



**The Greater Rochester Collaborative**  
**Master of Social Work Program**

**Nazareth**  
**COLLEGE**

# Field Education Manual

**The College at Brockport MetroCenter**  
**55 St. Paul Street**  
**Rochester, NY 14604**

<http://www.brockport.edu/grcmsw/>

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*Updated August, 2009*

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Dear Field Instructor:

Field practicum provides students with opportunities to apply theoretical knowledge, skills, and integrate values and ethics learned in course work through structured guidance in real world practice settings. Field practicum also provides students with opportunities to develop identification with the profession and to develop competence as they advance toward autonomous social work practice. We appreciate the commitment and support that field practicum agencies and agency field instructors provide in our joint efforts to prepare professional social workers for advanced community-based social work practice.

This Field Practicum Manual is presented as a guide for our cooperative work in the preparation of our students for professional social work practice. We welcome you and your agency to this important endeavor.

We would also appreciate your involvement in providing our program with feedback about our field practicum process and student preparation. This can occur in different ways, informally at field instructor meetings and trainings, through discussions while engaged in field planning activities and by completing surveys mailed to field instructors. Field Instructors are also welcome to participate in field committee activities.

If you have any questions about this Field Manual, please contact me by phone (585) 395-8455 or by Email [dffaria@brockport.edu](mailto:dffaria@brockport.edu) . Thank you for your commitment and support of our program and for the critical role you play in our students' professional development.

Sincerely,

Debra Fromm Faria, LCSW, ACSW  
Director of Field Education

## **INTRODUCTION**

The Greater Rochester Collaborative MSW Graduate Program of Nazareth College and The College at Brockport (GRC MSW) is unique and distinctive from many social work programs in other institutions. The combined resources of Nazareth College and The College at Brockport provide a dynamic environment for students to pursue advanced education. The curriculum is designed to advance technology and apply practice theories and concepts in the structure and delivery of community-based family and health and mental health services. The established link with community resources currently in place at the two institutions provides students with the practice experiences necessary to develop their professional skills. Contributions from the academic institutions strengthen and support the continued efforts of the community to respond to the needs of its members.

The curriculum reflects the vision and mission of the sponsoring institutions and the social work profession. The Greater Rochester Collaborative MSW Program is accredited by the Council on Social Work Education. Students successfully master the generalist model during the foundation year and deepen their intervention skills during the concentration year by implementing the Integrated Practice approach to develop advanced intervention skills in working across five client systems: the client, family, group, institutions, and communities. The Integrated Practice approach is well suited for the GRC MSW orientation to community-based collaborative practice strategies in the two interconnected concentrations, *Family and Community*, and *Interdisciplinary Health*. This practice model is a refinement of the generalist approach and emphasizes a collaborative approach by the client and worker to address the issues identified by the application of a habilitation model incorporating increasing the client's competency through empowerment from a democratic paradigm.

The program's curriculum is designed to address the community need for advanced practitioners who are prepared to provide interdisciplinary leadership in the delivery of strengths oriented, collaborative community-based practice in these two fields of practice and incorporates interdisciplinary linkages with other professions and community resources. The *Family and Community Concentration curriculum* and the *Interdisciplinary Health Concentration*

curriculum are approved by the NYS Education Department as meeting the clinical course requirement for the LCSW Licensing requirement.

## **Mission Statement**

The GRC MSW program educates students to become competent and ethical professional social workers who will promote social and economic justice and equality through collaborative community-focused practice that reflects the rights, needs and dignity of all people.

## **Program Goals**

As a reflection of its mission, the overall goals of the Master of Social Work Program are to:

1. Provide advanced social work education incorporating theoretical knowledge and critical thinking within an advanced integrated practice framework; emphasizing an ecological strength-based community collaborative, empowerment model of practice to promote social and economic justice.
2. Educate social work practitioners who are ethical, critical thinkers engaged in ongoing inquiry and life-long learning.
3. Develop practitioners who provide autonomous social work practice and leadership in health, human service, and other community organizations, as well as in diverse communities to assist high need or at-risk populations.
4. Infuse a critical understanding of culturally competent and gender sensitive advanced practice in working with diverse groups, and to adapt social work knowledge and skills to meet the needs of disenfranchised and historically oppressed groups.
5. Promote and support research and knowledge development to improve the effectiveness of social work practice, policies, and programs.
6. Promote the health and well being of individuals, families, groups, and communities by advancing social justice in a changing environment and in a global society.

## **Program Objectives**

### **Foundation Year Program Objectives:**

1. Apply foundation skills in critical thinking, problem solving and decision making in professional strengths-based social work practice.
2. Understand social work values and ethics, and foster an ability to uphold these standards in practice.
3. Practice without discrimination in a manner that advocates social and economic justice and that empowers diverse and oppressed populations
4. Understand and appreciate social work history and its relationship to contemporary policies and services.
5. Apply a generalist social work perspective to practice across systems.
6. Critically examine theoretical frameworks and selectively apply these frameworks to understand human behavior and development in the contexts of individuals, families, groups, communities, and organizations.
7. Understand, analyze, formulate, and influence social policy from an empowerment and strengths-based perspective

8. Critically evaluate published research, integrate evidence-based practice interventions, and evaluate their own practice interventions
9. Use communication skills differentially across client populations, colleagues, and communities, to promote collaboration and client empowerment
10. Utilize supervision and consultation appropriate to social work practice.
11. Function within the structure of organizations and service delivery systems, and, when necessary, seek changes that promote collaboration and team building.

### **Concentration Year Program Objectives: Interdisciplinary Health**

1. Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within interdisciplinary health care contexts.
2. Conduct advanced health care policy analysis and practice.
3. Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level within interdisciplinary health care contexts.
4. Appropriately utilize and provide supervision and consultation in the delivery of advanced practice in interdisciplinary health care from a strengths perspective.

### **Concentration Year Program Objectives: Family and Community**

1. Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within family and community practice settings.
2. Conduct advanced family and community policy analysis and practice.
3. Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in family and community practice settings.
4. Appropriately utilize and provide supervision and consultation in the delivery of advanced practice with families and communities, from a strengths perspective.

## **Conceptualization of the MSW Program**

### **Overview of MSW Curriculum Structure**

The Greater Rochester Collaborative MSW Program offers a 60-credit program leading to the MSW degree. Students in the 60-credit program may apply to either the full-time two-year, or part-time three-or four-year program. The overall curriculum for full-time students is a two-year (four-semester) program. The overall curriculum for part-time students is the same as for full-time students, though it is configured differently. There are minor differences in the placement of courses between full- and part-time programs, though order of courses remains the same. Both part-time and full-time students must complete the foundation curriculum; in an ordered fashion (e.g. HBSE I prior to HBSE II) they must also complete the foundation curriculum before proceeding to the concentration curriculum. All foundation students complete 448 hours in field practicum; all concentration students complete 560 field placement hours for a total of 1008 field hours.

In addition to the 60-credit program, students who have graduated with a BSW (within the last 8 years) from a CSWE-accredited program are eligible for consideration in the 39 hour Advanced Standing program. Advanced standing students may apply to the full time three-semester

program or the part time six-semester program. Advanced Standing students complete their foundation field education prior to entering the program and then complete an additional 560 concentration field hours and 35 seminar hours in the MSW program.

## **Overview of the Foundation Year Curriculum**

The foundation year introduces the student to the generalist perspective. As defined by Miley, O'Melia and DuBios' (2004), the generalist social work perspective

“ provides an integrated and multileveled approach for meeting the purposes of social work. Generalist practitioners' acknowledge the interplay of personal and collective issues, promoting them to work with a variety of human systems—societies, communities, neighborhoods, complex organizations, formal groups, families and individuals—to create changes which maximize human functioning. This means that generalist social workers work directly with client systems of all levels, connect clients to available resources, intervene with organizations to enhance the responsiveness of resource systems, advocate just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice (p. 10)”.

Within the MSW program, our conceptualization of the generalist perspective includes a program theme of strengths-based practice approach, which strives to form a collaborative helping relationship between social worker and the client systems “for the purpose of empowerment and the promotion of social and economic justice” (Poulin et al, 2005, p. 3). Finally, our strengths- based generalist practice perspective is implemented through community-based collaborations and through interdisciplinary teamwork. This involves students learning team-based approaches to problem solving with the community and with other professionals. The MSW program builds upon the community resources and addresses community challenges through the curriculum in assignments, guest speakers, experiential activities and service. The progression of the foundation curriculum from elemental to more sophisticated and complex is built upon in the advanced practice curriculum of Family and Community Practice and Interdisciplinary Health Care Concentrations.

The curricula areas of social work values and ethics, diversity, populations at risk and social and economic justice, social work practice, social welfare policy and services, research, human behavior and the social environment, and field practicum and seminar provide the foundation content. The professional foundation is built upon in the concentration year as students enter one of two fields of practice: Family and Community or Interdisciplinary Health Care. Full time foundation students generally take Social Work Practice I, Human Behavior and Social Environment I, Social Work Research I, Social Work Practice and Cultural Diversity and Field Practicum and Field Seminar I in their first semester and Social Work Practice II, Human Behavior and Social Environment, II Social Work Research II, Social Welfare Policy and Services and Field Practicum and Field Seminar II in their second semester in the program. Part time foundation students generally take Social Work Research I and Human Behavior and Social Environment I in their first semester and Social Work Research II and Human Behavior and Social Environment II in their second semester in the program. Part time students complete their

first year during the summer session by taking Social Welfare Policy and Services and Social Work Practice and Cultural Diversity. They complete their foundation curriculum in their second year of the program by taking Practice I and Field Practicum and Field Seminar I in the first semester and Practice II and Field Practicum II and Field Seminar II in their second semester of their second year. Foundation students may also choose to take one or both of their advisor approved electives during their Foundation year(s).

## **Overview of the Concentration Year Curriculum**

The GRC MSW Feasibility Study (1993) documented the need for two concentrations: Family and Community, and Interdisciplinary Health in the Rochester Metropolitan area. The program's curriculum was designed to address the community need for advanced practitioners who are prepared to provide interdisciplinary leadership in the delivery of strengths oriented, collaborative community-based practice in these two fields of practice. The MSW Program conceptualizes advanced social work practice in the context of its mission.

“...to educate students to become competent and ethical professional social workers who will promote social and economic justice and equality through collaborative, community focused practice that reflects the rights, needs, and dignity of all people”.

The concentration advanced practice builds on the generalist framework by applying the integrated practice perspective, a refinement of the advanced generalist perspective. Students successfully master the generalist perspective during the foundation year and deepen their skills during the concentration year by implementing the Integrated Practice approach (Briar-Lawson 1998; Parsons, Hernandez, & Jorgenson, 1988) to develop advanced intervention skills in working with five client systems: individuals, families, groups, organizations, and communities. The program promotes this approach pedagogically and professionally, and shares the perspective “that social work education must teach practice perspectives that view the whole of social problems and that concentrate on the rehabilitation of victims of these problems” (Parsons, Hernandez & Jorgenson, 1988, p. 417). This perspective also considers how the process of labeling social “problems” needs to be deconstructed as part of one’s advanced practice perspective. As a practice perspective, integrated practice focuses on multi-system, multi-level interventions, emphasizing the integration of micro, mezzo, and macro interventions. This approach emphasizes social workers acquiring the necessary skills and adopting multiple strategies to work toward achieving social justice, a central feature of the GRC MSW Program’s theme of empowerment. The integrated practice perspective (Parsons, Hernandez, & Jorgenson, 1988) expands upon the fundamental principles of the generalist perspective, which is one of the core elements of the foundation year curriculum.

The integrated practice model of advanced generalist social work is well suited for the GRC MSW orientation to community-based collaborative practice strategies. Integrated practice knowledge and skills enhance and refine the basic practice intervention skills of working at the micro-, mezzo-, and macro-systems levels. Students develop the ability to intervene within multiple systems and at different system levels. Collaborative and empowerment skills that prepare students to work within an interdisciplinary and interagency community-based practice are emphasized. Throughout the curriculum, students participate in a variety of groups while

learning about group process. These skills are essential in collaborative community-based practice.

Graduates of the program will provide leadership across multiple systems and at different levels within the systems. This perspective is brought to bear on specific target systems/populations within the concentrations of Interdisciplinary Health Care and Family and Community Practice. Expected competencies are: an ability to synthesize and apply a broad range of knowledge; an ability to practice with a high degree of autonomy and skill; and an ability to refine and advance the quality of professional practice and that of the larger social work profession. The outcome objectives of preparing practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical assure coherence between the foundation year and the concentration year.

