



## **Medgar Evers College**

### **School of Science and Allied Health (SSAH)**

### **Bachelor of Science in Social Work (BSSW) Program**

### **Practicum Education Manual**

### **Policies and Procedures for Students in the Senior Year**

### **And**

### **Practicum Instructors**

Dr. Patricia Ramsey, President  
Dr. Antoinette Coleman, Provost and Senior Vice President for Academic Affairs  
Dr. Sandie Han, Dean, School of Science and Allied Health  
Ms. Tanya Serdiuk, Director, of Accreditation and Quality Assurance  
Dr. Edward Hernandez, Chair, Social Work Department  
Dr. Fabienne Snowden, Assistant Professor, Social Work Department  
Dr. Shari Richardson, Assistant Professor, Social Work Department  
Dr. Joyce Roberson-Steele, Doctoral Lecturer, Social Work Department  
Dr. Franzeska Sampson-Bacchus, Doctoral Lecturer /Director of Practicum Education, Social Work  
Department  
Gwendolyn Clark-Kim, Practicum Education Specialist, Social Work Department

**COURAGE, STRENGTH, FORTITUDE**

Revised Spring 2025

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

Practicum work 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 Practicum 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

*Franzeska Sampson-Bacchus*

Franzeska Sampson, Ed.D., MSW  
Doctoral Lecturer /Practicum Education Director

*Gwendolyn Clark-Kim*

Practicum Education Specialist

*Fabienne Snowden*

Fabienne Snowden, Ph.D.  
Assistant Professor

*Shari Richardson*

Shari Richardson, DSW, LCSW  
Assistant Professor

*Joyce Roberson-Steele*

Joyce Roberson-Steele, Ph.D., LMSW  
Doctoral Lecturer

## **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 Practicum Instructors and supervisors regarding their responsibilities in support of the BSSW goals and objectives. It outlines the basic policies and procedures of the Practicum 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 Practicum instructors of their respective responsibilities in the Practicum experience. The manual will be updated annually. Therefore, we welcome feedback for improvement from students and Practicum instructors.

The faculty of the Bachelor of Science in Social Work (BSSW) Program and the Dean of the School of Allied Health and Science are aware of the tremendous investment in time, energy, and resources by the Practicum agencies in providing Practicum 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
Soul Creary, LMSW, MPA	Soul2soulz Email <a href="mailto:soul@soul2soulz.org">soul@soul2soulz.org</a>
Lynette Green	HeartShare <a href="mailto:Lynette.Green@heartshare.org">Lynette.Green@heartshare.org</a>
Mark Anthony Phifer, M.S.Ed.	Medgar Evers College-CUNY Accessibility and Accommodations Services <a href="mailto:aphifer@mec.cuny.edu">aphifer@mec.cuny.edu</a>
Dr. Kai Smith	The Collaborative for Better Urban Health, LLC <a href="mailto:kai.smith@cfbuh.com">kai.smith@cfbuh.com</a>
Joyce Roberson-Steele Medgar Evers College-CUNY Social Work Department <a href="mailto:jroberson@mec.cuny.edu">jroberson@mec.cuny.edu</a>	Medgar Evers College-CUNY Social Work Department <a href="mailto:jroberson@mec.cuny.edu">jroberson@mec.cuny.edu</a>
Cecelia Sheppard Medgar Evers College-CUNY Social Work Department <a href="mailto:ceceilia.sheppard03@mec.cuny.edu">ceceilia.sheppard03@mec.cuny.edu</a>	Medgar Evers College-CUNY Social Work Department <a href="mailto:ceceilia.sheppard03@mec.cuny.edu">ceceilia.sheppard03@mec.cuny.edu</a>
Carol Thomas	Medgar Evers College. Trio Student Support Program <a href="mailto:CaThomas@mec.cuny.edu">CaThomas@mec.cuny.edu</a>
Wanda Mercado Tenants & Neighbors <a href="mailto:wmercado@tandn.org">wmercado@tandn.org</a>	Tenants & Neighbors <a href="mailto:wmercado@tandn.org">wmercado@tandn.org</a>
Sharon Rose	Christopher Rose Community Empowerment Campaign (CRCEC) <a href="mailto:srose@crcec.org">srose@crcec.org</a>
Dollie Cornelius Urban Strategies <a href="mailto:dcornelius@urbanstrategiesny.org">dcornelius@urbanstrategiesny.org</a>	Urban Strategies <a href="mailto:dcornelius@urbanstrategiesny.org">dcornelius@urbanstrategiesny.org</a>
Shari Richardson Medgar Evers College-CUNY Social Work Department <a href="mailto:srichardson@mec.cuny.edu">srichardson@mec.cuny.edu</a>	Medgar Evers College-CUNY Social Work Department <a href="mailto:srichardson@mec.cuny.edu">srichardson@mec.cuny.edu</a>

## **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 Science and Allied Health (SSAH)**

The School of Science and Allied Health (SSAH) at Medgar Evers College is dedicated to advancing scientific knowledge, fostering research excellence, and preparing students for impactful careers in STEM and healthcare fields. Our mission is to provide rigorous academic programs that integrate innovative teaching, hands-on research, and community engagement, equipping students with the skills, knowledge, and ethical foundation necessary for success in an ever-evolving global landscape.

We strive to cultivate a diverse and inclusive learning environment that promotes critical thinking, interdisciplinary collaboration, and social responsibility. Through strategic partnerships, faculty mentorship, and state-of-the-art facilities, SSAH empowers students to become leaders in scientific discovery, healthcare innovation, and community wellness. Our commitment to equity, access, and academic excellence drives us to inspire the next generation of scientists, healthcare professionals, and changemakers who will positively impact their communities and advance human knowledge.

Through interdisciplinary collaboration, real-world applications, and research opportunities, SSAH prepares students to drive advancements in scientific discovery, healthcare solutions, and community well-being. We aim to foster lifelong learning and social responsibility, preparing students to tackle the challenges of an ever-changing world.



As part of Medgar Evers College's broader commitment to social justice and educational empowerment, SSAH remains a hub for scientific inquiry and innovation, driving academic excellence and workforce readiness for its diverse student body.

## **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 Practicum 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. Practicum education is aligned with the five program goals and twelve objectives which provide the learning context and structure within which Practicum 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. PRACTICUM EDUCATION

This Practicum Education Manual describes the requirements and responsibilities for students, faculty, and Practicum agencies participating in Practicum 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 Practicum Instructors and supervisors regarding their responsibilities in support of the BSSW goals and objectives. Applicable procedures and policies are also included. The Practicum 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 Practicum instruction.

#### Goals and Objectives of Practicum Education

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

Applications for admission to Practicum 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 Practicum Education. The application is reviewed by the Practicum education faculty to ensure that student meets the admission criteria and are adequately prepared to report to the Practicum sites.

Students enter Practicum 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 Practicum education. In *SW 420/Practicum I* and *SW 421/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.

The Practicum 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 Practicum experience provides the opportunity for students to apply the knowledge and skills, integrate theoretical and practice knowledge, and develop identity as professionals. Practicum education provides specific opportunities for students to:

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

- 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
- 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

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

## **CSWE Expected Educational Competencies for Social Work**

The following nine (9) expected educational competencies are derived from the 2022 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 Practicum 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 16



## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial,

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

technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

#### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. Apply research findings to inform and improve practice, policy, and programs; and
- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers  
Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 18

recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human  
Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 19

behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and

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

interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. Select and use culturally responsive methods for evaluation of outcomes; and
- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

- *Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;*
- *demonstrate professional behavior; appearance; and oral, written, and electronic communication;*
- *use technology ethically and appropriately to facilitate practice outcomes; and*
- *use supervision and consultation to guide professional judgment and behavior*

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

- *Advocate for human rights at the individual, family, group, organizational, and community system levels; and*
- *Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.*

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

- *Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and*

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

- *Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences*

#### **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*
- *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**

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

- *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.*

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

<b>Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9)</b>
<b>SW 220 Introduction to Social Work</b>
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.
<b>SW 231 Social Work Methods Micro Practice</b>
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.
<b>SW 304 Theories of Human Behavior in the Social Environment</b>

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

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.
<b>SW 307 Social Work Research Methods: Developing A Research Proposal</b>
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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>

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



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
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>
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.
<b>SW 337 Populations at Risk</b>
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.

