooperative relationships with community-based agencies to develop Field Education partnership sites and utilizes these relationships to establish an Advisory Committee.
- Assist students with all aspects of the Field Education program including coordinating applications and interviews, facilitate recruitment workshops and orientation sessions, assign placement site, and conduct site visits to monitor and evaluate student experiences.
- Work collaboratively with faculty and placement agencies to create policies and procedures to assess and ensure the academic quality and integrity of the Field Education program.
- Facilitate professional development for agency-based Field Instructors.
- Identify and implement data-driven improvements in program delivery and assessment.
- Assist with field education seminar construction, implementation, and evaluation.
- Serve as a task supervisor for any BSSW Interns that the Department is hosting.
- Create any forms needed to enhance the data collection and record keeping of the program.
- Perform other job junctions assigned by the Department Chairperson.
- Supports program development, student service delivery, outcome evaluation and instructor/student recruitment, enrollment, and retention.
- Recommends, implements and evaluates strategies to expand program offerings.
- Prepares analytical and statistical reports for management.
- Develops and maintains relationships with various College offices to improve student and faculty services.
- Serves as resource expert regarding program policies and procedures.
- Oversees office recordkeeping; manages updates of program web and print materials.
- May supervise office operations and/or department budget.

- Performs related duties as assigned.

Responsibilities of the Agency

- Accept and cooperate with College and BSSW Social Work Program policies and guideline.
- Accept and evidence commitment to the educational objectives inherent in the field work curriculum, including the understanding that agency and client information will be used in class, without identifying information, for educational purposes
- Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively
- Designate qualified field instructors
- Modify the schedules of any employee selected to be a field instructor to assure that adequate time is available for teaching and student supervision activities, including meetings at the College
- Provide any needed assistance to the field instructor in developing appropriate learning experiences within the agency
- Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students. This includes understanding that the agency must do its' own screening of students, as information related to the Americans with Disabilities Act, Civil Rights Laws, or other rights to privacy must be respected by Medgar Evers College, The City University of New York
- Inform the BSSW Program of any change in administration of the agency that affect the field placement program
- Complete an Affiliation Agreement with The Medgar Evers College Bachelor of Science in Social Work Program

Responsibilities of the Field Instructor

- Provide an agency orientation to the student at the beginning of the placement period
- Develop a schedule of learning activities in conjunction with the student during the first five weeks of the placement period
- Provide educationally focused experiences and opportunities for student learning, reflecting a range of social work tasks and activities with diverse populations at risk
- Accept and evidence commitment to the educational objectives inherent in the field work curriculum, including the understanding that agency and client information will be used in class, without identifying information, for educational purposes
- Complete and submit a midterm evaluation and a written evaluation at the end of each semester, outlining student progress and further learning goals and needs
- Meet with the Field Education Specialist three (3) times during the placement period to assess student progress and coordinate learning experiences
- Provide a minimum of 1 hour per week of individual supervision for each student placed in the agency, and provide for ongoing consultation and/or supervision as needed
- Be available in the agency during the field work hours when the student is present, and insure that appropriate alternate supervision is available if called away
- Maintain communication with assigned faculty liaison regarding student performance, potential difficulties or areas of concern, or changes in the agency, which impact the field work experience
- Attend field instructor orientation and 2 field instructor meetings at the campus

K. Attend other field related activities throughout the year whenever possible

Responsibilities of the Student

- A. Accept and abide by policies and guidelines established by the agency. This includes areas such as agency hours of operation, documentation requirements, participation in agency meetings, etc.
- B. Accept and abide by policies and guidelines established by the Social Work Program for the educationally focused field work experience
- C. Accept and abide by the National Association of Social Workers Code of Ethics at all times
- D. Participate actively in the educational experience of field work by developing the learning experiences and activities, preparing for, and participating in, weekly supervision conference, participating in the field seminars and completing assignments, and participating in the evaluation conferences with the field instructor and faculty liaison
- E. Behave and appear in a responsible professional manner, consistent with social work standards, values and ethics, in your interactions with clients, colleagues and the community
- F. Review agency policy and your own insurance, regarding use of your personal car for agency business, including transportation of clients, and **maintain appropriate insurance**
- G. Provide for continuity of services and treatment during college holiday periods, keeping to the obligations and values inherent in the ethical practice of professional social work. Students should discuss scheduling with the field instructor to assure continuity of services to clients.