## **Concentration Curriculum**

### **Conceptual Framework**

The integrated practice perspective is the overarching conceptual framework. It conceptualizes the identified problem as occurring between the client system and the environment versus exclusively occurring within the client system (McKnight, 1977). The integrated practice model calls for social workers to select strategies that are problem solving in nature and to employ a principle of education as posed by Friere (1972). Given that many clients are oppressed in one or more ways, social workers using this approach often serve as educators or “consciousness raisers” as well as advocates for clients who need and deserve access to resources. In this approach social workers engage in a partnership with the client system to provide interventions that mobilize the client system to higher levels of competency. The early works of Solomon (1976) and the more recent work of Gutierrez (1999) advocate for a partnership between client system and social worker where the partnership is egalitarian versus the social worker assuming a position of superiority as the expert. The client is viewed as the expert on what s/he needs and the worker facilitates the acquisition of what is needed. The social worker then partners with the client as they access necessary resources together, rather than the social worker assuming all of the work in connecting the client to the needed resources. The social worker plays a key role in the redistribution of power by shifting perspective regarding the capacity of the client he/she is working with. Most importantly, the client has participated in self advocacy to improve their overall well being and functioning as well as an empowering relationship with the social worker.

By extending and providing further clarification of advanced generalist perspective, the integrated practice paradigm is synonymous with the conceptual underpinnings of the social work profession: applying interventions that focus on the interface of the person : environment (Bloom & Germain, 2000). This practice model teaches integrated practice as a model of assessment, theoretical perspectives, and intervention. Students must be familiar with a wide range of theories and frameworks ranging from micro to macro, which are applied to formulate the assessment of the client system and the corresponding interventions. Integrated practice demands the application of a broad range of theories and frameworks including ecosystems, social constructionism, the Kerson Framework (Kerson & associates, 1997) as well as feminist perspectives (breadth of knowledge). The social work practitioner applies complex evidence based theories to practice and research at multiple system levels (depth in skill application).

### **Family and Community Concentration**

The Family and Community Practice concentration prepares students to plan, develop and implement family-focused services from a collaborative, community-based perspective. The concentration is based on a strength and empowerment philosophy with primary focus on agency-based work to vulnerable and at-risk populations. Students will become familiar with federal, state, and local trends, policies, and programs in community-based intervention and prevention services related to families. Students will explore theories of family practice including traditional family therapy, family preservation, empowerment strategies for families, and working with multi-needs families. Students will also explore theories of community development, including traditional models of community organizing, theories of local social development, and models of community enhancement. The goal of this concentration is to prepare students for leadership roles and practice in agencies serving high risk and high need families from a community perspective. The concentration provides students with the requisite knowledge and skills to work with children, families, communities and organizations to promote and preserve family wellbeing in the context of promoting, developing, and maintaining healthy community life. Emphasis is placed on developing advanced practice intervention strategies that foster collaboration and partnerships between various community agencies and organizations in the design, implementation, and evaluation of family support services.

### **Interdisciplinary Health Concentration**

The Interdisciplinary health concentration prepares MSW practitioners who are skilled in promoting physical and mental health and wellness. The contemporary managed care environment has radically influenced the healthcare delivery system at all levels of care. The traditional medical model's deficit orientation is challenged and students are trained in a family systems model of care incorporating Kerson's (1999) problem-solving approach integrating policy, technology, and practice. Grounded in strengths-based orientation, a family-centered approach is applied through interpersonal, organizational, and environmental assessment and interventions, recognizing the intersections between and among public, physical and mental health systems of care. Family-centered care recognizes the family as the expert in the needs of the affected family member and positions team members as collaborators in this care. From the family-centered knowledge base, students are encouraged to understand health and mental health interventions from a public health perspective that enfold the community's role in promoting well being through the use of collaborative interdisciplinary models and methods to promote empowerment and self-care.

### **Collaboration between Concentrations**

While there are distinct challenges in both arenas, the Integrative Practice Approach spans both fields of practice. By design, the advanced practice curriculum of both concentrations shares this common approach while applying it in depth to both fields of practice throughout the two semester sequence. In Masters Project classes, joint experiential learning experiences provide students with opportunities to explore each others projects in a collaborative manner from each concentration. This collaborative effort to integrate the needs of both fields of practice provide ongoing, rich leaning experiences oriented to working across community systems. Through consultation and discussion, students are able to see the connections among each field of

practice and collaborate across concentrations as they process their work. Field practicum symposiums, and program sponsored colloquia also provide students with opportunities to participate in joint learning across fields of practice.

Interdisciplinary leadership and group skills are cornerstones of this approach and extensive work is done in the curriculum to prepare GRC MSW graduates to be collaborative, team players. Currently there are not many practitioners who are prepared to implement this strength-oriented approach to partnering with client systems. Conflict management is taught at increasingly sophisticated levels as the year progresses and students focus on this in their experiential learning.

Graduates are prepared to provide leadership in community collaborative efforts and attain the requisite skills to bring diverse groups including consumers, human services providers, health providers and legal service to the table to develop interventions to serve the poor and underserved of our community. These advanced skills are developed primarily in the concentration year where the students are challenged to analyze the community needs and to effectively respond to unmet needs by enhancing human services responses. Community is defined in the broadest sense ranging from the local community spanning to the global community. Students view every issue from a number of vantage points and are pushed to expand the research focus beyond their original conceptualization to be more inclusive. For example, an issue of domestic violence originally framed as the concern of one family is expanded to a population-based approach.

### **Key Concepts**

In addition to the core content areas required by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) there are several key concepts that express themselves throughout the curriculum. These core concepts are:

1. Community Collaboration
2. Interdisciplinary Teamwork
3. Empowerment
4. Strengths Perspective
5. Evidence-Based Practice

### **Community Collaboration**

For purposes of the MSW program, the term collaboration connotes a durable and pervasive relationship among individuals, groups, and organizations. We are committed to a definition that suggests that collaborations bring previously separated organizations into new structures with full commitment to a common mission. Such relationships require comprehensive planning and well-defined channels operating on many levels. Authority is determined by the collaborative structure. Resources are pooled or jointly secured and the products are shared. Most significantly, the term collaboration includes a commitment to a definition of mutual relationships and goals and mutual authority and accountability for success (Mattessich & Monsey, 1992; Poulin, 2005). The GRC MSW is specifically focused on developing collaborations, which are based in the community. They draw upon building, using, and enhancing community resources that involve the actual client groups being targeted. Enhancing

the capacity of local communities to serve as a major player in solving the social problems that face the community is a major goal of the program.

### **Empowerment**

Within the context of the GRC MSW program, empowerment is both an end-state and a process, which can be directed at multiple levels. The critical elements of empowerment are: an increased level of power within a system (self-efficacy, intra-system power), improves interaction at a given system level (group cohesion and interaction), increases ability to make demands between system levels (political awareness and action), and the ability to critically analyze the interaction between systems (critical thinking) aimed at increasing social justice within a democratic process (Itin, unpublished manuscript). Within the program, students are encouraged to view empowerment as requiring action on both the intra-systemic (e.g., within individuals, families, groups, organization or communities) and inter-systemic (e.g. between and among individuals, families and groups, agencies and organizations) levels. In this way, empowerment links to both the integrated practice perspective and the program's focus on community-based collaboration. This view of empowerment supports practice across systems (e.g., case management, short-term interventions, psychotherapy, family therapy, community development, organizational change, research, policy development, and advocacy).

### **Strengths Perspective**

The MSW program conceptualizes a strengths-based perspective as a collaborative effort between the service user and the social worker that avoids hierarchy with the intent to empower the client system (Ligon, 2002; Poulin, 2005). We are committed to the individual, family, group, organization or community acting on their own behalf. The role of the social worker is to facilitate the client's utilization of his/her strengths while bridging this process to enable the client to mobilize his/her solutions.

### **Interdisciplinary Teamwork**

The MSW program conceptualizes interdisciplinary teamwork as a process that promotes partnership with service users through networking in multi-professional (e.g. psychologists, nurses, psychiatrists, doctors, case managements, occupational therapists) settings, whether in health or human services (Payne, 2000). The coordination of services and responsibilities is essential and, in this way, interdisciplinary teamwork links to integrated practice, community-based collaboration and empowerment. Consumers are full and active members of the team. The approach aims to place the consumer as an equal partner with care providers. This definition of collaborative work means rethinking the role of "expert". The expert becomes a team member contributing to systems problem-solving. The MSW program incorporates the client system as a team member who has equal power within the interdisciplinary team.

### **Evidence-Based Practice**

The GRC MSW faculty recognizes that preparing social work students as evidence-based practitioners involves teaching knowledge, values and skills necessary to facilitate the identification, critical appraisal application and evaluation of practice relevant evidence over the course of one's professional careers (McMillion, & Pollo, 2003) informing practice with client systems of all sizes (individual, family, group, organization and community).

**GRC MSW Program Definition:** Evidence-based practice in social work is the conscientious, systematic, and judicious use of current best evidence in making decisions. The use of evidence-based social work means integrating individuals' proficiency and judgment acquired through professional practice, expertise and professional standards of practice, the best available external evidence from systematic research, and the personal and cultural values and judgments of client systems (Cournoyer, 2004; Sackett, Roesenberg, Gary, Haynes & Richardson, 1996).

**Levels of Evidence:** The six categories represent varying levels of evidence for the use of a specific treatment procedure, or for a specific recommendation. This system was adopted from the Agency of Health Care Policy and Research classification of Level of Evidence (Foa, Keane & Friedman, 2000).

- A- Randomized, controlled clinical trials
- B- Well designed clinical studies without randomization or placebo comparison
- C- Service and naturalistic clinic studies combined with clinical observations, which are sufficiently compelling to warrant use of the treatment technique or follow the specific recommendation.
- D- Long standing and wide-spread clinical practice that has not been subjected to empirical tests.
- E- Long standing practice by circumscribed groups of clinicians that has not been subjected to empirical tests.
- F- Recently developed treatment that has not been subjected to clinical or empirical tests.
- G- Not applicable:

\*Adapted from: Cournoyer, B.R. (2004). *The evidence-based social work skills book*. Allyn and Bacon, Boston MA. ; Sackett, D.L., Roesenberg, W., Gary, J., Haynes, R. & Richardson, W. (1996). Evidence based medicine: what it is and what it isn't: It's about integrating individual expertise and the best external evidence. *BMJ*, 312(7023:71-72; Howard, M. O., McMillion, C.J., & Pollo, D.E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice*, 13 (2)234-259. and Foa, B. E., Keane, T. M., & Friedman, M. J. (2000) Guidelines for Treatment of PTSD . *Journal of Traumatic Stress*, Vol. 13, No. 4, 2000.

## CURRICULUM

### Foundation Year Courses

#### *SWK 501 Social Work Practice I (3 credits)*

This is the first of two courses that prepares the student for generalist social work practice with individuals, families, groups, communities, and organizations. This course introduces students to the history of social work practice, the place and purpose of generalist practice, and the beginning phases of practice relationships. Assessment and developing relationships are considered from a cross-cultural, strengths-based, community collaborative perspective across the five client systems. Emphasis is placed on developing a practice perspective that stresses the empowerment of client systems to address issues of economic and social justice.

#### *SWK 502 Social Work Practice II (3 credits)*

This is the second of two courses that prepares the student for generalist social work practice with individuals, families, groups, communities, and organizations. Emphasis in this course is

on practice with communities and organizations. This course introduces students to the work and termination phases of practice. Interventions are considered from a cross-cultural, strengths-based, community collaborative perspective across the five client systems. Emphasis is placed on interventions that address the empowerment of client systems to address issues of economic and social justice. Various social work roles, including conferee, enabler, broker, advocate, mediator, and guardian, are considered.

*SWK 504 Field Practicum and Seminar I (3 credits)*

Provides the foundation year, first semester agency-based field and seminar internship experience. Completing two days of field instruction per week over 14 weeks each semester provides the required 224 hours of field practice in the first year. Educational learning objectives are developed by the student, field instructor, and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations, and larger community systems. The seminar is utilized to integrate course work and field instruction experiences in the foundation year. Assignments and student-generated discussions serve to enhance knowledge and skill development based on practice situations. Seminar faculty serves as the first and second semester field liaison for students in the practicum.