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

<b>SW 338 Social Welfare Policies and Services</b>
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. .
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>

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

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 #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

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

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.
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.
<b>SW 231 Social Work Methods Micro Practice</b>
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
<b>SW 304 – Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Research Proposal</b>

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

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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Group and Family Dynamics</b>
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.
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>

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

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
5. Apply social work values and ethics to macro practice.
6. (331) Analyze the impact of social policies on urban populations.
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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
<b>SW 420 Practicum Practicum I</b>
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.

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

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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>
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.

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

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.

<b>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)</b>
<b>SW 220 Introduction to Social Work</b>
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.
<b>SW 231 Social Work Methods Micro Practice</b>
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.
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
3. (304) Assess normal development, within the cultural context, across the individual and family life span.

Objective #1. Demonstrate critical thinking in social work practice. (Competencies 1, 5, 7, 8, 9) p. 32



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.
<b>SW 307 Social Work Research Methods: Developing A Research Proposal</b>
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
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Group and Family Dynamics</b>

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

6. (330) Apply knowledge of diversity in generalist social work practice with groups and families.
<b>SW 331 Social Work Practice Methods II (Service Learning)</b>
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
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>

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

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.

<b>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)</b>
<b>SW 220 - Introduction to Social Work</b>
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.
<b>SW 231 Social Work Methods Micro Practice</b>
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.
<b>SW 304 – Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Research Proposal</b>
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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>

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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>
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
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>
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.
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>
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.

<b><u>Objective #5. Understand the history of the social work profession and its current structures and issues. (Competencies 3, 5)</u></b>
<b>SW 220 Introduction to Social Work</b>
No applicable SLOs
<b>SW 231 Social Work Methods Micro Practice</b>
No applicable SLOs
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Research Proposal</b>
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.

<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>
6. (330) Apply knowledge of diversity in practice with groups and families
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>
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.
<b>SW 337 Populations at Risk</b>
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
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>
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.
<b><u>Objective #6.</u> 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)</b>
<b>SW 220 Introduction to Social Work</b>
No applicable SLOs
<b>SW 231 Social Work Methods Micro Practice</b>
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.
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
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.

<b>SW 307 Social Work Research Methods: Developing A Proposal</b>
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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 3 Social Work Methods Mezzo Practice Group and Family</b>
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.
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>

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.
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>
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.

<b>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)</b>
<b>SW 220- Introduction to Social Work</b>
No Applicable SLOs
<b>SW 231 Social Work Methods Micro Practice</b>
1. (231) Apply social work knowledge and skills in establishing relationships with clients.
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Proposal</b>
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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>
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
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>
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.

<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II</b>
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



<b>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)</b>
<b>SW 220 Introduction to Social Work</b>
No Applicable SLOs
<b>SW 231 Social Work Methods Micro Practice</b>
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
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Proposal</b>
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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>
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.
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>
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.
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>
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

<b>Objective #9. Utilize social work research skills and knowledge to evaluate practice and program effectiveness. (Competencies 3, 5, 9)</b>
<b>SW 220 Introduction to Social Work</b>
No Applicable SLOs
<b>SW 231 Social Work Methods Micro Practice</b>
No Applicable SLOs
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Proposal</b>
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.
<b>SW (308) Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>

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
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>
3. (330) Evaluate the effectiveness of generalist social work practice with groups and families
<b>SW 331 – Social Work Practice Methods II (Service Learning)</b>
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
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421- Practicum Practicum II</b>
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

<b>Objective #10. Exercise effective communication skills with a variety of client populations, colleagues, and members of the community. (Competencies 1, 3, 6)</b>
<b>SW 220 Introduction to Social Work</b>
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.
<b>SW 231 Social Work Methods Micro Practice</b>
1. (231) Apply social work knowledge and skills in establishing relationships with clients.
6. (231) Apply social work values and ethics to practice
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Proposal</b>
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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>
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.
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>
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
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
6. (338) Discuss the major sociological theories and concepts that address the functioning of society and the causes of social problems.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>
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.

<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
1. (323) Recall the social work profession's history, mission, and roles and responsibilities to the profession.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>
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
<b>SW 331 Social Work Practice Methods II (Service Learning)</b>
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
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
3. (338) Discuss the impact of social problems on diverse populations and populations at risk.
<b>SW 420 Practicum Practicum I</b>
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.
<b>SW 421 Practicum Practicum II Seminar Capstone Course</b>
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

<b>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)</b>
<b>SW 220 Introduction to Social Work</b>
No Applicable SLOs
<b>SW 231 Social Work Methods Micro Practice</b>
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
<b>SW 304 Theories of Human Behavior in the Social Environment</b>
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.
<b>SW 307 Social Work Research Methods: Developing A Proposal</b>
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.
<b>SW 308 Social Work Research Methods: Data Analysis</b>
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.
<b>SW 323 Social Justice, Diversity, and Intersectionality in Social Work</b>
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.
<b>SW 330 Social Work Methods Mezzo Practice Group and Family</b>

4. (330) Conduct an assessment in generalist social work practice with groups and families.
8. (330) Demonstrate beginning skills in group leadership
<b>SW 331 Social Work Methods Macro Practice Organizations and Communities</b>
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.
<b>SW 337 Populations at Risk</b>
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.
<b>SW 338 Social Welfare Policies and Services</b>
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.
<b>SW 420 Practicum I</b>

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.
<b>SW 421 Practicum II Seminar Capstone Course</b>
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 PRACTICUM INSTRUCTION AND ADMISSIONS REQUIREMENTS**

Practicum Education is the culminating educational experience for the BSSW student. In order to ensure that students are ready to begin their Practicum Placement it is important for the students to complete the application process the semester preceding their Practicum placement. The application process is initiated by the Practicum 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 Practicum sites and that will be facilitated by the Practicum Education Director in the selection of appropriate Practicum 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 Practicum work placement. The number of hours scheduled to complete the required Practicum work 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 Practicum 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 Practicum Education sequence of the degree program. **Practicum I (SW 420)** is offered **only** in the fall semester and **Practicum II (SW 421)** is offered **only** in the spring semester.

### **Criteria for acceptance into the Practicum 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 Practicum work 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 Practicum Education.
6. Successful completion of SW 331 - Social Work Macro Practice
7. Participation in a group Admission to Practicum 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).

## **Practicum Application Process**

Applications for admission to Practicum 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 Practicum 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 Practicum Education Director and Practicum Education Specialist.

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

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

If a student is deemed ineligible for Practicum 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 Practicum cannot be provided during the two-semester Practicum 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 Practicum 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 Practicum Education Director and/or the Practicum 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 Practicum Education Opportunities

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

<b>SW 220 INTRODUCTION TO SOCIAL WORK</b>	
<b>Practicum Experience</b>	Conduct Practicum site visits / Interview Social Worker in an agency serving all populations
<b>Total Hours Duration</b>	One to two Practicum site visits
<b>Assessment Modalities (Curriculum)</b>	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.
<b>Assessment Modalities (Practicum Site Visit)</b>	Site Visit Report

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

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

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

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

## **SECTION V. PRACTICUM AGENCY PLACEMENT OF SOCIAL WORK STUDENT**

### **Student Responsibilities in the Practicum work Agency**

Regular attendance at the Practicum placement site is expected of all students. Students are responsible for raising issues of concern with their Practicum 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 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 Practicum work 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 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 Practicum 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 Practicum 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 Practicum Work Site**

Practicum students are expected to uphold the standards of professional conduct as identified by the Practicum 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 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. PRACTICUM AGENCY SELECTION CRITERIA**

### **Policies for Selecting Practicum Settings**

The Practicum 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 Practicum 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 Practicum Education Director and Practicum Education Specialist have primary responsibility for selecting Practicum site agencies for student internship placements. Potential sites may be identified directly by the Practicum 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. Practicum Education faculty has the primary responsibility for ensuring that the curriculum related Practicum work is consonant with the BSSW program and student learning goals. Learning experiences available for students as well as availability of designated personnel serving as Practicum instructors and or social work supervisors are described in the Agency Profile. Upon completion of an on-site assessment by the BSSW Practicum 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 Practicum 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 Practicum 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 Practicum instructors have a master's in social work (MSW) degree from a CSWE accredited institution and have at least three years post graduate experience. However, Practicum instructors for the BSSW students are not required to have a SIFI (Seminar in Practicum Instruction) Certificate as is required by an MSW program. Once a prospective Practicum instructor is identified, their resume is forwarded to and reviewed by the Practicum Education Director. Qualifications and experience are reviewed to ensure that

the BSSW program and student learning goals are met. When the Practicum instructor does not have a Social Work degree from a CSWE-accredited degree program, the Practicum Education Director and or Practicum 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 Practicum Education Director and Practicum 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 Practicum site will attend an introductory session (in conference or individually) with the Chair of the Social Work Department and Practicum 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 Practicum placement is an integral part of the social work student's education such that the agency ensures that the Practicum 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 Practicum work 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 Practicum experience responsibilities.
- The prospective Practicum instructor is expected to attend Practicum Education Orientation and Training. During this meeting the BSSW Practicum faculty discuss CSWE Competencies, assessment of student learning outcomes, and review the use and administration of evaluation instruments.
- The Practicum instructor agrees to complete and sign a Learning Agreement at the beginning of each semester in which the Practicum placement begins. This contract can be revised at any time the Practicum Instructor, student and Practicum Education Director conclude that a revision is beneficial to student's learning.