Agency Director (Print)

Date _____

Agency Director (Sign)

Agency Liaison/Field Instructor

Date _____

MEC BSSW Field Education Director

Date _____

APPENDIX IX. AGENCY PROFILE

AGENCY PROFILE

Agency Information

1. Name: _____

Address: _____ City/State/Zip: _____

Telephone/Fax: _____ website: _____

Agency Director: _____ Telephone: _____

2. Brief description of services provided and population(s) served: _____

3. Does your agency have a Licensed Social Worker on staff (MSW plus 3 years post masters experience)? Yes No

If yes, please provide the following information:

Name: _____ Title: _____

Agency address (if different from address listed above): _____

Telephone: _____ Fax: _____ email: _____

4. Graduate Experience:

School: _____ Degree: _____ Date conferred: _____

Professional License: ___ LCSW ___ LMSW ___ CSW ___ MSW

5. Experience as a Field Instructor

Number of students supervised

School	Year	BSW	MSW

6. Expectation of student during field placement:

Please answer the following:

I. Does your agency provide an orientation for students? Yes No
If yes, when is it held? _____

II. Practice Focus of Placement Site (check all that apply)

- ___ Individuals (case management)
- ___ Families (case management)
- ___ Groups (support, activity, psycho-educational)
- ___ Case management
- ___ Counseling (individuals, families, groups)
- ___ Crisis Intervention
- ___ Staff Development
- ___ Case conferencing
- ___ Community Outreach
- ___ Community Education
- ___ Community Organizing
- ___ Advocacy
- ___ Program Planning/Evaluation
- ___ Policy Analysis

III. Population(s) Served (check all that apply)

- ___ Children
- ___ Adolescents/Young adults
- ___ Adults
- ___ Elderly
- ___ Male
- ___ Female
- ___ Immigrants

IV. Competencies

Which of the following competencies could a student develop at your field education site?
Check all that applies.

- ___ Demonstrate ethical and Professional Behavior
- ___ Engage Diversity and Difference in Practice

- ___ Advance Human Rights and Social, Economic and Environmental Justice
- ___ Engage In Practice-informed Research and Research-informed Practice
- ___ Engage in Policy Practice
- ___ Engage with Individuals, Families, Groups Organizations, and Communities
- ___ Assess Individuals, Families, Groups, Organizations, and Communities
- ___ Intervene with Individuals, Families, Groups, Organizations, and Communities
- ___ Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- ___ Other

V. If students are expected to do home visits, do you provide:

- a) Transportation and/or escorts? Yes No
- b) Reimbursement for transportation to and from agency assignments?

VI. Describe the opportunities for social work training that exists in this setting and the specific expectations the site would have of a student doing field work in this setting:

VII. What is the process for addressing emergencies such as: grievance, incidence reporting and conflict resolution within the agency?

Field Instructor or Authorized Agency Personnel

Name: _____ Title: _____
 Print

Signature: _____ Date: _____

Medgar Evers College Field Education Director

Name: _____ Title: _____
 Print

Signature: _____ Date: _____

APPENDIX X.

**MEDGAR EVERS COLLEGE CUNY
SOCIAL WORK DEPARTMENT
EVALUATION OF FIELD PLACEMENT AND FIELD INSTRUCTOR
Completed by Field Education Director or Specialist**

An initial site evaluation is required for new placements. Additionally, field agencies are visited by the Field Education Director or Field Education Specialist once per year to ensure that agencies are adequately meeting students' needs accordingly to CSWE standards as well as to guide us in developing training and preparing future students for field practicum experiences.

STUDENT: _____ **SEMESTER/YEAR:** _____

AGENCY: _____ **FIELD INSTRUCTOR:** _____

I. EVALUATION OF AGENCY

1. Does the agency provide sufficient contact with client systems and a variety of learning experiences to meet educational objectives of BSSW field instruction? Yes__No__Uncertain__
2. Is the student's learning experiences in the agency based on educational objectives (student in the role of a learner rather than a worker)? Yes__No__Uncertain__
3. Does the student(s) experience a wide range of practice assignments with all levels of client systems?

	Yes	No	Uncertain
Individual and Family Systems	O	O	O
Group Systems	O	O	O
Organization/Administrative/Community Systems	O	O	O

4. What percent of the student(s)' practice activities are related to: (total=100%):
 _____% Individual _____% Organization _____% Community
 _____% Family _____% Group

5. Does the agency reflect social work values and ethics? Yes__No__Uncertain__
6. Does the student(s) provide learning opportunities to integrate theoretical approaches and strategies of intervention learned in the classroom? Yes__No__Uncertain__
7. Are there sufficient learning opportunities for student(s) to work with?

	Yes	No	Uncertain
Diverse populations	O	O	O
Individuals, Families, Groups, Organization, Communities	O	O	O

Oppressed Groups/Marginalized Groups/ Populations at Risk	O	O	O
Diversity Equity & Inclusion	O	O	O
Cultural Competence & Knowledge	O	O	O
Various Socioeconomic Statuses	O	O	O

8. What other factors about this agency should be taken into consideration before making student placements?

II. EVALUATION OF FIELD INSTRUCTOR

1. Please rate the field instructor on supervisory functions related to field instruction:

1=Unsatisfactory 2=Satisfactory 3=Most satisfactory 4=Not applicable

	1	2	3	4
1. The field instructor is supportive and understanding of the student(s), i.e., offers reassurance, encouragement and positive reinforcement.	O	O	O	O
2. The field instructor provides the student(s) with constructive feedback in a timely, specific, and clear manner.	O	O	O	O
3. The field instructor is knowledgeable and skilled in ethical professional social work practice:	O	O	O	O
a) Generalist practice	O	O	O	O
c) CSWE	O	O	O	O
d) The NASW Code of Ethics				
4. The field instructor provides the necessary structure and organization to maximize student(s)' learning and success in field:				
a) Provides a comprehensive orientation to the agency	O	O	O	O
b) Coordinates necessary tools for intern success, such as access to workstation, records, etc.	O	O	O	O
c) Engages in a minimum of one-hour supervision per week.	O	O	O	O
d) Provides opportunities for students to participate in workshops, conferences, community activities and other planned agenda events.	O	O	O	O
5. Provides student orientation.	O	O	O	O
6. The field instructor assigns practice activities that are appropriate in level of difficulty for respective field educational (BSSW) objectives and skill level of student(s).	O	O	O	O