*SWK 505 Field Practicum and Seminar II (3 credits)*

Provides the foundation year second semester agency based field and seminar internship experience. Completing two days of field instruction per week over 14 weeks each semester provides the required 224 hours of field practice in the first year. Educational learning objectives are developed by the student, field instructor, and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations, and larger community systems. The seminar is utilized to integrate course work and field instruction experiences in the foundation year. Assignments and student-generated discussions serve to enhance knowledge and skill development based on practice situations. Building on the previous semester's field practicum, each student is expected to acquire progressively more advanced skills.

*SWK 506 Human Behavior and Social Environment I (3 credits)*

This is the first of two courses that examines major social science theories that inform the social work profession's understanding of human behavior in social systems primarily focused on groups, families, and individuals. An ecological/systems framework together with a developmental approach and a diversity perspective is used to provide an interactive understanding human behavior. The relationships among biological, social, psychological, and cultural systems are emphasized throughout the course.

*SWK 507 Human Behavior and Social Environment II (3 credits)*

This is the second of two courses which examines the major social science theories that inform the social work profession's understanding of human behavior in social systems primarily focused on communities and organizations. An ecological/systems framework, together with a developmental approach and a diversity perspective, is used to provide an interactive understanding of human behavior. The course includes an exploration of the principles of community development and organizational analysis. The course examines the linkage between the five social systems within the principle of community collaboration.

*SWK 508 Diagnostic Processes (3 credits)*

Examines mental health challenges from an integrative and ecological perspective. Promotes understanding of the etiology, clinical presentation and diagnosis of major mental health challenges for children, adolescents, adults and older adults. Uses both DSMIV-TR and strengths-based understanding and assessment of mental health challenges.

*SWK 520 Social Welfare Policy and Services (3 credits)*

Social Welfare Policy and Services is the foundation course in the required two-course social policy curriculum content area. This course has as its primary purpose the study of the historical aspects and current nature of the major programs of social welfare, helping students develop skill in analyzing social welfare policies and programs, and exploring strategies for influencing policy at various levels. This course introduces students to the philosophical and historical perspectives of social welfare services and social work practice, and attempts to foster the development of not only descriptive, but also analytical and critical understanding of social welfare programs, policies, and services.

*SWK 524 Social Work Practice and Cultural Diversity (3 credits)*

This course is offered as a requirement in the foundation year of the curriculum and provides preparation for the student to engage in sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. The course focuses on the processes of oppression in society, and the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression because of their particular collective characteristics. Social work theory, knowledge, and practice skills are emphasized in order to guide culturally competent interventions aimed at addressing the needs of diverse groups. Both cognitive and affective processes are stressed throughout the course.

*SWK 530 Social Work Research I (3 credits)*

This course provides a thorough review of all basic research concepts with an emphasis on concepts related to program and practice evaluation. This course also seeks to ensure that students have the basic comfort and knowledge of all necessary and required computer skills, including library search, and qualitative and quantitative data analysis.

### **Advanced Standing Curriculum**

Advanced Standing students take three courses in the summer prior to joining the concentration year. The purpose of these three courses (e.g. Social Work Research for Advanced Standing, Integrative Social Work Seminar for Advanced Standing and Culturally Competent Social Work Practice for Advanced Standing) is to enable students coming from a wide variety of BSW programs to begin the concentration year with a preparation consistent with students who have completed the GRC MSW program's foundation year, including embracing the program mission and themes. Successful completion of these courses also confirms students' preparedness to enter the concentration year. Foundational content is enhanced with the unique MSW conceptual schema of the integrated practice approach. The four organizing themes (community

collaboration, empowerment, interdisciplinary teamwork, and strengths-based approach) are integrated into all three of the courses.

### **Advanced Standing Courses**

#### *SWK 503 Integrative Social Work Seminar for Advanced Standing (3 credits)*

This course is designed to provide advanced standing students with an opportunity to integrate MSW core components into the generalist perspective gained in their previous BSW education. The integrated practice perspective, including community-based collaboration, empowerment-based perspective, interdisciplinary teamwork and a strengths-based approach are considered in the preparation of the concentration year. Students consider social problems from a multi-level, multi-system perspective including policy, practice, research and human behavior and social environment theory.

#### *SWK 508 Diagnostic Processes (3 credits)*

Examines mental health challenges from an integrative and ecological perspective. Promotes understanding of the etiology, clinical presentation and diagnosis of major mental health challenges for children, adolescents, adults and older adults. Uses both DSMIV-TR and strengths-based understanding and assessment of mental health challenges.

### **Courses for Both Concentrations**

#### *SWK 610 Field Practicum & Seminar III (4 credits)*

Provides concentration-year first-semester agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities relevant to the specific concentration of the student. Completing three days of field instruction per week over 14 weeks each semester is required for a total of 560 hours. Each semester of field practicum builds on the previous semester(s) and is progressive in knowledge and skill development. The seminar is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Seminar faculty members serve as the first and second semester field liaisons for students in the practicum.

#### *SWK 611 Field Practicum & Seminar IV (5 credits)*

Provides the concentration-year, second-semester, agency-based field instruction experience and classroom seminar for advanced learning and practice opportunities relevant to the specific concentration of the student. The seminar is utilized to integrate course work and field instruction experiences. Assignments and student-generated discussions serve to enhance knowledge and advanced skill development based on practice situations. Field seminars in the concentration year are taken each semester concurrent with field practicum. Seminar faculty members serve as the first and second semester field liaisons for students in the practicum.

#### *SWK 630 Master's Project Development (3 credit)*

A requirement of the program is that each student will develop, implement, and evaluate a Master's Project. This is the first course in the Master's Project capstone. This project may be developed independently or within a small group context. This course will help students

formulate a proposal for their Master's Project. The course will be based on a seminar format with specific tasks and topics to be covered coming from the interests of the class. Students will read and critique each other's proposals before they are submitted to the faculty.

*SWK 631 Master's Project Implementation (3 credits)*

This is the second course in the Master's Project capstone. This course will support students in the implementation and evaluation of their Master's Project. This course will be modeled on a seminar format with specific tasks and topics to be covered coming from the interests of the class. Students will read and critique each other's work before they are submitted to faculty. Students will also develop a research symposium to present their work to each other and the larger social work and academic community.

**Family & Community Concentration Courses**

*SWK 601 Social Work Practice III: Family and Community Practice (3 credits)*

This course is the first of two for the Family and Community Concentration. This course focuses on developing knowledge and advanced skills in techniques that effectively enhance, preserve, and restore individual and family functioning within a community context. This course provides a knowledge base for practice with individuals, families and the communities within which they live who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. The course builds on generalist knowledge and skills introduced in the foundation year within the specialized focus of service to families and communities. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development. Particular emphasis is given to developing advanced clinical skills in assessment, intervention and evaluation. The influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community, and the wider societal context are integrated throughout the course. The various clinical and theoretical models are considered with regard to the strength or evidence-based understanding supporting each model. Emphasis is placed on a sophisticated exploration of interdisciplinary teams and their application to work in family and community context.

*SWK 603 Social Work Practice IV: Family & Community Empowerment, Advocacy and Development (3 credits)*

This is the second of two practice courses of the Family and Community Concentration. This course focuses on developing knowledge and advanced skills in approaches that effectively enhance, preserve, and restore communities and their capacity to support individuals and families. This course provides a knowledge base for work with the communities within which families live and skills to address the challenges of poverty, mental illness, minority status, family violence, sexual abuse, and substance abuses. The course builds on generalist skills introduced in the foundation year within the specialized focus of service to families and communities. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development. Particular emphasis is given to developing advanced skills in assessment, intervention and evaluation. The influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community and the wider societal context is integrated throughout the course. Emphasis is placed on empowerment and advocacy skills

to help create just and compassionate communities. Students examine and develop advanced practice skills in a collaborative context or agency based practice setting.

*SWK 620 Advanced Social Welfare Policy: Families and Communities (3 credits)*

This social policy course builds upon, and has as a prerequisite, the basic foundation year social policy course and focuses on problems, policies, and planning from the perspective of their impact on families and communities. This course builds upon the foundation of understanding the American social welfare system, human behavior and social systems, and advanced generalist social work practice. Recognizing the fundamental duty of the social work profession to promote social and economic justice, this course focuses on policy practice geared towards helping oppressed and stigmatized families within a community context.

**Interdisciplinary Health Care Concentration Courses**

*SWK 602 Social Work Practice III: Social Work Interdisciplinary Health Care Practice I (3 credits)*

This course is the first course of the two practice Health Care Concentration courses. Content of the course emphasizes the delivery of health care services in a community context from a public health perspective. This course focuses on developing knowledge and advanced skills and techniques that effectively enhance, preserve, and restore health within individuals, families, and groups. This course provides a knowledge base for practice with families and the communities within which they live who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development and a sophisticated exploration of interdisciplinary teams and their application to work in the health arena. Students examine the roles of social workers in current models of health care delivery with an emphasis on contemporary tensions and focus on the collaborative nature of the new directions for health care organizations and services.

*SWK 604 Social Work Practice IV: Social Work Interdisciplinary Health Care II (3 credits)*

This course is second of two courses in the Interdisciplinary Health Care Concentration. This course focuses on developing knowledge and advanced skills in techniques that effectively enhance, preserve, and restore health within individuals, families and groups. Particular emphasis is given to enhancing practice knowledge and skills necessary to function within the Managed Care and Integrated Health Care delivery systems. Application of advanced HBSE theory is integrated as a basis for advanced knowledge and skill development. Concepts and theoretical approaches are examined to guide the development of advanced practice skills in the collaborative context of community-based interdisciplinary service delivery systems.

*SWK 621 Advanced Social Welfare Policy: Interdisciplinary Health Care (3 credits)*

This is the second policy course specific to the Health Care Concentration. Federal, state and private organization of health services delivery and financing is studied. Health care trends and current policy shifts and challenges are the focal point for the study of policy implications for current and emerging health care organizations. Specific policy options for current community oriented delivery systems in collaborative models are examined.

## Curriculum Plans

<b>60-Credit Full Time Plan of Study</b> ( Four semesters, including fall and spring enrollment)			
<b>Year One</b>		<b>Spring Semester</b>	
<b>1<sup>st</sup> Semester</b>	<b>Credits</b>	<b>2<sup>nd</sup> Semester</b>	<b>Credits</b>
SWK 501 Social Work Practice I	3	SWK 502 Social Work Practice II	3
SWK 504 Field Practicum & Seminar I*	3	SWK 505 Field Practicum & Seminar II*	3
SWK 506 Human Behavior & Social Environment I	3	SWK 507 Human Behavior & Social Environment II	3
SWK 524 Social Work Practice & Cultural Diversity	3	<b>SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective</b>	3
SWK 520 Social Welfare Policy	3	SWK 530 Social Work Research Methods	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>3<sup>rd</sup> Semester</b>		<b>4<sup>th</sup> Semester</b>	
	<b>Credits</b>		<b>Credits</b>
SWK 601 or 602 Social Work Practice III	3	SWK 603 or 604 Social Work Practice IV	3
SWK 610 Field Practicum & Seminar III	4	SWK 611 Field Practicum & Seminar IV	5
SWK 620 or 621 Adv. Social Welfare Policy	3	SWK 631 Master's Project Implementation	3
SWK 630 Master's Project Development	3	Elective	3
Elective	3		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>14</b>

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<b>60-credit Part-Time Four -Year Program Curriculum</b> (Nine semesters including fall, spring, and summer enrollment)					
<b>Fall Semester</b>	<b>Cr.</b>	<b>Spring Semester</b>	<b>Cr.</b>	<b>Summer Semester</b>	<b>Cr.</b>
<b>1<sup>st</sup> Semester</b>		<b>2<sup>nd</sup> Semester</b>		<b>3<sup>rd</sup> Semester</b>	
SWK 506 Human Behavior & the Social Environment I	3	SWK 507 Human Behavior & the Social Environment II	3	SWK 530 Social Work Research Methods	3
SWK 524 Social Work Practice & Cultural Diversity	3	SWK 520 Social Welfare Policy	3	SWK 508 The Diagnostic Process: A Strengths Based Social Work Perspective	3
<b>Total credits</b>	<b>6</b>	<b>Total credits</b>	<b>6</b>	<b>Total credits</b>	<b>6</b>
<b>4<sup>th</sup> Semester</b>	<b>Cr.</b>	<b>5<sup>th</sup> Semester</b>	<b>Cr.</b>		
SWK 501 Social Work Practice I	3	SWK 502 Social Work Practice II	3		
SWK 504 Field Practicum & Seminar I*	3	SWK 505 Field Practicum & Seminar II*	3		
<b>Total credits</b>	<b>6</b>	<b>Total credits</b>	<b>6</b>		
<b>6<sup>th</sup> Semester</b>		<b>7<sup>th</sup> Semester</b>			
SWK 601 or 602 Social Work Practice III (concentration specific)	3	SWK 603 or 604 Social Work Practice IV (concentration specific)	3		
SWK 620 or 621 Advanced Social Welfare Policy (concentration specific)	3	Electives*** (2)	6		
<b>Total credits</b>	<b>6</b>	<b>Total credits</b>	<b>9</b>		
<b>8<sup>th</sup> Semester</b>		<b>9<sup>th</sup> Semester</b>			
SWK 610 Field Practicum & Seminar III**	4	SWK 611 Field Practicum & Seminar IV**	5		
SWK 630 Master's Project Development	3	SWK 631 Master's Project Implementation	3		
<b>Total credits</b>	<b>7</b>	<b>Total credits</b>	<b>8</b>		