The Practicum 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 Practicum work goals will support their Practicum 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 Practicum instructor does not hold a master's degree from a CSWE accredited institution, the Practicum Education Director, Practicum 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 Practicum agency curriculum, student outcomes, challenges and successes.

### **Evaluating Practicum Setting Effectiveness Congruent with the CSWE Competencies**

All Practicum instructors and students are asked to participate in evaluating the Practicum program at the end of the final semester of Practicum 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 Practicum Placement and Practicum Instructor which is designed to provide feedback on all aspects of Practicum instruction and on the Practicum instructor. In addition, the Practicum instructor is requested to complete the *Practicum Instructor Evaluation of the BSSW Practicum program*. This instrument is designed to provide feedback on the Practicum program as well as the social work program. Both instruments include curriculum content, Practicum placement procedures, orientation/training, and the Practicum program in general. Data is collated and analyzed as part of the Practicum evaluation program.

### **Placing and Monitoring Students**

The Practicum Education Director and Practicum Education Specialist are responsible for assigning students to their Practicum site. Prior to placing students in an agency, the Practicum Education Director and or Practicum Education Specialist conducts site visits to meet with the agency director and or the prospective Practicum instructor. The Practicum Education Director and or Practicum Education Specialist visit the agency Practicum placement once per academic year to meet with the agency-based Practicum 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 Practicum Education Director or Practicum Education Specialist, Agency Director and or Faculty Instructor discuss the BSSW Internship requirements, the professional roles of the Practicum Instructor and Practicum Education Director and Practicum Education Specialist, the Practicum Education assessments, and an overview of the student's learning goals. If the agency has hosted MEC BSSW Interns for their Practicum Education the previous year, the annual site visit is used to meet with the Agency Director and or the Practicum Instructor to discuss how the student is adjusting to and their progress in the agency. The scheduled visit will include the Practicum Education Director or Practicum Education Specialist, the agency Practicum Instructor and the student to where student's Practicum

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 Practicum Education. The Practicum Application assists the Practicum Education Director and Practicum Education Specialist in determining whether the student is ready to begin Practicum placement. The 400 scheduled hours required to complete the required Practicum work 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 Practicum hours and Practicum education seminar portions of their BSSW coursework. Therefore, students are apprised of this commitment during the orientation to Practicum placement phase. Attendance to the Practicum Placement Orientation is mandatory for students that have been accepted into Practicum Education and is held in the spring semester, preceding the fall semester when Practicum 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 Practicum Education sequence of the degree program. Practicum I (SW 420) is only offered in the fall semester and 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 Practicum sites. Below are the criteria which a student must meet to enter the Practicum 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 Practicum work 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 Practicum Education;
7. Successful completion of SW 331 - Social Work Macro Practice
8. Participation in the Application to Practicum 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 Practicum Education Director and or Practicum Education Specialist visit the agency Practicum placement once per academic year to meet with the agency-based Practicum 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 Practicum Education Director or Practicum Education Specialist, Agency Director and or Faculty Instructor discuss the BSSW Internship requirements, the professional roles of the Practicum Instructor and Practicum Education Director and Practicum Education Specialist, the Practicum Education assessments, and an overview of the student's learning goals. If the agency has hosted MEC BSSW Interns for their Practicum Education the previous year, the annual site visit is used to meet with the Agency Director and or the Practicum Instructor to discuss how the student is adjusting to and their progress in the agency. The scheduled visit will include the Practicum Education Director or Practicum Education Specialist, the agency Practicum Instructor and the student to where student's Practicum 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 Practicum Education Director and or Practicum Education Specialist visit the agency Practicum placement once per academic year to meet with the agency-based Practicum 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 Practicum Education Director and or Practicum Education Specialist visits the agency once per academic year to the agency-based Practicum instructor to discuss the progress of the student at the agency. The scheduled visit will include the Practicum Education Director or Practicum Education Specialist, Practicum Instructor and the student to discuss how the student is adjusting to the Practicum placement agency. For SW 420 Practicum I, the Practicum instructor and or social work supervisor will complete both a mid-term and end of term Practicum Evaluation of Student Performance evaluation for submission to the student's Practicum Education Seminar Professor. For the second semester, the Practicum instructor will only complete an end of semester Practicum Evaluation of Student Performance evaluation SW 421 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 Practicum Seminar Professors are responsible for

evaluating student learning through class assignments given in Practicum Seminar, mid-term evaluations, and the final Practicum evaluations and in assigning the final grade for courses SW 420 and SW 421, respectively. The Practicum Education Director and Practicum Education Specialist are responsible for ensuring that Practicum Education Seminar Professors provide and collect all Practicum education-based assessments in a timely manner, facilitate the Practicum 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 Practicum instructor, student, and Practicum Education Director and or Practicum 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.

## **SONIA Software**

### **Various Modalities that Students Are Monitored in Practicum Education**

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

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

## **Supporting Student Safety**

Students may be required to conduct home and community visits as a component of the Practicum education experience. Students that participate in home visits are always accompanied by the Practicum Instructor. The student and the Practicum 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 Practicum 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 Practicum Placement Orientation which is held in the spring semester, preceding the fall semester when Practicum placements begin. Attendance to this orientation is mandatory for students that are accepted into Practicum education and who are planning to begin Practicum placement in the coming fall semester. Practicum education safety guidelines are reinforced at the start of and throughout SW 420 Practicum I and SW 421 Practicum II. To date, no safety related incidents have been reported.

### **Policy Regarding Practicum Instruction in Student's Place of Employment**

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

The BSSW program has established criteria for the utilization of a student's work setting as a Practicum 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 Practicum instruction placement within one's place of employment:

1. The Practicum 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 Practicum Instructor.
3. The proposed Practicum 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 Practicum instructor or willing to complete the application process for agency Practicum instructors.
4. The Agency must be approved as a Practicum Instruction site by the BSSW Practicum

Education Director and meet all criteria for Practicum 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 Practicum 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 Practicum instruction activities, including Practicum Seminar Courses, as specified within this manual.
8. The agency will grant the necessary release time to the proposed agency Practicum instructor to participate in Practicum Instruction training provided by the BSSW Program.
9. The Practicum Instructor must attend Practicum Instruction training prior to the start of Practicum 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 Practicum Education Specialist and Practicum 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 Practicum . As noted, the written request must address the following criteria:

1. Current and proposed job supervisor, proposed supervisor's credentials, verification of Practicum 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 Practicum assignments based on the program and Practicum objectives
4. Plan for release time for Practicum clock hours and seminar class
5. Proposed Practicum Instructor/supervisor's commitment to attend orientation for Practicum Instructors
6. Written approval from the student, current and proposed job supervisor, proposed Practicum Instructor, Practicum Education Specialist and Program Director

## **SECTION VII. ROLE AND RESPONSIBILITIES OF THE AGENCY PRACTICUM INSTRUCTOR**

### **Selection of Practicum Instructor**

The BSSW program believes that supervision by a professional social worker is critical to quality Practicum Instruction. To that end the program requires that Practicum 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 Practicum Agency identifies Practicum Instructors who will be responsible for the supervision of BSSW students. Practicum Instructor résumés are forwarded to and reviewed by the Practicum Education Director to evaluate qualifications and to ensure that individual and program goals are met. The Practicum Agency has responsibility for ensuring that the scheduling and resources needed to achieve program and Practicum work goals supports their Practicum teaching responsibilities. Additional learning experiences such as conferences, seminars, etc., are also considered as part of the time and task responsibilities of the Practicum Instructor.