7. The field instructor is realistic in expectations of the BSSW Student(s)' learning needs and performance relative to the school's expectations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The field instructor fosters self-awareness in student(s):				
a) Encourages self-reflection, self-care practices and growth opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Encourages student(s)' use of critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Offers constructive feedback from students and/or faculty liaison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The field instructor serves as a role model and mentor to student(s) modeling professional social work behaviors, values, and skills:				
a) models professional social work behaviors, values, and attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) encourages personal and professional development relative to boundaries and dual relationships on all system levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. EVALUATION OF FIELD INSTRUCTOR/STUDENT PARTNERSHIP

1. The field instructor works particularly well with these students:
 - a. Traditional students with work and/or volunteer experience: Yes___No___Uncertain___
 - b. Traditional students with limited or no work/volunteer experience: Yes___No___Uncertain___
 - c. Nontraditional students with prior social work experience: Yes___No___Uncertain___
 - d. Nontraditional students with no prior social work experience: Yes___No___Uncertain___
 - e. Students who work well independently: Yes___No___Uncertain___
 - f. Students who need a structured setting with close supervision: Yes___No___Uncertain___
 - g. Students who have experienced "problems" in the field. Yes___No___Uncertain___

2. The field instructor's teaching style can be characterized as:
 - a. Facilitative Yes___No___Uncertain___
 - b. Informal/"laissez faire" Yes___No___Uncertain___
 - c. Therapeutic Yes___No___Uncertain___
 - d. Directive Yes___No___Uncertain___

3. Please comment on any additional strengths or weaknesses of this field instructor which you feel should be considered as we make future placements:

Comments: _____

Field Instructor _____ Date _____
Field Director/Field Specialist _____ Date _____

**BSSW INTERN FIELD SITE VISIT CHECKLIST
MEDGAR EVERS COLLEGE CUNY
SOCIAL WORK DEPARTMENT**

STUDENT'S NAME: _____
DATE/TIME OF VISIT: _____
FIELD EDUCATION AGENCY: _____
FIELD INSTRUCTOR: _____

A.	Professional Behaviors	Above Average	Average	Needs Improvement
	Attendance and punctuality			
	Professional courtesy			
	Professional comportment/demeanor			
	Submits required documentation on time			
B.	PROFESSIONAL CONDUCT			
	Treats clients with dignity and respect			
	Maintains professional relationship with colleagues			
	Understands the nature of professional helping Relationship			
	Handles confidential matters appropriately			
C.	PROFESSIONAL DRESS AND DECORUM			
	Dresses in a professional manner			
	Utilizes appropriate titles			
	Maintains professional interactions with clients			
D.	MOTIVATION/USE OF SUPERVISION			
	Takes initiative to fulfill assigned tasks			
	Asks appropriate questions of supervisor			
	Accepts and applies constructive criticism			
	Comes to supervision prepared			
E.	UNDERSTANDING OF GENERALIST PRACTICE			
	Has a clear understanding of Generalist Social Work Practice			
	Understands the expectations of field instruction			

Comments: _____

Field Instructor _____ Date _____
 Student _____ Date _____
 Field Director/Field Specialist _____ Date _____

APPENDIX XI. STUDENT’S FIELD EVALUATION

Student Self Evaluation _____
 Field Instructor Evaluation _____

**MEDGAR EVERS COLLEGE
 BACHELOR OF SCIENCE IN SOCIAL WORK
 STUDENT FIELD EVALUATION**

Student’s Name _____ Agency _____

Field Instructor _____ Mid-Term Evaluation _____
 Final Evaluation _____

1. Demonstrate Ethical and Professional Behavior

Social work values and ethics are reflected in the burgeoning social worker’s professional judgement, affective reactions, and practice. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Honors Social Work values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Honors Social Work values as applied to cultural, racial, and gender identities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Applies the NASW Code of Ethics to worker-client relationships, peer relationships and in representing the social service agency and the Social Work profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Differentiates between personal, system, and professional Social Work values in professional situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Identifies Social Work functions performed by self and other agency staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Explains Social Work functions and agency mandates to clients, potential clients, community stake-holders, and other agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Identifies Social Work functions performed with individuals, families, groups, organizations, and communities in problem resolution with client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Brings agenda, questions and concerns to supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Asks for help when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j.	Assumes responsibility for own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

k.	Demonstrates professional awareness by being able to self-identify two areas where professional growth has been achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l.	Demonstrates professional awareness by being able to self-identify two areas where continued professional growth is needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Engage in Diversity & Difference in Practice