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<b>39 Credit Advanced Standing Full-time Program Curriculum</b>					
(Three semesters including summer, fall and spring)					
Summer Semester	Cr.	Fall Semester	Cr.	Spring Semester	Cr.
1 <sup>st</sup> Semester		2 <sup>nd</sup> Semester		3 <sup>rd</sup> Semester	
SWK 503 Advanced Standing Seminar	3	SWK 601 or 602 Social Work Practice III (concentration specific)	3	SWK 603 or 604 Social Work Practice IV (concentration specific)	3
SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective	3	SWK 610 Field Practicum & Seminar III*	4	SWK 611 Field Practicum & Seminar IV*	5
Elective One (program approval based on review of BSW transcripts by admissions committee)	3	SWK 630 Master's Project Development	3	SWK 631 Master's Project Implementation	3
		SWK 620 or 621 Advanced Social Welfare Policy (concentration specific)	3	Elective Three (advisor approval required)	3
		Elective Two (advisor approval required)	3		
<b>Total credits</b>	<b>9</b>	<b>Total credits</b>	<b>16</b>	<b>Total credits</b>	<b>14</b>

<b>39 Credit Advanced Standing Part-time Program Curriculum (New Program)</b>					
(Six semesters including summer, fall and spring)					
Summer Semester	Cr.	Fall Semester	Cr.	Spring Semester	Cr.
1 <sup>st</sup> Semester		2 <sup>nd</sup> Semester		3 <sup>rd</sup> Semester	
SWK 503 Advanced Standing Seminar	3	SWK 601 or 602 Social Work Practice III (concentration specific)	3	SWK 603 or 604 Social Work Practice IV (concentration specific)	3
SWK 508 The Diagnostic Process: A Strengths-based Social Work Perspective	3	SWK 620 or 621 Advanced Social Welfare Policy (concentration specific)	3	Elective (First elective options will be based on review of BSW transcripts)	3
<b>Total credits</b>	<b>6</b>	<b>Total credits</b>	<b>6</b>	<b>Total credits</b>	<b>6</b>
4 <sup>th</sup> Semester		5 <sup>th</sup> Semester		6 <sup>th</sup> Semester	
Elective	3	SWK 610 Field Practicum & Seminar III*	4	SWK 611 Field Practicum & Seminar IV*	5
Elective	3	SWK 630 Master's Project Development	3	SWK 631 Master's Project Implementation	3
<b>Total credits</b>	<b>6</b>	<b>Total credits</b>	<b>7</b>	<b>Total credits</b>	<b>8</b>

### **Curriculum Plan of Study Detail information:**

\* Field Practicum I and II require completion of 16 hours of field instruction per week (typically two day per week, 14 weeks per semester, for two semesters. Students complete both semesters in the same field setting. Students are required to complete 224 hours per semester for a total 448 hours of field practicum in the foundation year. Field Practicum hours are usually completed during the business daytime hours to provide students with opportunities to participate in team meetings, trainings, and to make connections with collateral agencies. The foundation year field practicum is generalist in focus. Please refer to Structure of Field Education for additional information.

\*\* Field Practicum III and IV each consist of 20 hours of field practicum per week (typically three day per week, 14 weeks per semester, for two semesters. Students complete both semesters in the same field setting. Students complete 280 hours of field practicum per semester for a total of 560 hours of concentration year field practicum hours. Field practicum hours are usually completed during the business daytime hours to provide students with opportunities to participate in team meetings, training, and to make connections with collateral agencies. The total number of field practicum hours for the 60-credit Program is 1008 hours. Field Practicum III and IV are concentration specific. Please refer to Structure of Field Education for additional information.

\*\*\*Electives may be taken in earlier semesters if approved by the academic advisor and as reflected in the student's approved plan of study. Students receiving financial aid are encouraged to discuss this option with their academic advisor.

## **MSW Field Education**

### **Overview**

The GRC MSW program enjoys strong community support. Community support is one of the strongest assets of the Program. This is in part due to the program's commitment to a vital and extensive field education component that includes 1008 hours of field practicum, exceeding the CSWE requirements for field practicum by 108 hours, and the involvement of the community in participating in the development of the integrated community-based practice model that engages with the community in collaborative partnerships.

The field education component of the MSW Program curriculum consists of a foundation year and an advanced second-year (concentration year) field experience. Field practicum in both the foundation and the concentration year provide structured learning opportunities guided by established field education goals. The Field practicum and seminars provide opportunities for students to integrate theory and knowledge into practice through skill development and skill refinement within the context of professional values and ethics. Students also contrast field experiences in field seminar discussions, and engage in scholarly work to expand their knowledge beyond the scope of their practicum settings.

The field education goals reflect the GRC MSW Mission Statement that affirms the social work tradition of promoting empowerment of all groups of people to achieve social justice and

equality by enhancing the quality of life of individuals within the community through social work teaching, research, scholarship and service.

The agency/organization site with experienced professional supervision serves as the training ground for student development. Expectations are that the student develops practice competencies from a generalist perspective in the foundation year. In the advanced practicum, it is expected that students focus on their skill and knowledge enhancement in their area of concentration. Students as advanced practitioners must demonstrate an ability to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical. They must synthesize and apply a broad range of knowledge as well as practice with a high degree of autonomy and skill. They must be able to refine and advance the quality of their practice as well as that of the larger social work profession.

### **Structure of Field Instruction**

The field instruction component of the curriculum is designed with a two semester generalist level concurrent field placement and two semester concurrent advanced level concentration field placement. The generalist and advanced field placement provide students with opportunities to integrate social work knowledge, values and skills in the application of professional practice at progressive levels. Advanced level field placements are in the students selected concentration field of practice (Family and Community or Interdisciplinary Health).

### **Foundation Year Field Practicum**

The foundation year field practicum is a sixteen-hour, two-day a week, field placement extending over two semesters, for fourteen weeks each semester, or a total of 448 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office at GRC and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 504 Field Practicum I and Seminar I (fall semester), and SWK 505 Field Practicum II and Seminar II (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters.

In the foundation year field practicum, the application of generalist knowledge and skills is emphasized through the integration of the problem-solving process. Ecological, systems, and strengths-based empowerment models of practice are utilized. Foundation year field education objectives serve as the reference points for students and field instructors as they collaborate together to develop the students' learning contracts. The foundation year field education objectives provide clear practice and evaluation goals for the field practicum. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contracts and field education outcome objectives. At the conclusion of the field practicum, students complete an agency and field instructor evaluation. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

### **Concentration Year Field Practicum**

The concentration year field practicum is a twenty-hour, three-day a week, field placement extending over two semesters, for fourteen weeks each semester, or a total of 560 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office at GRC and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 610 Field Practicum III and Seminar III (fall semester), and SWK 611 Field Practicum IV and Seminar IV (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

The integrated practice model in the second year of the program builds on the foundation-year generalist perspective. Expected competencies are: the ability to synthesize and apply a broad range of knowledge, the ability to practice with a high degree of autonomy and skill, and the ability to refine and advance the quality of professional practice and that of the larger social work profession. The outcome objectives of preparing practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical assure coherence between the foundation year and the concentration year. During the Concentration year, students' course work and field practicum experiences provide knowledge and skill development focusing on interdisciplinary team leadership and conflict resolution. Concentration year field education objectives provide the basis for students and field instructors as they work together to develop learning contracts. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contract with field education outcome objectives. The concentration year field outcome objectives provide clear practice and evaluation goals by providing the framework for the field practicum evaluation. In addition, at the conclusion of field practicum, students' complete an agency evaluation. They are asked to rank opportunities provided in the field practicum in terms of how well these opportunities meet the required field practicum objectives.

### **Availability during normal business hours of the agency**

Most foundation and concentration level field sites require students to complete their field hours during the normal business hours of the agency and while exceptions may be made to this, students may make arrangements for evening and/or weekend hours providing the following occurs: it is mutually agreed upon with the student's field instructor; it is cleared through the field education office at GRC; and MSW field instruction supervision is available. It is important to recognize that this is an exception and that ordinarily, students should expect that field placements require daytime responsibilities.

### **Extended Semester Field Placement Exception**

The GRC MSW program recognizes MSW students are balancing work and family demands along with the rigors of graduate social work education. In response, the program has developed an Extended Semester Field Placement Exception to provide some flexibility in completing field practicum requirements while maintaining quality field placement learning opportunities. An *Extended Semester Field Placement exception* is defined as a field placement assignment that reduces the number of field hours per week and extends the semester length as follows:

- Foundation field hours from 16 hours per week to a minimum of 12 hours per week and extends the number of semester weeks from a fourteen-week semester to an eighteen-week semester.
- Concentration year field practicum hours are reduced from 20 hours per week to a minimum of 16 hours per week and extends the number of semester weeks from a fourteen-week semester to an eighteen-week semester to achieve the 280 clock hours per semester.
- ***Requirements for Approval:*** In order for an *Extended Semester Field Placement Exception* to be granted by the Director of Field Education or Assistant Director of Field Education when the placement is confirmed. The agency field instructor must be in agreement that the practicum extended semester provides continuity and quality field learning opportunities congruent with field learning objectives. The Faculty Liaison monitors the pre-approved extended semester extensions developed in the field planning process, and has authority to amend and approve extended semester exceptions during the course of the fall or spring semester to ensure continuity of learning opportunities. The student is required to complete a Field Learning Contract Addendum, and submit an *Extended Semester Exception Plan Form*. The plan must be approved by both field instructor and Faculty Liaison.
- ***Learning Contracts:*** It is the student's responsibility to reflect the extended semester schedule plan in her or his field practicum learning contract by submitting Field Learning Contract Addendum- Extended Semester Exception Schedule Plan.

***Grading:*** Students approved for an *Extended Semester Field Placement Exception* receive an "In Process" grade (IP) at the end of the traditional semester. The IP grade is converted to a final grade by the faculty liaison (Field Seminar Professor) upon the student's completion of the required field hours and field practicum evaluation. All IP grades must be converted to a final grade at a satisfactory level (see field grading) before the student begins the second semester of field practicum. Please note: The IP grade does not remain on the student's transcript and is replaced by the final semester grade.

### **MSW Field Education Goals**

It is expected that field practicum will provide students with:

1. Practice opportunities that enhance student learning by integration of previous classroom experiences and direct application of social work knowledge and skills within a community-based practice setting.

2. Opportunities for collaborative learning and practice through a variety of professional interdisciplinary settings that offer direct experiences at the micro, mezzo, and macro levels of practice.
3. A learning environment that allows student development and maturity within the framework of professional values and ethics.
4. An experiential setting that allows students to explore their professional utilization of self to promote change.
5. An environment for practice that enhances the value of diversity and social justice.
6. On-site supervision by an experienced MSW field instructor who is a licensed social work practitioner in New York State.
7. Opportunities for student exploration of the professional context of practice including: social welfare policies and programs, agency structure and policies for operation, utilization of current research, and advocacy for populations-at-risk.
8. Opportunities for application of evaluation methods to practice and/or program effectiveness.