### **Responsibilities of the Practicum Instructor:**

1. To learn and utilize the Generalist Practice Model of social work in working with students
2. All Practicum Instructors must attend the Practicum Instructors' Orientation
3. To provide educational supervision to the student and consult with the Practicum Education Director with regard to program expectations and student progress
4. To assume responsibility for fulfilling the Practicum agency's obligations as specified in the Agency Affiliation Agreement
5. To orient student to the nature, purpose, and expectations of the Practicum 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 Practicum Evaluation
9. To identify and assist the Practicum Education Specialist and Practicum Education Director in resolving problems in the Practicum 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**

Practicum 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 Practicum Education Director and or Practicum 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 Practicum Evaluation of Student Performance.

Under the supervision of Practicum instructor and or the social work supervisor, students are offered opportunities to experience and participate in delivering an array of social services. Practicum 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 Practicum experiences mirror professional expectations, Practicum work 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 Practicum Instructors**

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

The Practicum Instruction Orientation for the Practicum Instructors has two components. The first component describes the program, its policies, curriculum, expectations, and procedures. The second component reviews the Practicum 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 PRACTICUM EDUCATION DIRECTOR**

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

The BSSW Practicum Education Director is responsible for:

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

The Practicum Education Director also serves as Practicum 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 Practicum Education Director will conduct subsequent Practicum 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 Practicum Education Director, Practicum instructor and the student who will discuss how the student has adjusted to the Practicum placement agency and any concerns that may arise. The second visit is conducted prior to the end of the semester. During this visit the Practicum Education Director, the student, and the Practicum instructor discuss the overall Practicum experience and the Practicum Evaluation.

## **SECTION IX. ROLE AND RESPONSIBILITIES OF THE SOCIAL WORK PRACTICUM EDUCATION SPECIALIST**

The Practicum Education Specialist, in addition to the administrative roles of the department, will assist the Practicum Education Director. The Practicum 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 BSSW Practicum Education specialist is responsible for:

- Develop, plan, and supervise varied administrative tasks related to the placement of the College's students into meaningful Practicum Education experiences within local social service agencies, organizations, and programs.
- Explore and build cooperative relationships with community-based agencies to develop Practicum Education partnership sites and utilizes these relationships to establish an Advisory Committee.
- Assist students with all aspects of the Practicum 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 Practicum Education program.
- Facilitate professional development for agency-based Practicum Instructors.
- Identify and implement data-driven improvements in program delivery and assessment.
- Assist with Practicum 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 functions 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. PRACTICUM COURSE DESCRIPTIONS, GUIDELINES AND EVALUATION**

### **SW 420 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 Practicum instructors, and students collaborate to facilitate the

transition from classroom to practical Practicum 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 Practicum, 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 Practicum 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 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 Practicum 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 Practicum Director. As in Practicum I no student **will be allowed to do more than the 15 hours per week** at their Practicum 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 PRACTICUM EDUCATION EXPERIENCE**

### **Orientation and Practicum Instruction Training for Practicum Instructors**

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

### **Practicum 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 Practicum experience is assessed by the student, faculty, and Practicum instructors. The course objectives of *SW 420* and *SW 421* are measured by students' participation in class discussions, a generalist practice assignment, Practicum Practicum Evaluations and their ability to develop and assess a case vignette and do an oral or PowerPoint presentation.

## **Evaluation of Student Practicum Performance**

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

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

The Practicum 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 Practicum Instruction.

The BSSW Program will hold an annual retreat for BSSW full time and part time faculty, Practicum 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 Practicum instruction changes as based on assessment data. Practicum 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 Practicum 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 Practicum agencies in providing Practicum Instruction for our students.

The Practicum Education Director serves as Practicum Liaison for the Social Work Program. The Practicum Education Director is responsible for establishing a grade for Practicum students. Although students will be evaluated three times a semester, the Practicum Education Director will visit the agency twice to meet with the agency-based Practicum instructor to complete a formal evaluation of Practicum 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 Practicum instructor will complete a mid-term evaluation of the students and submit it to the Practicum Education Director for evaluation. The first scheduled visit will include the Practicum Education Director, Practicum Instructor and the student to discuss how the student has adjusted to the Practicum placement agency. The Practicum Education Director also discusses the learning expectations and the 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 Practicum Education Director, the student, and the Practicum instructor discuss the overall Practicum experience and the 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 Practicum Education Director is responsible for evaluating student learning through class assignments given in Practicum Seminar, first Practicum evaluations, mid-term evaluations, and the final Practicum evaluations and assigning the final grade.

All evaluations must be signed by the Practicum instructor, student, and Practicum 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 Practicum Placement and Setting**

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

*The mission of the **Student Conduct and Judicial Affairs** office is to ensure that members of the College community have access to a learning environment that is conducive to the highest standards of teaching and learning. We exist to protect the rights, health, and safety of all members of the Medgar Evers College community. We work to create a climate that encourages personal responsibility, lifelong learning and reflective thinking.*

*Our approach is one that encourages students to be knowledgeable about their rights and responsibilities while promoting thoughtful decision-making, problem-solving, and collaboration amongst peers. Any violations of the rules governing student behavior will be referred to the Dean of Student Affairs. Serious violations of said rules will require a hearing before the Faculty-Student Disciplinary Committee (FSDC).*

**Access the links below for CUNY's policy on the following:**

- [Academic Integrity Policy \(pdf\)](#)
- [CUNY Policy on Student Disciplinary Procedures](#)
- [CUNY Policy on Alcohol & Drug \(pdf\)](#)
- [CUNY Policy on Acceptable Use of Computer Resources \(pdf\)](#)
- [CUNY Policy on Sex-Based Misconduct \(pdf\)](#)
- [CUNY Policy on Tobacco](#)
- [CUNY Policy on Technology Privacy](#)
- [Identification Cards \(pdf\)](#)
- [Henderson Rules \(pdf\)](#)
- [Weapons on Campus \(pdf\)](#)

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



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

## ***APPENDIX IV. NASW Social Work Student Professional Liability Insurance FAQs***

<http://www.naswassurance.org>

[asi@naswasi.org](mailto:asi@naswasi.org)

### **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:**

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

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

### **Code of Ethics**



*<https://www.nabsw.org/code-ethics>*

*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](mailto:nabsw.harambee@verizon.net)*

*Website: [www.nabsw.org](http://www.nabsw.org)*



**APPENDIX VI. APPLICATION FOR PRACTICUM PLACEMENT**  
**APPLICATION FOR PRACTICUM PLACEMENT**  
**Medgar Evers College, CUNY**  
**BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM**

**Field Education Requirements:**

*In order to enter the practicum 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 Practicum Education sequence of the degree program. Students are required to complete a One Day Seminar and Practicum Orientation prior to Acceptance*

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

**I. PRACTICUM MANDATES**

1. I'm aware that I have to attend a One Day Seminar and Practicum Orientation prior to Acceptance (in Person) \_\_\_\_ Yes, \_\_\_\_ No
2. I'm aware that I have to complete 200 hours for SW 420- and 200-hours SW 421) \_\_\_\_ Yes, \_\_\_\_ No
3. I'm aware that I have to stay in my placement for the full year ( I only change if I have permission form the practicum office due to extenuated circumstances) \_\_\_\_ Yes, \_\_\_\_ No

**II. STUDENT INFORMATION**

1. Name: \_\_\_\_\_  
Last First EMP. ID
2. Address: \_\_\_\_\_  
Street City State ZIP
3. Telephone: \_\_\_\_\_ Alternate phone number: \_\_\_\_\_
4. MEC E-mail address: \_\_\_\_\_
5. Emergency Contact: \_\_\_\_\_  
Relationship Telephone Name

**III. ACADEMICS**

1. Grade point average (GPA)

2. How many credits have you completed overall toward your Bachelor's degree?
3. How many credits have you completed in Social Work courses?
4. What is your overall GPA in Social Work Courses/ the Social Work Major? This is located directly above your Major Requirement.
5. Have you completed all of the required College Option Courses, SW220, SW231, SW 304, SW330, SW331?
6. Do you have any current INC or FIN grades in any courses?
7. If yes, please list the courses with INC/FIN grades.
8. What is your social work concentration?