Applies human behavior theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Describes the relationship between human behavior and the social environment of clients within social work contexts. ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Individualizes and works with individuals, families, groups, communities, and organizations with respect to socioeconomic, ethnic, religious, gender, age, sexual orientation differences and rural lifestyle issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Applies human behavior concepts and systems theory to broad populations inclusive to individual, family, group, organization, and community systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Sets priorities for intervention that are rooted in human behavior theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Advance Human Rights & Social, Economic, & Environmental Justice

Incorporates social welfare knowledge at local, state, national and international levels, and their implications for the promotion of social and economic justice into her/their/his practice. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Incorporates knowledge of local, state, and federal social welfare policy with respect to the needs of the special populations and populations-at-risk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Incorporates knowledge of distributive justice, human rights, and the global interconnections of oppression in engaging, assessing, intervening, and evaluating individuals, families, communities, and organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Engage in Practice Informed Research & Research Informed Practice

Translates multiple ways of knowing, including principles of culturally informed and ethical approaches, logic, and scientific inquiry into sound professional judgement. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Incorporates cultural wisdom, research evidence, logic, and knowledge from multiple disciplines in engaging, assessing, intervening, and evaluating individuals, families, communities, and organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Engage in Policy Practice	

Applies understanding of organizational arrangements and their implications for service delivery to her/their/his practice.

The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Identifies strengths and limitations of agency’s service delivery system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Identifies the impact of state and federal law on agency service delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Appropriately suggests changes in agency programs, policies, and/or procedures as they affect clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Applies knowledge of organizational policies in problem solving within the agency and among the communities served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Engage with Individuals, Families, Groups, Organizations, & Communities						
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Utilizes effective communication skills while actively engaging in professional helping relationships with client systems, colleagues, and representatives of organizations and communities in their practice. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Work within agency purposes, structure, and constraints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Demonstrates proficient written and oral communication skills by recording with clarity and promptness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Effectively plans and arranges work responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Personal appearance is appropriate as related to agency field instruction standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Demonstrates professional responsibility by prompt and consistent attendance, acting within integrity, and engaging in professional conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Works collaboratively with client systems, colleagues and/or representatives of other organizations and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Assess Individuals, Families, Groups, Organizations, & Communities						
----------------------------------------------------------------------------------	--	--	--	--	--	--

Demonstrates knowledge of social welfare policies and services at the local, state, and national levels by incorporating this knowledge into their assessment of social work problems. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Demonstrates knowledge of local, state and federal social welfare policy and by explaining how they inform the micro-level experiences of individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Intervene with Individuals, Families, Groups, Organizations, & Communities						
------------------------------------------------------------------------------------------	--	--	--	--	--	--

Applies a systems approach to assessment, planning, intervention, evaluation and termination at the individual, family, group, organization, and community levels in her/their/his practice. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Identifies and utilizes community-level resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b.	Locates and integrates needed resources into the problem solving process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Actively provides services to individuals and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Actively provides services to groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Actively provides services at the organization level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Actively provides services at the community level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Actively interfaces with multiple levels (individuals, families, groups, communities and organizations), simultaneously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Evaluate Individuals, Families, Groups, Organizations, & Communities

Demonstrates understanding of the basic concepts of research by incorporating this knowledge in evaluating her/their/his own practice with the agency. The social work intern:

		Always	Almost Always	Occasionally	Never	N/A
a.	Assess the impact of interventions among individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Evaluates outcomes in practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Uses objective and subjective data to inform professional practice-related decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Actively interfaces with multiple levels (individuals, families, groups, communities and organizations), simultaneously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Rating of Social Work Internship Performance

		Always	Almost Always	Occasionally	Never	N/A
a.	How would you rate the overall ability of the social work intern to demonstrate the knowledge, values and skills of generalist practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student's Name _____

Agency _____

Field Instructor _____

Mid-Term Evaluation ____ Semester ____ Year ____

Final Evaluation ____ Semester ____ Year ____

A. Student Assignments:

Please indicate the percentage of student time spent on each type

___ Work with individuals	___ Work with families	___ Work with groups	___ Work with organizations
___ Work with communities	___ Assessment of Agency Policy,	___ Administrative support (planning, needs	___ Research

	Procedures and Guidelines	assessment, etc.)	
___ Other			

B. Supervision:

How often do formal supervisory sessions take place between the agency supervisor and student within a two-week time frame?

C. Performance Evaluation: Evaluation Rating Scale

5 - Always	The student demonstrates <i>above average</i> mastery of skill by <i>always</i> performing the practice behavior.
4 - Almost Always	The student demonstrates <i>average</i> mastery of skill by <i>consistently</i> performing the practice behavior.
3 - Occasionally	The student demonstrates <i>below average</i> mastery of skill by <i>occasionally</i> performing the practice behavior.
2 - Never	The student demonstrates <i>less than minimal</i> mastery of skill, and/or unsatisfactory performance by not integrating social work skills, values, and or ethics into practice.
1 - N/A	The behavior described does not apply to the student's field internship responsibilities.