### **MSW FIELD EDUCATION OBJECTIVES**

#### **Foundation Year Outcome Objectives for Field**

By the completion of the foundation year field of practice field practicum, the student is expected to achieve competence as a generalist level social worker through demonstration of the following objectives. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

1. Apply foundation skills in critical thinking, problem solving and decision making in professional strengths-based social work practice.
2. Understand social work values and ethics, and foster an ability to uphold these standards in practice.
3. Practice without discrimination in a manner that advocates social and economic justice and that empowers diverse and oppressed populations.
4. Understand and appreciate social work history and its relationship to contemporary policies and services.
5. Apply a generalist social work perspective to practice across systems.
6. Critically examine theoretical frameworks and selectively apply these frameworks to understand human behavior and development in the contexts of individuals, families, groups, communities, and organizations.
7. Understand, analyze, formulate, and influence social policy from an empowerment and strengths-based perspective.
8. Critically evaluate published research, integrate evidence-based practice interventions, and evaluate their own practice interventions.
9. Use communication skills differentially across client populations, colleagues, and communities, to promote collaboration and client empowerment.
10. Utilize supervision and consultation appropriate to social work practice.
11. Function within the structure of organizations and service delivery systems, and, when necessary, seek changes that promote collaboration and team building.

### **Concentration Year Field Outcome Objectives**

By the completion of the concentration year field of practice field practicum, the student is expected to achieve competence in their concentration field of practice through demonstration of the following concentration specific objectives. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

### **Family and Community Concentration Field Objectives**

1. Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within family and community practice settings by demonstrating:
  - a. all aspects of practice are guided by the thoughtful, purposeful use of the NASW Code of Ethics at advancing levels;
  - b. assessments and interventions are guided by empirical and evidence-based practice principles and standards;
  - c. effective and appropriate professional use of self in all phases of practice activities,
  - d. delivery of culturally competent and gender sensitive social work practice including appreciation and respect for diversity in relation to race, culture, religion, ethnicity, sexual orientation and differential ability;
  - e. effective use of communication skills (written and oral) at an advanced practice level, with a variety of client populations, colleagues, team members and members of the community,
  - f. appropriate use of technology required for professional social work practice within the agency;
  - g. social work skills at advancing levels required for effective professional practice within the agency setting;
  - h. leadership, collaboration and team work skills at a level expected for professional practice.
  
2. Conduct advanced family and community policy analysis and practice by demonstrating:
  - a. sufficient knowledge and skill in assessment, planning, interventions and evaluation with attention to relationship-building, capacity-building and empowerment of individuals, families, organizations and communities;
  - b. the ability to complete comprehensive assessments and interventions progressively and accurately reflecting the dynamics of complex practice situations;
  - c. incorporating knowledge of how traditions, customs and beliefs influence client systems and assess how these might constitute resources and or challenges;
  - d. critically considering how socio-structural inadequacies, oppression, discrimination, social and economic injustices impact client systems.
  - e. the ability to analyze social policies and their impact on client systems, professional staff, and community;
  - f. advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change.
  
3. Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research evaluation at an advanced level of collaboration in family and community practice settings by:

- a. demonstrating advanced ability to apply practice and program evaluation techniques to effectively evaluate, monitor, and validate practice activities with the populations served by the agency;
  - b. demonstrating understanding of the social work profession in the community context, and its current structure and issues within the specific practice setting in order to advance social work's professional goals within the agency setting;
  - c. critically evaluating published research and integrating evidence-based practice interventions, and evaluate their own practice interventions
4. Appropriately utilize and provide supervision and consultation in the delivery of advanced practice with families and communities, from a strengths perspective by demonstrating:
- a. advancing development of one's own leadership and team work skills in the professional social work role;
  - b. accurate recognition and assessment of one's own learning needs and taking responsibility for promoting and evaluating ongoing professional growth;
  - c. pro-active and effective preparation for supervisory and team meetings;
  - d. evidence of effectively utilizing supervisory and team feedback to advance practice knowledge and skills.

### **Interdisciplinary Health Concentration Field Objectives**

1. Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within interdisciplinary health care contexts by demonstrating:
  - a. all aspects of practice are guided by the thoughtful and deliberate use of the NASW Code of Ethics at advancing levels,
  - b. practice assessments and interventions are guided by evidence-based practice including peer reviewed practice standards, theoretical knowledge and empirical evidence;
  - c. effective and appropriate professional use of self in assessment, planning, intervention, and evaluation phases of advanced practice activities;
  - d. culturally competent and gender sensitive social work practice at an advanced level of skill development;
  - e. effective use of communication skills (written and oral) at an advanced practice level, with a variety of client populations, colleagues, team members and members of the community,
  - f. appropriate use of technology required for professional social work practice within the agency setting;
  - g. social work skills at advancing levels required for effective practice within the agency setting;
  - h. leadership, collaboration and team work skills at advancing levels for effective practice within the agency setting;
2. Conduct advanced health care policy analysis and practice by demonstrating:
  - a. completion of comprehensive assessments and interventions progressively and accurately reflect complex practice situations;

- b. the ability to analyze social policies and their impact on client systems, professional staff, and agency settings (federal, state, local and agency-based policies);
  - c. advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change;
  - d. critically consider how socio-structural inadequacies, oppression, discrimination, social and economic injustices impact client systems.
  - e. the ability to analyze social policies and their impact on client systems, professional staff, and community;
  - f. advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change.
3. Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level within interdisciplinary health care contexts by:
  - a. demonstrating advanced ability to apply practice and program evaluation techniques to effectively evaluate, monitor, and validate practice activities with the populations served by the agency;
  - b. demonstrating understanding of the social work profession in the community context, and its current structure and issues within the specific practice setting in order to advance social work's professional goals within the agency setting;
  - c. critically evaluating published research and integrating evidence-based practice interventions, and evaluate their own practice interventions.
4. Appropriately utilize and provide supervision and consultation in the delivery of advanced practice in interdisciplinary health care from a strengths perspective by demonstrating:
  - a. advancing development of one's own leadership and team work skills in the professional social work role;
  - b. accurate recognition and assessment of one's own learning needs and taking responsibility for promoting and evaluating ongoing professional growth;
  - c. pro-active and effective preparation for supervisory and team meetings;
  - d. evidence of effectively utilizing supervisory and team feedback to advance practice knowledge and skills.

### **Integration of Field Seminar and Field Practicum**

The foundation and concentration year field objectives are realized operationally through the Field Practicum and Field Seminar experiences. The overall design of the MSW program is such that the achievement of program outcomes begins with an understanding of the mission of the program, demonstration of knowledge and skill acquisition in all courses, and culminates in an assessment of field objectives in the foundation year and concentration year field component. The formal evaluation procedure is an integral part of the Practicum requirement and is conducted at the end of each semester with the field instructor, faculty liaison, and student.

Field seminars are structured to facilitate integration of course content with field practicum learning experiences. Seminar requirements are designed to facilitate this integration through class discussion, exercises, writing, presenting, and participating in group activities. The field seminar is taken concurrently with each practicum. The Field Practicum/Field Seminar courses are designed as four consecutive courses. SWK 504 is the first course, followed by SWK 505 in

the foundation year, and SWK 610 followed by SWK 611 in the concentration year. Each course is structured with both field practicum and field seminar components.

## **FIELD EDUCATION OPERATIONAL PROCESS AND PROCEDURES**

### **Selection Process for Practicum Sites**

The field experience should maximize development of social work professional and practice skills. The collaborative nature of the MSW program philosophy and structure is a model for the design of the field practicum relationship with community agencies and organizations. The selection of appropriate internship sites is based on the desire to have excellent educational practice opportunities available for student learning.

Agencies and organizations contribute substantial resources to student education through the provision of teaching and the creation of learning situations that foster integration of knowledge and skill development. The agency/organization needs to be able to provide distinct learning opportunities and activities that are consistent with the objectives, values, and mission of the program, college, and profession. The agency must be able to provide a qualified field instructor and agency experiences that align with the program's learning outcomes for the foundation year, and/or the concentration year.

### **Criteria utilized to assess agency practicum sites include:**

1. The agency must have a demonstrated commitment to excellence in the provision of services and professional development of students.
2. The agency goals and objectives must align with the program mission and goals.
3. The values and ethics of the profession should be demonstrated through agency structure and functions.
4. The value of the agency-based experience is recognized and educational activities developed within a supportive (learning) environment.
5. Agency-based learning opportunities are provided and are designed to expand student participation within various systems and at different system levels.
6. The agency must provide adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions.
7. The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: where not to go, how to conduct oneself when in the field, how to interact with potentially dangerous individuals, and other generally accepted actions to be followed in specific situations.
8. The agency allows the student maximum exposure to and participation in agency training and in-service opportunities.
9. The agency provides staff for regular and timely individualized supervision with an experienced MSW licensed as an LMSW or LCSW in the State of New York.
10. The agency agrees to ongoing and frequent participation in the evaluation process.
11. The agency agrees to provide up-to-date information on agency services, organization, and student placement procedures and opportunities.

### **Criteria for Selection of Field Instructors**

The field instructor is seen as a valued contributor to the educational accomplishments of the student. The student - field instructor relationship provides a unique in the learning process. Because the learning environment has shifted from the classroom to the field, the learning process also shifts to an interactional action-based process. The field instructor becomes pivotal in guiding students' skill development and refinement. Field Instructors are expected to:

1. Possess an attitude toward professional graduate social work education that fosters a positive relationship for agency-based learning.
2. Possess a Master's Degree in Social Work from an accredited MSW Program with a minimum two years post MSW experience, and be licensed to practice social work in NYS. It is recommended that the field instructor have at least one-year experience at the agency site.
3. Have an ability to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process of the student.
4. Be able to recognize and accommodate teaching responsibilities at a generalist and advanced integrative level of practice.
5. Be able to creatively provide practicum experiences that enable the student to integrate social work knowledge, skills, values, awareness of diversity, and all other classroom learning into the field experience.
6. Possess a desire and ability to create a learning environment that recognizes student differences and provides for the student a professional educational setting that enhances individual strengths and challenges development of new skills. Possess a desire to participate in a college/agency collaborative effort to offer a sound educational experience for the student by providing feedback and input into new practice directions and trends.
7. Possess a willingness to attend field instruction orientations, seminars, and field instruction site selection activities organized by the Office of Field Education.
8. Possess the willingness to provide structured supervisory time on a regular minimum one-hour per week basis.

### **Roles and Responsibilities**

The roles and responsibilities of the participating people and designated units of the MSW Program and agency are outlined below:

#### **MSW Program Responsibilities**

1. Preparation and continuation of all functions directing the placement of students in the field setting according to program standards.
2. Selection of agencies and placement of students in an appropriate practicum setting.
3. Monitoring of the student's practicum to ensure and maintain a sound educational experience based on student need and learning contract.
4. Provision of a placement process that is functional in bringing together agencies and students for negotiating a field-learning contract.
5. Provision of orientation sessions to field instructors and other opportunities for further cooperative continuing education between the Program and agencies.

6. Coordination of a minimum of two meetings during the field experience between the faculty field liaison, the agency field instructor, and the student in the practicum to evaluate student progress.
7. Maintain the mechanism and procedures for termination of a student's field practicum when either the student or agency is unable to fulfill the obligations of the field contract.
8. Provision of joint opportunities to discuss, evaluate, and implement improvement to field education .

### **Agency Responsibilities**

1. Provision of appropriate learning activities for the student including opportunities that allow for work at all levels with systems of all sizes.
2. Provision of adequate space and resources for the student to comfortably engage in agency work.
3. Engaging in the selection and placement process of students.
4. Understanding and participating in the educational and evaluation process of the student.
5. Provision of a qualified field instructor for each student assigned to the agency.
6. Providing an atmosphere of cooperative learning that allows for other agency personnel to become involved in the educational process.
7. Creation of a creative learning environment that is both challenging and rewarding to student and field instructor.
8. Completion of all college affiliation and agency agreements and related documents.

### **Director of Field Education Role and Responsibilities**

The Director of Field Education is responsible for the administration of the Field Practicum. The Director of Field Education works in a collaborative manner with community agencies to ensure planned cooperation and coordination between the program and the agencies it selects for the placement of students.

1. Administer the Field Education component of the MSW Program in consultation with the MSW Program Director including but not limited to student placement in field practicum settings.
2. Provide information to various constituents regarding accreditation related issues pertaining to Field Education.
3. Contract with agencies and organizations to establish field education sites.
4. Explicate and represent field policies and procedures required for the practicum process.
5. Provide annual student field instruction orientation and annual field instructor orientation covering curriculum and other Program changes and relevant field instructor trainings.
6. Compile and maintain current information on agency affiliations.
7. Maintain and distribute an updated *Field Education Manual* to appropriate parties.
8. Collaborate and meet on an as needed basis, with faculty liaisons/seminar instructors.
9. Provide oversight of the Program and policies process for field education awards.
10. Serve as the negotiating office for resolution of agency field instructor issues and field education related conflicts not successfully resolved by the faculty liaison.
11. Monitor all field practicum sites, including student and faculty liaison evaluations and feedback.