#### IV. EXTRACURRICULAR ACTIVITIES

1. What is one of your strengths that is beneficial to social work?

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2. Are you involved in any extracurricular activities social work related? If yes, describe.

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#### V. LEGAL HISTORY

***Disclaimer: 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.*

If you answered 'yes' to the above statement, please explain:

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## VI. INTERNSHIP PLACEMENT

### *Social Work Internship Preference*

Nearly all social work internships take place Mondays through Fridays between the times of 8:30 am and 6:30 pm. Evening and weekend placements are increasingly difficult to find. If you have an agency in mind that can accommodate your schedule, please list it below. The Field Education Program does not guarantee that you will be placed with this agency. However, the Field Education Program will consider this agency in the process of locating a social work internship for you. Provide the agency information and contact person.

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Do you plan on doing your internship at your current job? If yes please provide the employers contact information including the social work supervisor, email, and phone number. Note that you will have to complete hours in a different department and role. Your current job role cannot work for an internship. Provide the agency information and contact person.

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To complete your field application, please email a copy of your resume and cover letter to fsampson@mec.cuny.edu and GClark-Kim@mec.cuny.edu

*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

## **APPENDIX VII. RELEASE OF INFORMATION FORM**

### **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 Practicum Education Specialist and Practicum Education Director to consult with Practicum agencies in the development of a Practicum 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 Practicum 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

### Medgar Evers College (CUNY) Bachelor of Science in Social Work Program (BSSW) Agency Affiliation Agreement

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This Affiliation Agreement (the “Agreement”) is made on this \_\_\_ day of March 2025 (the “Effective Date”) by and between Medgar Evers College of the City University of New York, representing the School of Allied Health and Science, located at 1650 Bedford Avenue, Brooklyn, New York 11225 (hereinafter referred to as the “College”), and \_\_\_\_\_, located at \_\_\_\_\_ the (hereinafter referred to as the “Agency”).

#### **Agreement to Provide Field Placement for Social Work Students (Require 2-year signature update)**

##### **Description of Responsibilities** *(Program goals and objectives of fieldwork education)*

This agreement outlines the basic guidelines for the provision of an educationally focused fieldwork experience for undergraduate social work students. The fieldwork 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 fieldwork 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.

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. Students enter fieldwork 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.

##### **Student Evaluations/Process Recordings**

Each intern is required to complete a total of three (3) student evaluations. The first semester includes both a midterm and a final evaluation, while the second and final semester only requires a final evaluation. Additionally, interns must submit five (5) process recordings for each semester, resulting in a total of ten (10) process recordings throughout the entire placement. Supervisors are responsible for providing both verbal and written feedback on each process recording submitted by the student. It is crucial that student evaluations and process recordings are completed in a timely manner.

##### **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 Master's 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). SIFI Certification is not required. 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 the responsibility for ensuring that the scheduling and resources needed to achieve program and fieldwork goals support its field teaching responsibilities. Additional learning experiences such as conferences, seminars, etc., are also considered part of the time and task responsibilities of the Field Instructor.

### **Responsibilities of the Medgar Evers College (CUNY) Social Work Field Education Program**

- A. Provide clear expectations and procedures for the implementation of the fieldwork 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 fieldwork 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 fieldwork placement.
- G. Provide secure online communication, for confidential client-related communication, by Email, and in online classes.

### **Responsibilities of the Field Education Director**

- Assume overall responsibility for the development and administration of the fieldwork program.
- Review and evaluate agencies interested in participating in the Social Work Program as a fieldwork agency.
- Designate agencies in which students will be placed for fieldwork experience.
- Develop policies and procedures to guide the fieldwork sequence in an educationally sound manner, and share with participating agencies these policies, procedures, and guidelines.
- Select and recommend students for placement in agencies based upon the educational needs and learning objectives of the students, and the experiences the agency has to offer. Students will complete an interview with the prospective field agency before finalizing the placement agreement.
- Conduct orientation sessions and field instruction meetings for all field instructors.
- Visit assigned students and field instructors in their agency setting, to provide ongoing consultation and collaboration, and to enhance the effectiveness of the field work experience and its integration with classroom learning.
- Participate in field instructor meetings, advisory board, and faculty liaison meetings to enhance the level and consistency of the field program.
- Assign the course grade for field work, in consultation with the agency field instructor, based upon the evaluation prepared by the field instructor and the students' participation in the field seminar.
- Review the individual learning activities that are provided in the agency for each student.
- Insure that satisfactory progress in field work is being made by the student, and provide consultation or other assistance as necessary.
- Working with the field instructor and student, attempt to resolve any problems, potential difficulties or concerns needing attention or monitoring.
- Keep the field education director apprised of any problems, potential difficulties or concerns needing attention or monitoring. Initiate student performance reviews where necessary.
- Evaluate assigned placement settings at the end of the placement period, making recommendations as to continued use of the setting.

### **Responsibilities of the Agency**

- A. Accept and cooperate with the College and BSSW Social Work Program policies and guidelines.
- B. 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.
- C. Provide appropriate office space, telephone access, supplies, and other necessary materials to enable a student to function effectively.
- D. Designate qualified field instructors.
- E. Modify the schedules of any employee selected to be a field instructor to ensure that adequate time is available for teaching and student supervision activities, including meetings at the College.
- F. Provide any needed assistance to the field instructor in developing appropriate learning experiences within the agency.
- G. 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.
- H. Inform the BSSW Program of any change in the administration of the agency that affects the field placement program.
- I. Complete an Affiliation Agreement with The Medgar Evers College Bachelor of Science in Social Work Program.
- J. Agree to an initial site visit prior to the first intern being placed at the agency. Agree to annual routine site visits as required by the field education program.

### **Responsibilities of the Practicum Supervisor**

- A. Provide an agency orientation to the student at the beginning of the placement period.
- B. Develop a schedule of learning activities in conjunction with the student during the first five weeks of the placement period.
- C. Provide educationally focused experiences and opportunities for student learning, reflecting a range of social work tasks and activities with diverse populations at risk.
- D. 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.
- E. 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.
- F. Meet with the Field Education Coordinator three (3) times during the placement period to assess student progress and coordinate learning experiences.
- G. 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.
- H. Be available in the agency during fieldwork hours when the student is present, and ensure that appropriate alternate supervision is available if called away.
- I. Maintain communication with assigned faculty liaison regarding student performance, potential difficulties or areas of concern, or changes in the agency that impact the fieldwork experience.
- J. 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 fieldwork 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 fieldwork by developing the learning experiences and activities, preparing for, and participating in, weekly supervision conferences, 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 the 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 ensure continuity of services to clients.
- G. This agreement shall remain in effect for two years from the date below



## AGENCY PROFILE

### Agency Information

I.

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

Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Telephone/Fax: \_\_\_\_\_ website: \_\_\_\_\_

Agency Director: \_\_\_\_\_ Telephone: \_\_\_\_\_

II.

Brief description of services provided and population(s) served: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

III.

Does your agency have a Licensed Social Worker on staff (MSW plus 3 years post-master's experience)?

☐ Yes ☐ No

If yes, please provide the following information:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Agency address (if different from the address listed above): \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ email: \_\_\_\_\_

### Graduate Experience

School: \_\_\_\_\_ Degree: \_\_\_\_\_ Date conferred: \_\_\_\_\_

Professional License: ☐ LCSW ☐ LMSW ☐ CSW ☐ MSW

IV.

Experience as a Field Instructor

Number of students supervised.

School	Year	BSW	MSW

V.

6. Expectation of student during field placement:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VI.

Please answer the following:

1. Does your agency provide an orientation for students? ☐ Yes ☐ No

If yes, when is it held? \_\_\_\_\_

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

VII.

**Population(s) Served** (check all that apply)

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

VIII.

**Competencies**

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

- ☐ Demonstrate Ethical and Professional Behavior
- ☐ Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- ☐ Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- ☐ 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

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

Transportation and/or escorts? ☐ Yes ☐ No

Does the agency provide reimbursement for transportation to and from agency assignments? ☐ Yes ☐ No

Describe the opportunities for social work training that exist in this setting and the specific expectations the site would have of a student doing fieldwork in this setting:

---



---

What is the process for addressing emergencies such as grievance, incident reporting, and conflict resolution within the agency?

---



---

IX.