Supervisor's Comments (Attach additional comments if needed):

Social Work Intern's Comments (Attach additional comments if needed):

Field Site Supervisor Print Signature Date

Student Print Signature Date

Student must read and sign the evaluation

Director or Coordinator of Field Education Date

APPENDIX XII. EVALUATION OF FIELD PLACEMENT AND FIELD INSTRUCTOR

**MEDGAR EVERS COLLEGE
BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM**

EVALUATION OF FIELD PLACEMENT AND FIELD INSTRUCTOR

Students are required to complete an evaluation of their field practicum to assist the BSSW Program staff with future planning. This information will be used in our on-going evaluation of field education as well as to guide us in developing training and preparing future students for field practicum experiences.

STUDENT: _____ **SEMESTER/YEAR:** _____

AGENCY: _____ **FIELD INSTRUCTOR:** _____

IV. EVALUATION OF AGENCY

5. Does the agency provide sufficient contact with client systems and a variety of learning experiences to meet educational objectives of BSSW field instruction?

Yes ___ No ___ Not Sure _____

6. Is the student's learning experiences in the agency based on educational objectives (student in the role of a learner rather than a worker)?

Yes ___ No ___

7. Does the student(s) experience a wide range of practice assignments with all levels of client systems?

a. individual and family systems;

Yes ___ No ___

b. group systems;

Yes ___ No ___

c. organization/administrative and;

Yes ___ No ___

d. community systems?

Yes ___ No ___

8. Roughly, what percent of the student(s)' practice activities are related to: (total=100%):

_____ % Individual

_____ % Organization

_____ % Community

_____ % Family

_____ % Group

5. Does the agency reflect social work values and ethics? Yes ___ No ___
6. Does the student(s) have learning opportunities to integrate and utilize theoretical approaches and strategies of intervention learned in the classroom? Yes ___ No ___
1. Are there sufficient learning opportunities for student(s) to work with?
- a. diverse populations; Yes ___ No ___
- b. individuals, families, groups, organization, communities Yes ___ No ___
- c. oppressed groups/populations at risk; Yes ___ No ___
- d. cultural/ethnic groups and; Yes ___ No ___
- e. socio/economic groups? Yes ___ No ___
2. Are there other issues or concerns about this agency which should be taken into consideration before making future placements?
-
-
-

V.

VI. EVALUATION OF FIELD INSTRUCTOR

Please rate the field instructor on supervisory functions related to field instruction:

1=Unsatisfactory 2=Satisfactory 3=Most satisfactory 4=Not applicable

	U	S	MS	NA
4. The field instructor is supportive and understanding of the student(s), i.e., offers reassurance, encouragement and positive reinforcement.	1	2	3	4
5. The field instructor provides the student(s) with constructive feedback in a timely, specific, and clear manner.	1	2	3	4
6. The field instructor is knowledgeable and skilled in Ethical professional social work practice:				
a. generalist practice	1	2	3	4
b. identification as a social work professional	1	2	3	4

c.	commitment to NASW Code of Ethics	1	2	3	4		
<u>1=Unsatisfactory</u>		<u>2=Satisfactory</u>		<u>3=Most satisfactory</u>		<u>4=Not applicable</u>	
U		S		MS		NA	
7.	The field instructor provides the necessary structure and organization to maximize student(s)' learning and success in field.						
a.	provides a comprehensive orientation to the agency	1	2	3	4		
b.	coordinates necessary physical arrangements, such as access to work station, phone, records, etc.	1	2	3	4		
c.	engages in a minimum of one-hour supervision per week;	1	2	3	4		
d.	expects students to participate in supervisory conferences with planned agenda and;	1	2	3	4		
e.	was available and accessible to student(s) as needed.	1	2	3	4		
8.	The field instructor assigns practice activities that are appropriate in level of difficulty for respective field educational objectives and skill level of student(s).	1	2	3	4		
9.	The field instructor is realistic in expectations of the Student(s)' learning needs and performance relative to School's expectations:						
a.	lower expectations of abilities/performance;	1	2	3	4		
b.	unrealistic expectations of abilities/performance;	1	2	3	4		
c.	appropriate expectations of abilities/performance.	1	2	3	4		
10.	The field instructor fosters self-awareness in student(s):						
a.	encourages self-reflection and introspection in student(s);	1	2	3	4		
b.	encourages student(s)' use of critical thinking skills;	1	2	3	4		
c.	is receptive to constructive feedback from students and/or faculty liaison and;	1	2	3	4		
d.	open to learning from student(s).	1	2	3	4		

APPENDIX XIII. PROGRAM EVALUATION (GENERALIST PRACTICE)

**MEDGAR EVERS COLLEGE
BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM**

PROGRAM EVALUATION (GENERALIST PRACTICE)

The evaluation of the social work curriculum is a very important part of maintaining a quality program. The faculty is requesting your input into program evaluation. Please complete each statement by rating your perspective in regard to the extent you feel the program has provided you content in the various areas. Circle the number on the rating scale that best reflects your perception of the content area Rate your answers on the 5-point scale where 5= excellent, 4=good, 3= satisfactory, 2=fair, and 1=poor.