12. Provide leadership for MSW Program field instruction committees, sub- committees, and other appropriate groups.

### **Field Instructor Responsibilities**

1. Participate in the student practicum interview and assignment process.
2. Participate in the orientation process of the student to establish the framework for agency work.
3. Provide guidance and feedback to the student as the student writes her or his field learning contact identifying the tasks and responsibilities of the student in the agency.
4. Develop and create foundation or concentration year experiences that enable the student to learn and practice social work skills.
5. Provide regular weekly formal supervision of the student for monitoring student learning and service engagement as well as plans for monitoring student's performance and progress toward stated learning objectives.
6. Select work load and responsibilities for the student so that they are attuned to the setting, taking into consideration the student's capacity, interests, past experiences, learning style, life patterns, and goals of the Program.
7. Attend required workshop/seminars/field practicum training events sponsored by the Program.
8. Assist the student in the integration of classroom learning into the field experience.
9. Provide joint management of student time and monitoring of field practicum requirements.
10. Participate in student conferences with the faculty liaison, student and field education director as necessary.
11. Maintain on-going contact with the faculty liaison to identify any issues of concern with the student or placement.
12. Participate in the evaluation process as established by the Program and complete the end of semester evaluations of the student.

### **Task Supervisor assignment by some agencies to complement Field Instructor**

In addition to being assigned a licensed social worker as field instructor, some agencies also assign the student a task supervisor. The task supervisor provides the student with day- to-day supervision. A task supervisor may have a Master's Degree in another discipline as field instructor supervision is required to be provided by licensed social worker meeting the requirements specified. The task supervisor may give input to the evaluation, but the responsibility of evaluating student performance rests with the field instructor.

### **Faculty Liaison Responsibilities**

1. Provide explanation of field practicum policies and expectations of the school and agency relationship as questions arise during the course of liaison with the student and agency (in consultation with the Director of Field Education).
2. Provide mediation of issues/conflicts between the agency field instructor and the student or the Program.
3. Monitor student progress toward accomplishment of learning objectives for the field practicum.
4. Maintain consistent contact with the field instructor and student through visits to the agency a minimum of two times during the year and phone contacts as necessary.
5. Provide classroom opportunities for integration of course material and field experience.

6. Ensure completion of all requirements for the student/agency contracts and evaluation procedures.
7. Evaluate student progress in the agency through the field seminar experience.
8. Encourage and assist the field instructor in creation of challenging and rewarding experiences for agency-based learning.
9. Complete agency liaison summary reports and submit summary report with evaluation forms, along with student time sheets to the Director of Field Education.
10. Participate in the semester evaluation process and recording of the final grade for the practicum experience.
11. Maintain regular contact as needed with the Director of Field Education

### **Student Responsibilities**

1. Prepare self for an agency-based professional social work educational experience integrating course material, life experiences, and skill development.
2. Complete all field instruction paper work in a timely fashion and work collaboratively with the GRC MSW field office to assist in the process of field practicum assignment.
3. Review, sign and submit the Social Work Field Practicum Student Training Agreement to the Director of Field Education prior to beginning field practicum.
4. Complete all requirements for agency placement.
5. Understand the operational procedures, structure, and functions of the agency.
6. Act responsibly in all activities undertaken in the agency maintaining confidentially and ethical practice standards.
7. Act in a professional manner as a representative of the agency to the wider community.
8. Adhere to the NASW Social Work Code of Ethics
9. Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience, including, but not limited to, developing and updating the field practicum learning contract.
10. Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
11. Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
12. Maintain a schedule for attendance and prompt notification of any absences.
13. Maintain field practicum time sheet including obtaining field instructor's weekly review and signature and submission of time sheet to faculty liaison upon request during the semester and at the end of each semester.
14. Be open to critical analysis and feedback of performance behaviors and integration of learning.
15. Complete the required evaluation forms within required timeframes.
16. Actively participate in the field evaluation process of student learning

## **FIELD EDUCATION POLICIES**

### **Field Placement Assignment**

The GRC MSW field office (director or assistant director of field education) upon review of the students field application has the responsibility to negotiate field practicum opportunities for each student. Within the established procedures, the GRC MSW field office in consultation with the student will make the arrangements for agency placement. Under no circumstances will students negotiate their own practicum placement.

The GRC MSW field office will provide students with a Field Placement Application and Planning Guide.

This guide includes:

- Instructions for completing field placement written materials
- Field Education Policies
- Field Practicum Application
- Student Training Contract
- Field of Practice Worksheet
- List of approved field practicum sites
- Framework in preparing a resume for field practicum
- Framework in preparing a cover letter for student introduction
- Sample Interview Notice and Interview Report Form

Foundation year and Concentration level MSW students are expected to complete the Field Practicum Application, and fields of practice worksheet and submit these materials along with two copies of her or his resume and coversheet of introduction to the GRC Field Office within the requested time frame. Delays in submitting field application packet may result in a delay in field placement assignment.

### **Foundation Level Placement Planning:**

In the foundation year, the placement assignment is made by the program's field office. Foundation level students eligible for field practicum may have a phone consultation with the Director of Field Education or designated field office faculty to discuss possible field placement opportunities following submission of the students completed field application packet.

Foundation level field placement assignments will be made by the field office by taking in to consideration the student's field of practice interests, previous work experiences, and educational plan. Foundation level placements are structured to provide generalist level practice experiences.

### **The Process for Foundation level field assignments**

1. Students submit her or his Field Practicum Application, Student Training Contract, three resumes and letters of introduction by the due date.
2. A schedule of phone consultation dates and times will be posted in the GRC MSW office for current students if they wish to sign up for an individual planning meeting with the field director or field faculty office designee (The GRC MSW program secretary will assist incoming students in scheduling consultation).
3. Following review of field materials and a discussion with the student, field office will select an appropriate field site and will forward students' field materials to the agency (Field Office contacts the agency in advance to discuss field placement opportunities).
4. The field office will provide students with an *Interview Notice* directing the student to contact the agency to schedule an internship interview.
5. The student will contact the person listed on the Interview Notice and schedule an interview in a timely fashion.
6. Student will complete the *MSW Student Pre-Placement Interview Outcome Form* and return the form to the GRC MSW Field Office within three business days of her or his field placement interview.
7. The agency will complete an interview report form indicating whether the student is accepted for field placement following the student interview. The interview report form will also describe the field placement and will designate the name and contact information for the field instructor.
  - a. In the event that the student is not accepted for the internship, the Director of Field Education or designee will discuss the reasons for the decision with the agency.
    - i. There are times that agencies choose between several field candidates. There are other times when agencies determine a student is not be a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The Director Field Education or Assistant Director of Field Education will discuss the reason for the agency decision with the student , and as necessary, assist students identify potential barriers impeding field placement assignment
8. Students may decline a field placement offer only for compelling reasons and should discuss these reason with the Director of Field Education or Assistant Director of Field Education in advance.
9. A foundation level student typically interviews at one agency setting as the matching process is completed by the field office prior to student interviews, however students occasionally interview at a second setting based on discussions with the field office.
10. Students turned down by an agency will be allowed to interview at another agency, however if the student is declined by two agencies an academic review will be scheduled.
11. It is the responsibility of the Field Office to make the final pairing based on students' educational plans, agency ability to provide a quality field practicum, and program needs.
12. The GRC MSW Field Office will send a letter of confirmation to the field instructor and student.

### **Concentration Level Placement Process**

In planning for concentration level placements, the placement assignment is made by the program's field office following review of each student's field application packet and field planning phone meeting with the student.

The Field Office is not able to guarantee placement in a specific agency setting, however, concentration level students' field of practice interest and concentration choice will guide the field planning process. In discussing placement opportunities in the individual field planning meetings, experiences offered by agency settings related to students' practice interests and concentration will be discussed. By the end of this planning meeting, a plan will be developed identifying the student's field placement preferences. The field office will contact the identified agency and explore field placement opportunities and will forward the students field materials to agency settings in order of student ranking. (If the first choice option is not available, the field materials will be forwarded to the second agency ranked etc.)

This pre-agency interview planning process is helpful in identifying a good concentration field placement match pending the formal interview process. Occasionally, a concentration level student desires an alternative interview to ensure a good match between interest and placement opportunity, when this occurs, the student is responsible to talk with the director of field education or designee to process and plan next steps.

### **The Process for Concentration level field assignments**

1. Students submit her or his Field Practicum Application, Student Training Contract, three resumes and three letters of introduction by the due date.
2. The field office will post meeting dates for current student sign up for field planning meetings. Phone planning meetings will be scheduled with in-coming full-time advanced standing students.
3. By the end of this planning meeting a plan will be developed identifying the student's field placement preferences. The field office will contact the identified agency and explore field placement opportunities, and will forward the students field materials to agency setting in order of student ranking. (If the first choice option is not available, the field materials will be forwarded to the second agency ranked etc.)
4. The field office will provide student with an *Interview Notice* directing the student to contact the agency to schedule an internship interview.
5. The student will contact the person listed on the Interview Notice and schedule an interview in a timely fashion.
6. Student will complete the ***MSW Student Pre-Placement Interview Outcome Form*** and return the form to the GRC MSW Field Office within three business days of her or his field placement interview.
7. The agency will complete an interview report form indicating whether the student is accepted for field placement following the student interview. The interview report form will also describe the field placement and will designate the name and contact information for the field instructor.

- a. In the event that the student is not accepted for the internship, the Director of Field Education or Assistant Director will discuss the reasons for the decision with the agency.
  - i. There are times that agencies choose between several field candidates. There are other times when agencies determine a student will not be a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The Director Field Education or or Assistant Director will discuss the reason for the agency decision with the student and as necessary assist students identify potential barriers impeding field placement assignment
8. Students may decline a field placement offer only for compelling reasons and should discuss reason with the director of field education or Assistant Field Director in advance.
9. Students turned down by an agency will be allowed to interview at another agency, however if the student is declined by two agencies an academic review will be scheduled.
10. It is the responsibility of the Field Office to make the final pairing based on each student's educational plans, agency ability to provide a quality field practicum, and program needs.

### **Employment-Based Field Instruction**

In certain circumstances, students may be permitted to complete one year of field education in their place of employment. The Field Office may grant this exception on a case by case review.

In such cases the following criteria must be met:

1. The field practicum must be structured in a way that ensures separation of the student's responsibilities as employee and that of student.
2. In order to ensure new learning opportunities, the field placement must be in an area that is different from current, and past work assignments and responsibilities
3. The agency must:
  - a. Relieve the student from employment obligations and assign different responsibilities to the student that meet student learning objectives **or**
  - b. Provide a separate field experience not related to the employment obligations outside of normal work hours.
  - c. Agree that the work-based field placement will have an educational focus.
  - d. Establish affiliation agreements with Nazareth College and The College at Brockport for the GRC MSW Program
  - e. Assign a different licensed social worker to provide field instruction supervision than her or his job supervisor and assign a different caseload.
    - i. The assigned licensed social worker must meet the GRC MSW Program's criteria for qualification as a field instructor.

Students requesting an employment-based field instruction are required to submit a formal request and supply the following information to the Director of Field Education:

1. A formal letter requesting consideration of an employment-based field instruction including:
2. A detailed description of current employment duties,
3. A plan for completing field instruction in a formal way separate from existing work responsibilities.
4. A detailed description of the proposed employment-based re-assignment for field instruction including: the name and contact information of the proposed field instructor.
5. Provide a copy of current job description.

6. Provide a letter of agreement from the agency executive director or his or her appropriate designee. The letter must state:
  - a. The agency is willing to provide a field placement opportunity that meets required criteria.
  - b. The letter should also state whether the field placement is requested for a foundation or concentration year placement.
  - c. The agency letter should specify if the student is being released from his or her regular employment responsibilities or whether field hours will be completed separate from paid work hours
  - d. Specify that the employment-based internship will have a learning focus.

Final approval of the employment-based field placement will be made by the Director of Field Education or designee upon review of the required supporting documents.

***Important Note:***

Under no circumstances may a student accept or pursue employment in the same agency in which he/she is a field practicum student during the period of the field placement without the expressed permission of the Director of Field Education.

**Social Work Field Practicum Student Training Contract**

Students are required to submit a signed *Student Training Contract* to the Director of Field Education prior to beginning Field Practicum.