**Complete this section only if your agency is a Mental Health Related Placement**

Please use the section below to list the specific mental health-related tasks and provide a summary on how the supervisor will work with the intern to accomplish those tasks:

**Tasks**

---

---

---

---

**Summary**

---

---

---

---

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Should you have any questions, please do not hesitate to contact **Franzeska Sampson-Bacchus**, (Field Education Director) at [Fsampson@mec.cuny.edu](mailto:Fsampson@mec.cuny.edu) or **Gwendolyn Clark-Kim**, (Field Education Specialist) at [gclark-kim@mec.cuny.edu](mailto:gclark-kim@mec.cuny.edu)

\_\_\_\_\_  
Agency Director (Print) Date \_\_\_\_\_

\_\_\_\_\_  
Agency Director (Sign)

\_\_\_\_\_  
MEC BSSW Field Education Director or Specialist Date \_\_\_\_\_

### Field Instructor Expectation Tip Sheet

#	Expectation
1	Field Instructors should become familiar with the CSWE competencies and consistently use the appropriate Field Education curriculum to develop clear expectations of student performance.
2	The Field Instructor should develop learning opportunities for each identified social work competency in relation to the curriculum, and make specific assignments in consultation, as needed, with Field Education department staff. It will make completing the mid-semester and final student evaluations easier.
3	The Field Instructor must provide weekly 1:1 educational supervision of at least one hour. An agenda should be presented by the student, prior to supervision, so there is a roadmap for what should/needs to be discussed.
4	Time sheets should be presented by the student, during supervision, reviewed, and signed by the Field Instructor to ensure that hours are accurate.
5	The Field Instructor must provide timely review and approval of all student materials. For example, progress/case notes, process recordings, agency projects, etc.
6	Field Instructors and/or Task Supervisors will provide clear constructive feedback to the students on an ongoing basis about their performance, based on process recordings, progress case/notes, and other assessments specified in the Learning Contract.
7	The Field Instructor and student will collaborate and develop an individual Learning Contract within the first month of the student's placement. This should be a standing agenda item for supervision. Once completed, a copy of this contract will be submitted to the Field Education Department.
8	The Field Instructor should include the student in the preparation of the mid-semester and end-of-semester evaluations. The student is expected to indicate on the evaluation form that he/she has read the evaluation and had the opportunity to make comments.
9	Field Instructors should provide early and ongoing feedback on the student's progress to the Field Education department, and participate in the mid-semester check-in meeting with Field Education staff at the time it is scheduled.
10	The Field Instructor is expected to inform the Field Education department promptly of any concern or problem with the student's performance or change in the agency's ability to meet the expectations for providing a field placement for the student, including the Instructor's extended leave of absence from the agency.

## APPENDIX IX. STUDENT PRACTICUM PERFORMANCE EVALUATION

### SOCIAL WORK DEPARTMENT PRACTICUM PERFORMANCE EVALUATION

**Student:** Click or tap here to enter text. **Practicum Supervisor:** Click or tap here to enter text.

**Agency:** Click or tap here to enter text.

**Midterm Evaluation** ☐

**Final Evaluation** ☐

#### SUPERVISOR EVALUATION OF STUDENT

##### I. OVERVIEW OF STUDENT'S PRACTICUM ACTIVITIES

**Describe the weekly activities/tasks that the student engages in during practicum including the client population.** Click or tap here to enter text.

##### II. EVALUATION OF STUDENT ACHIEVEMENT OF THE SOCIAL WORK COMPETENCIES

Use the 5-point scale provided to evaluate the student's performance in the nine social work competencies by the Council of Social Work Education (CSWE).

##### *Assessment Scale*

- **Always.** The student always performs at a level above what's expected for a BSSW student.
- **Almost Always.** The student regularly performs at a level above what's expected for a BSSW student.
- **Occasionally.** The student sometimes performs at a level expected for a BSSW student.
- **Never.** The student consistently performs below the level expected for a BSSW student. Student shows little to no evidence of understanding the concept and/or ability to effectively apply the skill.
- **NA.** This skill of practice has not yet been implemented by the agency of the student's practicum experience.

#### COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

*Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.*

	<b>Always (1a)</b>	<b>Almost Always (1b)</b>	<b>Occasionally (1c)</b>	<b>Never (1d)</b>	<b>NA (1e)</b>
The BSSW student demonstrates understanding of the value base of the profession and its ethical standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The BSSW student can make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student applies the use technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student utilizes supervision and consultation to guide their professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrates professional behavior, with their appearance, oral, written, and electronic communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Examples of tasks done to demonstrate Competency 1: Demonstrate Ethical and Professional Behavior**

**COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE**

*Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.*

	<b>Always (2a)</b>	<b>Almost Always (2b)</b>	<b>Occasionally (2c)</b>	<b>Never (2d)</b>	<b>NA (2e)</b>
The BSSW student demonstrates understanding that every person regardless of position in society has fundamental human rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrates understanding that social workers advocate for human rights at the individual, family, group, organizational, and community system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrates understanding that social workers engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Examples of tasks done to demonstrate Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

**COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE**

*Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of*

*diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.*

	<b>Always (3a)</b>	<b>Almost Always (3b)</b>	<b>Occasionally (3c)</b>	<b>Never (3d)</b>	<b>NA (3e)</b>
The BSSW student demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage bias, power, privilege.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student acknowledges clients as experts of their own lived experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Examples of tasks done to demonstrate Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

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

*Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.*

	<b>Always (4a)</b>	<b>Almost Always (4b)</b>	<b>Occasionally (4c)</b>	<b>Never (4d)</b>	<b>NA (4d)</b>
The BSSW student demonstrates understanding that social workers apply research findings to inform and improve practice, policy, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrates understanding that social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Examples of tasks done to demonstrate Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

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## COMPETENCY 5: ENGAGE IN POLICY PRACTICE

*Social workers identify social policy at the local, state, federal, and global level that affects well being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.*

	Always (5a)	Almost Always (5b)	Occasionally (5c)	Never (5d)	NA (5e)
The BSSW student demonstrates understanding that use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrates understanding that applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Examples of tasks done to demonstrate Competency 5: Engage in Policy Practice

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## 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.*

	Always (6a)	Almost Always (6b)	Occasionally (6c)	Never (6d)	NA (6e)
The BSSW student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Examples of tasks done to demonstrate Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities



## COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

*Competency 7: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.*

	Always (7a)	Almost Always (7b)	Occasionally (7c)	Never (7d)	NA (7d)
The BSSW student apply theories of human behavior, person-in-environment, culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Examples of tasks done to demonstrate Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

## 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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.*

	Always (8a)	Almost Always (8b)	Occasionally (8c)	Never (8d)	NA (8e)
The BSSW student engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve goals and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Examples of tasks done to demonstrate Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

## 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.*

	Always (9a)	Almost Always (9b)	Occasionally (9c)	Never (9d)	NA (9e)
The BSSW student select and use culturally responsive methods for evaluation of outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The BSSW student critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Examples of tasks done to demonstrate Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### Rate the BSSW Social Work Intern Overall Performance

	Always	Almost Always	Occasionally	Never	NA
The social work intern demonstrates the knowledge, values and skills of generalist practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The social work intern demonstrates mastery of skills in the field setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The social work intern demonstrates professionalism with appearance, oral, written, and electronic communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### III. ADDITIONAL COMMENTS/RECOMMENDATIONS

**Additional comments about the student performance and internship experience such as their identified strengths and limitations:**

Click or tap here to enter text.

**How often does the student meet for supervisory sessions with the agency supervisor?**

Click or tap here to enter text.

### IV. STUDENT SELF EVALUATION

**Rate yourself according to your performance in the field practicum setting**

Self-Evaluation	Always	Almost Always	Occasionally	Never	NA
Professionalism in agency setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your ability to engage and advocate at the individual, family, group, organizational, and community system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your ability to engage in cultural competence and humility practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in weekly supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your overall experience with the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Student's additional comments:**

Click or tap here to enter text.

**Print: Supervisor Name** Click or tap here to enter text.

**Signature:**

**Date:**Click or tap here to enter text.

**Print: Student Name** Click or tap here to enter text.

**Signature:**

**Date:**Click or tap here to enter text.

**Print: Field Education Director: Name** Click or tap here to enter text.

**Signature:** \_\_\_\_\_

**Date:**Click or tap here to enter text.

**Please do not write below this line. To be completed by SW420 and SW421 Course instructors**

**Evaluation grading guide: There are 33 categories of scoring. Use the guideline below to determine the appropriate score for each student evaluation.**

Always = 3 Points | Almost Always = 2 Points | Occasionally – 1 Point | Never = 0 Points

Tally all scores and use the grading scale from the course syllabus to determine student's grade.