Circle Classification: Freshman Sophomore Junior Senior

1. Your knowledge of theories related to individuals.

Excellent Good Satisfactory Fair Poor NA

5 4 3 2 1

Suggested improvements: _____

2. Your knowledge of theories related to groups.

Excellent Good Satisfactory Fair Poor NA

5 4 3 2 1

Suggested improvements: _____

3. Your knowledge of theories related to organizations.

Excellent Good Satisfactory Fair Poor NA

5 4 3 2 1

Suggested improvements: _____

4. Your knowledge of theories related to communities.

Excellent Good Satisfactory Fair Poor NA

5 4 3 2 1

Suggested improvements: _____

5. Your knowledge of theories related to families.

Excellent Good Satisfactory Fair Poor NA

5	4	3	2	1
---	---	---	---	---

Suggested improvements: _____

6. Your knowledge of diversity.

Excellent	Good	Satisfactory	Fair	Poor	NA
5	4	3	2	1	

Suggested improvements: _____

7. Your knowledge of social work practice with individuals.

Excellent	Good	Satisfactory	Fair	Poor	NA
5	4	3	2	1	

Suggested improvements: _____

8. Your knowledge of social work practice with groups.

Excellent	Good	Satisfactory	Fair	Poor	NA
5	4	3	2	1	

Suggested improvements: _____

9. Your knowledge of social work practice with organizations.

Excellent	Good	Satisfactory	Fair	Poor	NA
5	4	3	2	1	

Suggested improvements: _____

10. Your knowledge of social work practice with communities.

Excellent	Good	Satisfactory	Fair	Poor	NA
5	4	3	2	1	

Suggested improvements: _____

11. Your knowledge of social work practice with families.

Excellent	Good	Satisfactory	Fair	Poor	NA
5	4	3	2	1	

Suggested improvements: _____

12. Your knowledge of NASW Code of Ethics.

Excellent	Good	Satisfactory	Fair	Poor	NA
5	4	3	2	1	

Suggested improvements: _____

13. Your knowledge of population-at-risk and social and economic justice.

Excellent	Good	Satisfactory	Fair	Poor
5	4	3	2	1

Suggested improvements: _____

14. Your knowledge of social welfare policy and services.

Excellent	Good	Satisfactory	Fair	Poor	NA
-----------	------	--------------	------	------	----

	5	4	3	2	1	
15. Your knowledge of policy analysis.	Excellent	Good	Satisfactory	Fair	Poor	NA
	5	4	3	2	1	

Suggested improvements: _____

	5	4	3	2	1	
16. Your knowledge of qualitative research.	Excellent	Good	Satisfactory	Fair	Poor	NA
	5	4	3	2	1	

Suggested improvements: _____

	5	4	3	2	1	
17. Your knowledge of quantitative research.	Excellent	Good	Satisfactory	Fair	Poor	NA
	5	4	3	2	1	

Suggested improvements: _____

	5	4	3	2	1	
18. Internship program in preparing you for social work practice at this point.	Excellent	Good	Satisfactory	Fair	Poor	NA
	5	4	3	2	1	

Suggested improvements: _____

	5	4	3	2	1	
19. Your overall preparation for social work practice at this point.	Excellent	Good	Satisfactory	Fair	Poor	NA
	5	4	3	2	1	

Suggested improvements: _____

Other suggestions for improving the program: _____

Date Completed: _____

- 4. Identify one or two specific class taught theories that relate to your practice this week and briefly explain how the theory/theories connected to your experience.
- 5. Identify the social work skills that you used this week and describe how you used them.

6. Self-awareness around issues related to diversity and developing cultural competence skills are essential in professional development. Identify your personal biases or self-awareness that challenged you personally and professionally in your internship this week.

Student: _____
Print

Signature: _____ Date: _____

Field Instructor: _____
Print

Signature: _____ Date: _____

APPENDIX XV. STUDENT’S FIELD PRACTICUM TIMESHEET

**Medgar Evers College CUNY
Department of Social and Behavioral Sciences
Bachelor of Science in Social Work (BSSW) Program
Student Timesheet**

Semester/Year _____

Student: _____

Agency: _____

Address: _____

Telephone: _____ Fax: _____

Field Supervisor’s Name/Title: _____

Period covered: From ___ / ___ / ____ to ___ / ___ / ____

Date	Time In	Time Out	Total Hours	Day/Time of Weekly Supervision*	Supervisor’s Signature	Student’s Signature

Please note any major changes in learning objectives and/or assignments:

NOTE: This form should be completed and given to the Social Work Field Education Specialist monthly or as requested. **It must be signed** by the Field Instructor. Agency and school holidays may be observed. However, BSW students must complete 15 hours per week for a minimum of 200 hours per semester

* Enter day & time of session(s) held this week with field instructor.