**Field Learning Contract**

At the beginning of the placement the student must develop an Individual Learning Contract with input, discussion and review with field instructor. The individual learning contract is to be submitted to the faculty liaison in the 3<sup>rd</sup> field seminar class. The Individual Learning Contract is designed to facilitate the contracting process. It provides a framework for ensuring that all field-learning objectives are considered when developing field placement work assignments. The Learning Contract is directly linked to the evaluation process and ensures that all students are given the opportunity to fully actualize the educational opportunities required. The document is designed to be fluid over the course of the field placement, and should be amended and re-submitted to the faculty liaison when substantive changes are made. The Faculty Liaison reviews, comments (recommends changes) and approves the Learning Contract. The final spring semester learning contract is submitted to the field office by the faculty liaison for submission to students' permanent field file.

The Learning Contract includes the following components

- Determining appropriate learning activities and assignments.
- Link learning activities and assignments to specific field education objectives.
- Clarify specific performance expectations that may be relevant (refer to field evaluation for performance criteria developed by program).

## Grading

A minimum of 3.0 quality points or higher is considered passing for work for the GRC MSW field practicum/field seminar courses. Student's receiving 3.0 quality points or higher in field seminar/practicum courses are given a letter grade of "S" S letter grades represents a Satisfactory Grade level. Satisfactory Letter Grades are used to measure student achievement in specified designated courses such as internship. Students' earning below 3.0 quality points in field seminar/practicum courses are given a letter grade of "U" U letter grades represent an "Unsatisfactory" grade. Credit hours are earned for satisfactory work but such grades are not included in the grade point average. The faculty liaison is formally responsible for determining the student's grade in consultation with the field instructor. It is expected that generally there will be consistency between the field performance and the seminar performance. To the degree that there is discrepancy in these areas, the faculty liaison/seminar instructor makes the final decision regarding the student's grade as outlined in the field practicum/field seminar syllabus.

A student who receives an unsatisfactory or "U" grade in a field practicum/seminar course will require an automatic Field Review. (Please refer to the Field Review Policy and Procedure for additional information).

In rare circumstances a student may be given a grade of "*In Process*" (IP) This is usually done when a student's field hours are being extended as part of their learning agreement. The "IP" grade must convert to an "S" satisfactory grade within six weeks of the end of semester grading cycle and prior to the beginning of the next semester. The grade of "IP" cannot be used as a substitution for a failing grade (U grade).

A grade of "I" for incomplete work will be arranged through the student and faculty liaison. This grade is given only in extenuating circumstances such as family or personal emergencies that have occurred during the semester and preclude course completion. Students are eligible for an incomplete grade only if they have completed a major portion of the course work requirements. Incomplete grades must be resolved within six weeks of the end of semester grading cycle. While the "I" grade does not impact the cumulative grade point average, the "I" grade remains on the student transcript along with the final grade earned in the course. The procedure to petition for an "I" grade, as outlined in the Nazareth College Graduate Catalog must be followed.

## **Standards for Evaluating Academic Performance<sup>i</sup>, Policies and Procedures for Review of Academic Performance And Academic Grievances**

### **Introduction**

This document sets forth standards for evaluating academic performance, and polices and procedures for review of academic performance and academic grievances. These standards, policies and procedures apply to students enrolled in the MSW program. These standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of these policies is to help students have a successful experience in the MSW program.

Faculty and field instructors who teach and supervise students, along with the MSW Program Director, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Evaluating Academic Performance, Policies and Procedures and the National Association of Social Workers (NASW) Code of Ethics (1999)<sup>ii</sup> in the *MSW Student Handbook*. Students will be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by, the documents. The signed form will be kept in the student's active file. All relevant federal, state, and local laws, as well as the institutional policies of Nazareth College of Rochester and SUNY College at Brockport, are applicable to these standards.

### **Standards for Evaluating Academic Performance**

The GRC MSW program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards.

#### ***1. Basic Abilities Necessary To Acquire Professional Skills***

**1.1 Communication:** Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

**Written:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

**Oral:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a

willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the Program, to complete adequately all oral assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.

**1.2 Interpersonal Skills:** Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

**1.3 Cognitive Skills:** Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

**1.4 Physical Skills:** Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification).

## ***2. Emotional and Mental Abilities necessary for performance in the program and professional practice***

**2.1 Stress Management:** Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

**2.2 Uses sound judgment:** Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

## ***3. Professional Performance Skills: necessary for work with clients and professional practice***

**3.1 Professional Commitment:** Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

**Professional Behavior:** Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws, in classroom, field, and community including:

- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work;
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements;
- Works effectively with others, regardless of level of authority;
- Advocates in an appropriate and responsible manner and uses proper channels for conflict resolution;
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect a professional manner.

**Self –Awareness:** Exhibits knowledge of how one’s values, attitudes, beliefs are demonstrated in the following ways:

- Incorporates professional knowledge, values and skills in professional decision-making;
- Recognizes that in a helping process, emotions and past experiences affect thinking, behavior and relationship;
- Accurately assesses one’s own strengths, limitations, and suitability for professional practice.
- Shows awareness of self and how one is perceived by others.
- Reflects on one’s own limitations as they relate to professional capacities.
- Is willing to examine and change behavior when it interferes in working with clients and other professionals.

**3.4 Ethical Obligations:** Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics;
- Systematic evaluation of clients and their situations in an unbiased, factual way; comprehension of another individual’s way of life and values.
- The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity and effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others including the client’s rights to freedom, choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.

- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries; does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

#### **4.0 Scholastic performance:**

Students are considered to be in academic difficulty if their GPA falls below a 3.0. When this occurs, students are placed on academic probation and may take no more than six credits in a semester. Students have two semesters to achieve a 3.0. Students receiving an Unsatisfactory grade for field or an F in any required social work course are considered also to be in academic difficulty. An automatic field review is called for students receiving an unsatisfactory grade in field and an academic review may be called for students doing poorly in or failing a required social work course. An overall GPA of 3.0 is required for graduation.

### **Policies and Procedures for Review of Academic Performance and Academic Grievances**

#### **Academic Reviews**

An academic review is a formal review process. There are two types of Academic Reviews: **General Academic Review** and **Field Review**. If the academic performance standard concerns relate to the field practicum alone, the Field Review procedures will be followed. All other reviews will follow the General Academic Review policies and procedures.

#### **Pre-General Academic Review activities:**

The GRC MSW faculty responsibilities include monitoring students' academic performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student's academic performance to assess if an academic performance concern is identified in a specific area and to identify patterns of concern being assessed. The standards for Academic Performance are utilized as the criteria to assess academic performance. If concerns are identified, several steps may be chosen to address the concern with the student. Pre-review activities are informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily.. The following are examples of pre-review activities:

- a. An individual meeting between the faculty member and student to discuss the academic performance concern.
- b. Informal group meeting with the student, student's academic advisor and faculty identifying the academic concern.

*There are extenuating situations in which the academic performance concerns assessed by faculty require immediate referral to the program director for an Academic Review. In these*

*cases, the Academic Review Policies and Procedures will be followed without pre-review activities.*

### **General Academic Review:**

- The Review is convened by the GRC MSW Program Director and will include the student, the student's advisor and one or more GRC MSW faculty having direct knowledge of the student's academic performance. If either the GRC MSW Program Director or faculty identifying the performance concern is also the student's academic advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The Program Director will serve as chair and the academic advisor will be the recorder for this review. The student, advisor, and MSW faculty may present information both verbally and in writing as part of the Review.
- The Review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the Program Director, academic advisor and participating faculty may elect to go into executive session.
- Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
- Formal student notification of the review decisions must be made within ten business days of the Review and is sent by certified mail.
- Remedial actions to address the concerns may include the following:
  - a. The student may be required to take specific actions to address academic concerns related to the four performance standards (basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance). The remedial actions identified should specify implementation actions to be taken, demonstrated outcomes, and timeframe.
  - b. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
  - c. The student may choose to withdraw from the program.
  - d. The student may be terminated from the program.

### **General Academic Review Appeal:**

A student who believes that the case has not been handled appropriately or resolved to her/his satisfaction may appeal in writing to the chair of social work department of the home institution of the student's faculty advisor. These procedures are outlined in both institutions' graduate catalogs.

### **Academic Field Review:**

#### **Pre-Field Review Activities**

The field practicum is an integral part of the student's educational experience and preparation for professional practice. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting field objectives. In the event the student is not meeting field objectives, the field instructor, in consultation with the faculty liaison, should discern the source of the problem the student is experiencing. It should be determined if the problem is:

1. environmental (e.g. agency and or field instructor related);
2. situational (e.g. interpersonal, illness, family, or similar circumstances); or
3. performance related (e.g. illegal behavior, unethical behavior, lack of appropriate professional identification, inability to successfully complete assigned tasks, inability to develop appropriate social work skills, or inability to meet other field objectives).

It should be noted that some situations included under performance related are grounds for immediate dismissal from field. These can include but are not limited to: unethical or illegal behavior, negligence, actions that are considered unsafe by the agency or MSW program, and violations of institutional policies or procedures.

The field team of student, field instructor and faculty liaison should attempt to address the specific problem and work toward a solution. Also, each party should document the nature of the problem, the steps taken to address solutions, and the outcome of those attempts.

In the event of poor field performance, which will likely result in the student not meeting the criteria for a grade of “S” (Satisfactory) the following procedures should be used:

1. The field instructor should communicate regularly with the student about concerns regarding performance.
2. The field instructor and the student should document together or separately that they met and what steps have been taken to address the problem(s).
3. The field instructor will contact the faculty liaison and summarize the nature of the problem(s) and the steps taken to address them.
4. The faculty liaison will schedule a meeting with the student and field instructor and notify the Director of Field Education
5. In preparation of this meeting, the field instructor will provide a written statement summarizing the nature of the concerns or problems, and the steps taken to address them. The student and faculty liaison will receive copies.
6. The liaison will meet with the student and field instructor, summarize the discussion occurring during the meeting and provide copies of the written summary to the Director of Field Education and faculty advisor.
7. A Field Review must be conducted if the student receives a grade of Unsatisfactory “U”.

#### **Field Review Procedures:**

The review must be scheduled within the first two (2) weeks of the spring semester for grades relating to fall term and within two (2) weeks of the end of the spring semester for grades related to spring term.

- The review is convened by the Director of Field Education and will include the student, the student's advisor, the field instructor, field liaison and GRC MSW Program Director. If either the Director of Field Education or the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The faculty liaison will summarize in writing the contacts and actions taken and will provide copies to all parties involved in the review.
- The Director of Field Education will act as chair and recorder for this review. The student, advisor, liaison, field instructor may present information both verbally and in writing as part of the Review.

- The Review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the Director of Field Education, faculty liaison, faculty advisor and Program Director may elect to go into executive session.
- Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
- Formal student notification of decisions must be made within ten business days of the Review.
- Remedial actions to address the concerns may include the following:
  - a. The student may be required to complete additional field hours.
  - b. A change of placement may be made.
  - c. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
  - d. The student may choose to withdraw from the program.
  - e. The student may be terminated from the program.

**Field Review Appeal:**

A student who believes that the case has not been handled appropriately or resolved to her or his satisfaction may appeal in writing utilizing the appropriate procedures of the home institution of the student's faculty advisor. These procedures are outlined in both institutions' graduate catalogs.

## **FIELD EDUCATION EVALUATIONS**

The field education evaluations are best viewed as a part of an ongoing dialogue between field instructor and student, with the involvement of the faculty field liaison/seminar instructor. The objectives that form the basis of this evaluation come directly from the program objectives. An attempt has been made to anchor the behaviors expected.

The evaluation process for the practicum experience consists of three specific evaluation components: (Each component requirement for completion is specified on the forms). Self-evaluation by the student consisting of the student completing the same evaluation instrument used by the field instructor at the end of each semester and discussing the self-evaluation with the field instructor during the evaluation process.

1. An evaluation of the student by the field instructor at the end of fall and spring semesters reflecting the field instructors assessment of the students level of achievement in demonstrating field objectives at a satisfactory level.
2. Student evaluation by the field instructor and agency site and learning opportunities at the end of the second semester of field practicum.