Total points \_\_\_\_\_ Grade \_\_\_\_\_

## APPENDIX X: INITIAL SITE VISIT

### 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.*

**AGENCY:** \_\_\_\_\_ **ASSIGNED SUPERVISOR:** \_\_\_\_\_

#### 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 \_\_\_\_\_
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 \_\_\_\_\_
3. Will the student(s) experience a wide range of practice assignments with all levels of client systems?

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

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 \_\_\_\_\_
6. Will the student(s) be provided with learning opportunities to integrate theoretical approaches and strategies of intervention learned in the classroom? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Are there sufficient learning opportunities for student(s) to work with?

	Yes	No
Diverse populations		

Individuals, Families, Groups, Organization, Communities		
Oppressed Groups/Marginalized Groups/ Populations at Risk		
Diversity Equity & Inclusion		
Cultural Competence & Knowledge		
Various Socioeconomic Statuses		

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

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## 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
The field instructor is supportive and understanding of the student(s), i.e., offers reassurance, encouragement and positive reinforcement.				
The field instructor provides the student(s) with constructive feedback in a timely, specific, and clear manner.				
The field instructor is knowledgeable and skilled in ethical professional social work practice: a) Generalist practice c) CSWE d) The NASW Code of Ethics				
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 b) Coordinates necessary tools for intern success, such as access to workstation, records, etc. c) Engages in a minimum of one-hour supervision per week.  d) Provides opportunities for students to participate in workshops, conferences, community activities and other planned agenda events.				
Provides student orientation.				
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).				

The field instructor is realistic in expectations of the BSSW Student(s)' learning needs and performance relative to the school's expectations.				
The field instructor fosters self-awareness in student(s): a) Encourages self-reflection, self-care practices and growth opportunities. b) Encourages student(s)' use of critical thinking skills. c) Offers constructive feedback from students and/or faculty liaison.				
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. b) encourages personal and professional development relative to boundaries and dual relationships on all system levels.				

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

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**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

Field Director/Field Specialist \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX XI: SITE VISIT

### 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: \_\_\_\_\_

#### EVALUATION OF AGENCY

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 \_\_\_\_\_

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 \_\_\_\_\_

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

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

What percent of the student(s)' practice activities are related to: (total=100%):

\_\_\_\_\_ % Individual      \_\_\_\_\_ % Organization      \_\_\_\_\_ % Community  
\_\_\_\_\_ % Family      \_\_\_\_\_ % Group

Does the agency reflect social work values and ethics? Yes \_\_\_\_\_ No \_\_\_\_\_

Does the agency provides student(s) learning opportunities to integrate theoretical approaches and strategies of intervention learned in the classroom? Yes \_\_\_\_\_ No \_\_\_\_\_

Are there sufficient learning opportunities for student(s) to work with?

	Yes	No
Diverse populations		
Individuals, Families, Groups, Organization, Communities		
Oppressed Groups/Marginalized Groups/ Populations at Risk		
Diversity Equity & Inclusion		
Cultural Competence & Knowledge		
Various Socioeconomic Statuses		

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

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## EVALUATION OF PRACTICUM AGENCY SUPERVISOR

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.				
2. The field instructor provides the student(s) with constructive feedback in a timely, specific, and clear manner.				
3. The field instructor is knowledgeable and skilled in ethical professional social work practice: a) Generalist practice c) CSWE 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 b) Coordinates necessary tools for intern success, such as access to workstation, records, etc. c) Engages in a minimum of one-hour supervision per week.  d) Provides opportunities for students to participate in workshops, conferences, community activities and other planned agenda events.				
5. Provides student orientation.				



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).				
7. The field instructor is realistic in expectations of the BSSW Student(s)' learning needs and performance relative to the school's expectations:				
8. The field instructor fosters self-awareness in student(s): a) Encourages self-reflection, self-care practices and growth opportunities. b) Encourages student(s)' use of critical thinking skills. c) Offers constructive feedback from students and/or faculty liaison.				
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. b) encourages personal and professional development relative to boundaries and dual relationships on all system levels.				

### III.BSSW INTERN

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			
<b>D.</b>	<b>MOTIVATION/USE OF SUPERVISION</b>			
	Takes initiative to fulfill assigned tasks			
	Asks appropriate questions of supervisor			
	Accepts and applies constructive criticism			
	Comes to supervision prepared			
<b>E.</b>	<b>UNDERSTANDING OF GENERALIST PRACTICE</b>			
	Has a clear understanding of Generalist Social Work Practice			
	Understands the expectations of field instruction			

**Comments:**

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Agency Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Field Director/Field Specialist \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX XII. 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.

**I. Rate your answers on the 5-point scale where 5= Very satisfied, 4= satisfied, 3= Neither satisfied nor dissatisfied, 2= dissatisfied, and 1=Very dissatisfied.**

1. How satisfied are you with the overall functioning of the Social Work Department?  
Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

2. How satisfied are you with faculty in the Social Work Department?  
Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

3. How would you rate your knowledge of theories related to individuals and families (Micro Practice)?  
Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

4. How would you rate your knowledge of theories related to groups (Mezzo Practice)?  
Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

5. How would you rate your knowledge of theories related to community (Macro Practice)?  
Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

6. How would you rate your knowledge on knowledge of diversity and inclusion?  
Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

7. How would you rate your knowledge of population-at-risk and social and economic justice?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

8. How would you rate your knowledge on the knowledge of NASW Code of Ethics?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

9. How would you rate your knowledge of knowledge of qualitative research?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

10. How would you rate your knowledge of knowledge of quantitative research?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

11. How would you rate your preparation for Internship experience?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

12. How would you rate the support received during your Internship experience?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

13. How would you rate your overall preparation for social work practice at this point?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

14. How would you rate your achievements and learning outcome?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

15. How would you rate the Social Work Department instructor's overall teaching performance?

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

16. Your knowledge of social welfare policy and services.

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

17. Your knowledge of policy analysis.

Very satisfied \_\_, Satisfied \_\_, Neither satisfied nor dissatisfied \_\_, Dissatisfied \_\_

Very dissatisfied \_\_

## II. Rate your answers on the 10-point scale where 10 is the highest and 1 is the lowest

On a scale of 1 – 10 where 10 is the highest and 1 is the lowest, how would you rate the Social Work Department instructor's overall teaching performance?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On a scale of 1 – 10 where 10 is the highest and 1 is the lowest, how effective were the learning activities used in the courses?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

On a scale of 1 – 10 where 10 is the highest and 1 is the lowest, did the Social Work Department meet your expectation?

On a scale of 1 – 10 where 10 is the highest and 1 is the lowest, how likely are you to recommend the BSSW program?

Other suggestions for improving the program: \_\_\_\_\_

\_\_\_\_\_

Date Completed: \_\_\_\_\_

## APPENDIX XIII. EVALUATION OF PRACTICUM PLACEMENT AND SUPERVISOR

### MEDGAR EVERS COLLEGE CUNY

#### BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) PROGRAM

#### EVALUATION OF PRACTICUM PLACEMENT AND SUPERVISOR

*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. Did 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. Were your learning experiences in this agency based on educational objectives (such as a student in the role of a learner rather than a worker)? Yes\_\_\_No\_\_\_

7. Did you 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 Yes\_\_\_No\_\_\_

d. Community systems? Yes\_\_\_No\_\_\_

8. Did you engage in learning opportunities to integrate and utilize theoretical approaches and strategies of what was taught in the classroom? Yes\_\_\_No\_\_\_

9. Were there any issues or concerns with this agency that should be taken into consideration before placing additional BSSW student interns?