APPENDIX XVI. SAMPLE JOURNAL ENTRY

Sample Journal Entry

Date of Entry: _____

1. Activities and tasks

2. Achievements

3. Issues/problems

4. Area(s) of concern about assignment(s)

5. Insights gained and/or new things learned

APPENDIX XVII. SAMPLE PROCESS RECORDING

**Medgar Evers College CUNY
Bachelor of Science in Social Work Program (BSSW)
Process Recording Format**

Agency: _____ **Field Instructor:** _____
Student's Name: _____ **Client's Initials:** _____
Interview Date: _____ **Session #:** _____

1. **PURPOSE OF THE SESSION:** (Statement of the purpose that is concise, clear and specific. Show relatedness between this session and the previous session, if applicable).
2. **STUDENT'S OBSERVATION:** (Appearance, verbal/physical behavior, mood, affect, etc. How does the client present him-/herself?)
3. **INTERVIEW CONTENT:** (Record word for word what happened during the interview.)

INTERVIEW CONTENT (student said, client/said verbatim)	CLIENT'S FEELINGS/AFFECT	STUDENT'S FEELINGS/REACTIONS	IDENTIFY INTERVENTIONS & MAJOR THEMES	APPLICABLE NASW CODE OF ETHICS	SUPERVISOR'S COMMENTS

Student Signature: _____ **Field Supervisor Signature:** _____

APPENDIX XVIII. FIELD PRACTICUM LEARNING CONTRACT

**MEDGAR EVERS COLLEGE
THE CITY UNIVERSITY OF NEW YORK (CUNY)
School of Liberal Arts and Education
Department of Social and Behavioral Sciences**

**FIELD PRACTICUM LEARNING CONTRACT
BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM**

This learning contract is an agreement between the field instructor, the student, and the BSSW Program. The content is based on the learning objectives for the course. The contract must be completed at the beginning of the semester and can be revised by the field education director or specialist in consultation with the field instructor and the student coordinator concludes that a revision is necessary. The learning contract will serve as the standard for evaluating the student’s performance in the field. The student and field instructor should identify tasks and activities that the student will engage in to meet the learning objectives outlined in this contract.

Student: _____

Agency: _____

Field Instructor: _____

Competencies	Learning Objectives/Behaviors	Task/Activities to Achieve Learning Objectives (Please check all that apply)	Monitoring/Evaluation Criteria (Please check all that apply)	Describe Task Student Will Complete
Competency 1: Demonstrate Ethical and Professional Behavior	-Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	<input type="checkbox"/> Apply social work values, knowledge and skills <input type="checkbox"/> Exercise use of supervision and consultation to guide social work practice	<input type="checkbox"/> Progress/Case Notes <input type="checkbox"/> Observation <input type="checkbox"/> Process recordings <input type="checkbox"/> Shadowing <input type="checkbox"/> Weekly supervision <input type="checkbox"/> Other (please specify)	

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Competencies	Learning Objectives/Behaviors	Task/Activities to Achieve Learning Objectives (Please check all that apply)	Monitoring/Evaluation Criteria (Please check all that apply)	Describe Task Student Will Complete
	-Support and uphold professional social work standards, values and ethics in social work practice	<input type="checkbox"/> Professional comportsment/demeanor <input type="checkbox"/> Submits required documentation on time		
Competency 2: Engage Diversity and Difference in Practice	-Use the knowledge and skills of generalist social - work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change -Exercise effective communication skills with a variety of client populations, colleagues, and members of the community	<input type="checkbox"/> Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity, etc. <input type="checkbox"/> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. <input type="checkbox"/> Present themselves as learners and engage with diverse clients and constituencies as experts of their own experiences <input type="checkbox"/> Has a clear understanding of Generalist Social Work Practice <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Progress/Case Notes <input type="checkbox"/> Process recordings <input type="checkbox"/> Shadowing <input type="checkbox"/> Weekly supervision <input type="checkbox"/> Other (please specify)	
Competency 3: Advance human rights and Social and economic justice	-Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation and demonstrate knowledge of regional special populations	<input type="checkbox"/> Apply their understanding of social, economic, and environmental justice, etc. <input type="checkbox"/> Engage in practices that advance social and economic justice <input type="checkbox"/> Incorporates knowledge of social work theories of human need and social justice strategies <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Progress/Case Notes <input type="checkbox"/> Process recordings <input type="checkbox"/> Shadowing <input type="checkbox"/> Weekly supervision <input type="checkbox"/> Other (please specify)	

Competencies	Learning Objectives/Behaviors	Task/Activities to Achieve Learning Objectives (Please check all that apply)	Monitoring/Evaluation Criteria (Please check all that apply)	Describe Task Student Will Complete
	including the elderly and those who are physically or mentally challenged			
Competency 4: Engage in practice-informed research and research-informed practice	-Utilize social work research skills and knowledge to evaluate practice and program effectiveness -Evaluate outcomes of interventions used with clients	__ Use and translate research evidence to inform and improve practice, policy & service delivery __ Incorporates evidence from multi-disciplinary sources and multiple ways of knowing. __ Accepts and applies constructive criticism __ Other (please specify)	__ Observation __ Field Logs __ Process recordings __ Shadowing __ Weekly supervision __ Other (please specify)	
Competency 5: Engage in policy practice	-Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities to formulate appropriate policies in response to human needs -Identify and discuss various advocacy roles for social workers in practice with diverse clients.	__ Identifies social policy at the local, state and federal level that impacts well-being and service delivery __ Apply critical thinking to analyze, formulate and advocate for policies that aligns with the NASW Code of Ethics. __ Other (please specify)	__ Field Logs __ Observation __ Process recordings __ Shadowing __ Weekly supervision __ Other (please specify)	
Competency 6: Engage with individuals,	-Use the knowledge and skills of generalist social work practice in assessing the strengths, needs,	__ Apply knowledge of human behavior and the social environment, person-in-	__ Progress/Case Notes __ Observation __ Process recordings	