10. How often did you receive supervision? Weekly \_\_\_ Monthly \_\_\_

11. Were timesheets signed regularly by you supervisor? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Were midterm and final student performance evaluations completed by the due date? Yes \_\_\_\_\_ No \_\_\_\_\_

## **V. EVALUATION OF FIELD INSTRUCTOR**

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

13. The field instructor is supportive and understanding of the student(s), i.e., offers reassurance, encouragement and positive reinforcement.
- Agree \_\_\_\_\_
- Strongly Agree \_\_\_\_\_
- Disagree \_\_\_\_\_
- Strongly Disagree \_\_\_\_\_
14. The field instructor provides the student(s) with constructive feedback in a timely, specific, and clear manner.
- Agree \_\_\_\_\_
- Strongly Agree \_\_\_\_\_
- Disagree \_\_\_\_\_
- Strongly Disagree \_\_\_\_\_
15. The field instructor is knowledgeable and skilled in Ethical professional social work Generalist Practice?
- Agree \_\_\_\_\_
- Strongly Agree \_\_\_\_\_
- Disagree \_\_\_\_\_
- Strongly Disagree \_\_\_\_\_
16. The field instructor provides the necessary structure and organization to maximize student(s)' learning and success.
- Agree \_\_\_\_\_

Strongly Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Strongly Disagree \_\_\_\_\_

17. The field instructor assigns practice activities that are appropriate in the level of difficulty for the respective field educational objectives and skill level of student(s).

Agree \_\_\_\_\_

Strongly Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Strongly Disagree \_\_\_\_\_

18. The field instructor fosters self-awareness in student(s).

Agree \_\_\_\_\_

Strongly Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Strongly Disagree \_\_\_\_\_

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

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\_\_\_\_\_  
Student (Print)                      Date

\_\_\_\_\_  
Field Education Director              Date

Signature: \_\_\_\_\_



## APPENDIX XIV. CASE NOTE

### CASE NOTE

Case notes provide a standardized method for documenting interactions with clients. The most widely used format for case notes is the SOAP note, which includes: 1. Subjective Information - The client's perspective, 2. Objective Information - Facts and observations, 3. Assessment - Evaluation of the situation, 4. Plan of Action - Strategies moving forward.

#### ATTRIBUTES OF A CASE NOTE TEMPLATE:

##### 1. Identifying Information:

- **Date and Time:** Records the date and time of the interaction or note entry.
- **Client Name & ID:** Ensures accurate record-keeping and retrieval.
- **Social Worker Name:** Identifies the individual who created the note.

##### 2. Subjective Information (S):

- **Client's Perspective:** Captures the client's expressed thoughts, feelings, concerns, and goals.
- **Chief Complaint:** Details what prompted the client to seek services.
- **Presenting Problems:** Provides a thorough description of the client's difficulties.

##### 3. Objective Information (O):

- **Observable Facts:** Includes measurable data, as well as the client's appearance and behavior.
- **Clinical Observations:** Offers objective descriptions of the client's demeanor and interactions, along with other relevant behaviors.

**Referral Information:** Contains details about any referrals made or received on the client's behalf.

##### 4. Assessment (A):

- **Social Worker's Interpretation:** Represents the social worker's professional opinion regarding the client's situation, including strengths, weaknesses, and potential challenges.
- **Progress:** Evaluates the client's advancement toward their goals.
- **Interventions:** Summarizes the services provided and their effectiveness.

5. **Plan (P):**

- **Future Actions:** Specifies interventions, referrals, and follow-up actions planned for the client.
- **Goals:** Sets clear, measurable, and achievable goals for the client
- **Timeline:** Proposes a timeframe for achieving these goals. This structured approach ensures comprehensive and effective communication regarding client interactions.

**ADDITIONALLY:**

- **Be concise and objective:** Use clear and precise language to eliminate ambiguity and subjectivity.
- **Document regularly and on time:** Ensure your notes are up-to-date to support effective case management.
- **Use a consistent format:** This aids in organization and retrieval of information.
- **Focus on client strengths:** Adopting a strengths-based approach can enhance client engagement and motivation.
- **Keep notes confidential and secure:** Follow ethical guidelines and privacy regulations to protect client information.

<https://www.socialworkportal.com/social-work-case-notes/>

## APPENDIX XV. SAMPLE SUPERVISION AGENDA

**SAMPLE SUPERVISION AGENDA**  
**Medgar Evers College CUNY**  
**Bachelor of Science in Social Work (BSSW) Program**

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

**Field Instructor:** \_\_\_\_\_

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

**Date of Supervisory Meeting:** \_\_\_\_\_

*This is a working document that should be used to frame the supervisory session. During the supervision session, please have your field instructor add their comments and document what was discussed.*

1. Specific questions pertaining to cases and/or agency policies.
2. Briefly describe your biggest challenge in your internship this week.
3. Identify the learning goal from your learning contract that you focused on this week; include any action steps you took.

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 XVI. STUDENT PRACTICUM TIMESHEET

### TIMESHEET

(Submitted Monthly)

Semester/Year: \_\_\_\_\_

Student: \_\_\_\_\_

Agency: \_\_\_\_\_ Agency Supervisor: \_\_\_\_\_

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

Period covered. From: \_\_\_\_\_ To: \_\_\_\_\_

Date:	Time In:	Time Out:	Total hours:	Day/Time Weekly Supervision
Date:	Time In:	Time Out:	Total hours:	Day/Time Weekly Supervision
Date:	Time In:	Time Out:	Total hours:	Day/Time Weekly Supervision
Date:	Time In:	Time Out:	Total hours:	Day/Time Weekly Supervision
Date:	Time In:	Time Out:	Total hours:	Day/Time Weekly Supervision

Total weekly hours \_\_\_\_\_

Use this section to document any conferences, training or session provided by the field education director to earn practicum hours.

--

Total hours earned for special event \_\_\_\_\_

**NOTE:** *This form should be completed and given to SW420 or SW421 Course Instructor monthly. **It must be signed** by the practicum supervisor and student.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Practicum Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX XVII. PROCESS RECORDING

### PROCESS RECORDING

**Agency:** Click or tap here to enter text.

**Practicum Supervisor:** Click or tap here to enter text.

**Student's Name:** Click or tap here to enter text. **Client's Initials or Setting for Macro Practice:** Click or tap here to enter text.

**Interview Date or Event:** Click or tap here to enter text.

1. **PURPOSE OF THE SESSION/EVENT:** (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(Micro/Mezzo):** (Appearance, verbal/physical behavior, mood, affect, etc. How does the client present him-/herself?)
3. **STUDENT'S OBSERVATION (Macro practice)** Observation of occurrence's, anything significant.
4. **INTERVIEW CONTENT:** (Record verbatim what happened during the interview.)

INTERVIEW/OBSERVATION (student said, client/said verbatim, or what has occurred)	CLIENT'S FEELINGS/AFFECT (Micro/Mezzo)	STUDENT'S FEELINGS/REACTIONS	APPLICABLE INTERVENTIONS. MAJOR THEMES OR PATTERNS IDENTIFIED	APPLICABLE NASW CODE OF ETHICS	SUPERVISOR'S COMMENTS
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Student Signature:** \_\_\_\_\_ **Practicum Supervisor Signature:** \_\_\_\_\_

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

## APPENDIX XVIII. FIELD PRACTICUM LEARNING CONTRACT

### FIELD PRACTICUM LEARNING CONTRACT MEDGAR EVERS COLLEGE THE CITY UNIVERSITY OF NEW YORK (CUNY)

#### 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
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	-Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication -Support and uphold professional social work standards, values and ethics in social work practice	<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"/> Professional comportment/demeanor	<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)	



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
		<input type="checkbox"/> Submits required documentation on time		
<b>Competency 2: Engage Diversity and Difference in Practice</b>	-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)	
<b>Competency 3: Advance human rights and Social and economic justice</b>	-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	<input type="checkbox"/> Apply their understanding of social, economic, and environmental justice, etc. Engage in practices that advance social and economic justice 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
	who are physically or mentally challenged			
<b>Competency 4: Engage in practice-informed research and research-informed practice</b>	-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)	
<b>Competency 5: Engage in policy practice</b>	-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)	
<b>Competency 6: Engage with individuals,</b>	-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
<b>families, groups, organizations and communities</b>	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)	
<b>Competency 7: Assess individuals, families, groups, organizations and communities</b>	-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)	
<b>Competency 8: Intervene with individuals, families, groups, organizations and communities</b>	-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)	



## **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	
<b>School of Liberal Arts</b>		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
<b>School of Education</b>	718-270-4936
<b>School of Business</b>	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
<b>School of Science, Health &amp; Technology</b>	718-270-6218
Biology	718-270-6200
Mathematics	718-270-6417
Nursing	718-270-6222
Physical Science, Environmental & Computer Science	718-270-6453
<b>Library and Information Services</b>	
Chief Librarian	718-270-4880
Circulation Desk	718-270-4873
Writing Center	718-804-8287

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