Competencies	Learning Objectives/Behaviors	Task/Activities to Achieve Learning Objectives (Please check all that apply)	Monitoring/Evaluation Criteria (Please check all that apply)	Describe Task Student Will Complete
families, groups, organizations and communities	and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change	environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies. __ Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	__ Shadowing __ Weekly supervision __ Other (please specify)	
Competency 7: Assess individuals, families, groups, organizations and communities	-Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities	__ Collect and organize data and apply critical thinking to interpret information from clients and constituencies __ Develop mutually agreed on intervention goals and objectives based on the assessment __ Select appropriate intervention strategies based on assessment, and research knowledge and values. __ Other (please specify)	__ Progress/Case Notes __ Observation __ Process recordings __ Shadowing __ Weekly supervision __ Other (please specify)	
Competency 8: Intervene with individuals, families, groups, organizations and communities	-Exercise effective communication skills with a variety of client populations, colleagues, and members of the community -Use empirically based theories of bio/psychosocial/spiritual/cultural	__ Exercise effective communication skills with a variety of client populations, colleagues, and members of the community. __ Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	__ Progress/Case Notes __ Observation __ Process recordings __ Shadowing __ Weekly supervision __ Other (please specify)	

Competencies	Learning Objectives/Behaviors	Task/Activities to Achieve Learning Objectives (Please check all that apply)	Monitoring/Evaluation Criteria (Please check all that apply)	Describe Task Student Will Complete
	development to understand human behavior in the social environment with individuals, families, groups and communities	<input type="checkbox"/> Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies <input type="checkbox"/> Facilitate effective transitions and endings that advance mutually agreed-on goals <input type="checkbox"/> Other (please specify)		
Competency 9: Evaluate practice with individuals, families, groups, organizations and communities	-Exercise use of supervision and consultation to guide social work practice. -Exercise effective communication skills with a variety of client populations, colleagues, and members of the community	<input type="checkbox"/> Select and use appropriate methods for evaluation of outcomes <input type="checkbox"/> Critically analyze, monitor and evaluate intervention and program processes and outcomes <input type="checkbox"/> Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Observation <input type="checkbox"/> Process recordings <input type="checkbox"/> Progress/Case Notes <input type="checkbox"/> Shadowing <input type="checkbox"/> Weekly supervision <input type="checkbox"/> Other (please specify)	

Student: _____
Print

Signature

Date

Faculty Instructor: _____
Print

Signature

Date

Faculty Education Director: _____
Print

Signature

Date

APPENDIX XIX. COLLEGE RESOURCES

Medgar Evers College CUNY

COLLEGE RESOURCES

Admissions	718-270-6024	Freshman Year Program	718-270-4960
Student Advisement	718-270-5170	SEEK/Special Programs	718-270-4970
Financial Aid	718-270-6141	Bursar	718-270-6091
Registrar	718-270-6040	Student Life	718-270-6050
Career Management Service	718-270-5027	Health Services	718-270-6075
Women's Center	718-270-5155/5125	Athletics	718-270-6071
Student Affairs	718-270-6046	Learning Center	718-270-5136
		CUNY Testing	718-270-4835
Services for the		MEC Bookstore	718-774-5040
Differently-Abled		718-270-5027	
Male Development and Empowerment Center		718-270-6051	
Ella Baker/Charles Romain Child			
Development Center		718-270-6018	
Bedford Building Front Security		718-270-4998	
Student Life Building Security			
Academic Building (AB1) Security			
Carroll Building Security		718-270-6003	
School of Liberal Arts		718-270-4987	
Social Work Department			
Social & Behavioral Sciences		718-270-4850	
English		718-270-4940	
Foreign Languages		718-270-4958	
Philosophy and Religious Studies		718-270-4958	
Mass Communication, Creative &			
Performing Arts and Speech		718-270-4983	

Psychology	718-270-4988
School of Education	718-270-4936
School of Business	718-270-5110
Accounting, Economics and Finance	718-270-5195
Business Administration	718-270-5100
Computer Information Systems	718-270-5118
Public Administration	718-774-6250 ext. 29
School of Science, Health & Technology	718-270-6218
Biology	718-270-6200
Mathematics	718-270-6417
Nursing	718-270-6222
Physical Science, Environmental & Computer Science	718-270-6453
Library and Information Services	
Chief Librarian	718-270-4880
Circulation Desk	718-270-4873
Writing Center	718-804-8287

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