### ***Using the Field Evaluation Form within a Process***

- Within the first three weeks the student will need to develop a preliminary learning contract in consultation with his or her field instructor. The field learning contract should be refined throughout the first semester, and updated at the beginning of the second semester. Dates of submission to the faculty liaison are outlined in the field practicum/field seminar syllabi. The field evaluation should be utilized as one tool in developing the contract. This tool can be used to help clarify expectations (both in terms of opportunities presented/available and on expectations for performance).
- At about the mid point of the semester (around the end of the 2<sup>nd</sup> month) it is suggested that as part of the weekly supervision session, time be scheduled for the field instructor and student to look at the evaluation form and explore how the student is doing. Ideally, this is accomplished before the semester three-way meeting between field instructor, student and faculty field liaison/seminar instructor. Any major areas of disagreement or potential problems should be discussed prior to the three-way so that problem solving can be engaged in.
- By the end of each semester, an evaluation form must be completed and signed by all parties. It is suggested that the student complete a self-evaluation using the same evaluation instrument used by the field instructor and discuss the self-evaluation with the field instructor during the evaluation process. This provides a tool to explore discrepancies or hidden areas and facilitates discussion between student and field instructor. The field instructor is responsible for the final assessment of the student's field practicum performance in his or her evaluation of the student using the field practicum evaluation form
- Students will complete an agency and field instructor evaluation at the end of the second semester of the placement.

## Field Education Forms

### Social Work Field Practicum Student Release of Information Authorization and Training Agreement

As a part of the field placement assignment process, the GRC MSW Field Education Office will need to share student placement materials and other relevant information with potential agencies/field instructors. This includes: discussions with the prospective field instructor, sending a copy of the student's résumé and letter of introduction. By signing this agreement, **I hereby give my permission to the Field Education Office at the Greater Rochester Collaborative MSW Program of Nazareth College and SUNY Brockport to release any and all information included in my application for field placement to potential agencies/field instructors for the purposes of arranging field placement(s). This release extends to several agencies when necessary for confirmation of a mutually agreeable placement site.**

In consideration for participating in the GRC MSW Social Work program of The College at Brockport and Nazareth College, and for receiving field practicum training at Affiliate agencies and or organizations that have entered into Affiliation Agreements with The College at Brockport and Nazareth College, **I hereby agree to the following :**

- The student shall assume full responsibility for his/her traveling, parking and associated expenses while assigned to Affiliate.
- The student acknowledges understanding that Nazareth College, SUNY Brockport and NYS have no liability for the student's transportation; the student further acknowledges that he or she assumes responsibility through their own liability automobile insurance for any traveling, including but not limited to transporting field practicum clients in the student's vehicle during field practicum.
  - Students who are under the insurance of another party must have signatures from the insuring party that they understand that there is no liability assumed by the University for students who choose to drive clients.
- The student shall assume responsibility to ask the Affiliate about their policies and procedures regarding client transportation during the field practicum interview process, prior to accepting the field practicum.
- The student acknowledges that Affiliate retains the ultimate authority to control decisions by students in regard to client services and interventions.
- The student agrees to observe the rules, regulations, policies and procedures, and dress codes of Affiliate.
- The student agrees to follow the NASW Code of Ethics.
- The student agrees to abide by HIPAA confidentiality guidelines.
- The student declares that he/she is free from any health impairment that is of potential risk to patients or to other staff or employees or that may interfere with the performance of his/her duties, including habituation or addiction to behavior altering substances.

\*\* Students completing field internship at a health care agency may be required by the agency to demonstrate proof that they are free of active Tuberculosis within one year prior to field placement at the affiliate agency.

**By signing this form, the student agrees to be bound by the terms of this release of information and student agreement.**

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

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

\_\_\_\_\_  
Date

### Individual Learning Contract

One of your first tasks as a Student and Field Instructor is to negotiate an individual Student Learning Contract (ILC). This will be the formal agreement between the student and agency as to the tasks and assignments that will be accomplished during the year. The contract should be filled out in connection with the Program Objectives for Field and the Evaluation for field. The Faculty Liaison will review the ILC to ensure it meets the educational objectives for the program. The ILC should be reviewed and updated periodically during the placement. The ILC ensures that the student will have the opportunity to meet all learning objectives. It does not preclude the assignment of additional tasks that would benefit the student.

#### A. Student Contact Information

First Name	Middle Name	Last Name	
Student Number	E-mail Address		
Address	City	State	Zip
Home Phone	Work Phone	Alternate Phone	
Indicate Field Level (circle one):	Foundation Year	Concentration Year	
Concentration (circle one):	Family and Community	Interdisciplinary Health Care	
Enrollment status (circle one):	Part-time	Full-time	

#### B. Field Instructor Contact Information

First Name	Middle Name	Last Name	
Work Address	City	State	Zip
E-mail Address	Work Phone	Alternate Phone	

#### C. Field Practicum Schedule ( Provide details if an Extended Semester Exception is requested by attaching the Extended Semester Exception Plan of Schedule Form)

Days of Week: \_\_\_\_\_  
Hourly Field Practicum Schedule: \_\_\_\_\_  
Date and Time of Weekly MSW Supervision: \_\_\_\_\_

**D. Learning Contract**

Please develop and attach a goals and objectives statement of the proposed areas of responsibility that the student will be asked to assume. List the range of tasks and activities to be included in the student's field practicum. Please link these to the field objectives. Tasks maybe linked to multiple objectives, all objectives should have at least one task related to it. Please refer to the sample ILC provided in your field orientation.

*Please attach a learning contract that identifies Learning Goals, Tasks, Target Dates to accomplish and relationship to field objectives following this format:*

Goal	Task	Target Date to accomplish	Related to field objective #

**E. Signed Agreement**

Each party has read the attached job description and agrees to conduct themselves in a manner that will allow the student to engage in the tasks identified. If any task is deemed to be unachievable, the Student and Field Instructor will meet and renegotiate the learning contract by identifying alternative tasks so that all learning objectives are achieved. The renegotiated contract will be shared with the Field Liaison, who will review and attach to the original contract if the tasks are appropriate. Additional tasks may be assigned as appropriate and agreed upon by the Student and Field Instructor and Faculty Liaison.

Field Instructor	Print Name	Signature	Date
Student	Print Name	Signature	Date
Faculty Liaison	Print Name	Signature	Date

## GRC MSW Program Field Practicum Time Sheet

*Students are responsible for completion of time sheet and obtaining field instructor signature. Time sheets should be submitted to the faculty liaison with the field practicum evaluation form at the end of each semester, attached to the Field Evaluation Form.*

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

**Fall Semester:** \_\_\_\_\_ **Spring Semester:** \_\_\_\_\_

Week #	Dates	Hours completed	Student Signature	Field Instructor Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

GRC MSW Program of The College at Brockport  
and Nazareth College

**Field Learning Contract Addendum: Extended Semester Exception Schedule Plan**

Students requesting an extended semester exception must submit the plan for completing field hours each semester for approval by the field instructor and faculty liaison. The planned schedule must ensure continuity of learning experiences to assist the MSW student intern with sufficient opportunities to develop practice competencies required to meet field objectives.

**Students are responsible to:**

Submit an updated Extended Semester Exception Schedule Plan if changes to the approved schedule need to occur.

Provide Field Instructor with completed time sheet weekly for review and signature. The time sheet should be available for review by the faculty liaison if requested and is to be submitted with final semester evaluation at the end of the semester.

***Please Note:** Foundation level students approved for an Extended Semester Exception must complete a minimum of 12 hours per week and Concentration level students must complete a minimum of sixteen hours per week. The semester can be extended for up to four additional weeks (this includes use of the break week). Each semester, foundation level students are required to complete a total of 224 field practicum hours and concentration level students are required to complete 280 field practicum hours. All MSW graduating students approved for an Extended Semester Exception must have all spring semester field requirements complete by the third week of May.*

Student Name: \_\_\_\_\_ Semester: Fall: \_\_\_\_ Spring: \_\_\_\_ Year: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_ Agency Name: \_\_\_\_\_

***Planned schedule:** Please specify your schedule for completing field hours. Include the days and times and the number of hours planned weekly along with the scheduled plan for weekly supervision.*

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**Submitted by:**

MSW Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Approved by:**

Field Instructor: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*(Faculty Liaison will attach this plan with the time sheet and submit to the field office at the end of each semester).*

## Greater Rochester Collaborative MSW Program Foundation Level Field Evaluation

Student Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Agency Name: \_\_\_\_\_ Number of Completed Hours: \_\_\_\_\_

It is expected that satisfactory progress in developing competence is required by the end of the first semester. By the completion of the second semester, the student is expected to achieve competence as a generalist level social worker through demonstration of the foundation field objectives.

Please circle the quality point that reflects the student's performance for each Field Objective.

<i><b>Field Objective 1:</b> Student demonstrates the ability to apply foundation skills in critical thinking, problem solving and decision making in professional strengths-based social work practice (e.g. practice is grounded in social work knowledge, values, and skills at the generalist level of practice).</i>							
<b>Unsatisfactory</b>				<b>Satisfactory</b>			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Does not demonstrate application of skills in practice		Inconsistently demonstrates beginning skills		Consistently demonstrates beginning skills		<i>Demonstrates application of effective critical thinking, and strengths-based problem solving and decision making at a generalist level of practice</i>	
<b>Comments:</b>							

<i><b>Field Objective 2:</b> Student demonstrates understanding of social work values and ethics, and fosters an ability to uphold these standards in practice (e.g. is familiar and applies the NASW Code of Ethics to inform practice)</i>							
<b>Unsatisfactory</b>				<b>Satisfactory</b>			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Is not able to identify ethical dilemmas and act on them appropriately		Inconsistently demonstrates a beginning ability to practice within the values and ethics of the profession		Consistently demonstrates beginning ability to practice within the values and ethics of the profession		<i>Demonstrates full understanding of professional value base and consistently recognizes and operates according to standards and ethics</i>	
<b>Comments:</b>							

<i><b>Field Objective 3:</b> Student is able to practice without discrimination in a manner that advocates social and economic justice and that empowers diverse and oppressed populations (e.g. is respectful, non-judgmental, culturally competent and</i>							
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<i>utilizes beginning level strategies of change in a manner consistent with practice standards).</i>							
<b>Unsatisfactory</b>				<b>Satisfactory</b>			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Does not demonstrate practice knowledge, values or skills in achieving the assessed objective		Inconsistently demonstrates a beginning ability to provide culturally competent /gender sensitive services		Consistently demonstrates beginning ability to provide culturally competent /gender sensitive services, and empowerment techniques		<i>Demonstrates empowerment techniques, full understanding of agency structure and consistently recognizes necessary services</i>	
<b>Comments:</b>							

<b>Field Objective 4:</b> <i>Student demonstrates understanding and appreciation of social work history and it's relationship to contemporary policies and services (e.g. practice is grounded in the profession's philosophy, and she/ he is able to make connections between historical underpinnings and current practice structures, challenges and issues).</i>							
<b>Unsatisfactory</b>				<b>Satisfactory</b>			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Does not demonstrate understanding or appreciation		Inconsistently demonstrates basic understanding of the social work profession and its current structure and issues in the practice		Demonstrates a beginning understanding of the social work profession, its current structure and issues in the practice		<i>Demonstrates full understanding and consistent reference to the principles of social work within the practice setting</i>	
<b>Comments:</b>							

<b>Field Objective 5:</b> <i>Student demonstrates the ability to apply a generalist social work perspective to practice across systems - individual, family, group organizational and community (e.g. including professional use of self in completing assessments, intervention planning, implementation and evaluation phases of practice activities).</i>							
<b>Unsatisfactory</b>				<b>Satisfactory</b>			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Does not demonstrate knowledge or skill from generalist practice concepts		Inconsistently demonstrates beginning level knowledge and skills		Consistently demonstrates first phase application generalist knowledge and skills		<i>Demonstrates full understanding of generalist model of practice consistent in its application with all systems</i>	
<b>Comments:</b>							

<b>Field Objective 6:</b> <i>Student critically examines theoretical frameworks and selectively apply these frameworks to understand human behavior and development in the contexts of individuals, families, groups, communities, and organizations.</i>							
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Unsatisfactory				Satisfactory			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Does not demonstrate understanding of theoretical frameworks		Inconsistently demonstrates knowledge and understanding of theoretical frameworks		Consistently demonstrates knowledge and understanding of theoretical frameworks		<i>Demonstrates comprehensive understanding of theoretical frameworks appropriate to agency</i>	
<b>Comments:</b>							

**Field Objective 7:** *Student demonstrates knowledge and skills to understand, analyze, formulate, and influence social policy from empowerment and strengths-based perspectives.*

Unsatisfactory				Satisfactory			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Unaware of the implications of policy for practice, disinterested in the policy process		Inconsistently demonstrates knowledge of the implications of policy, is attempting to use policy analysis and evaluation processes		Consistently strives to use policy analysis and evaluation process in identifying implications for practice		<i>Highly effective in using the policy analysis and evaluation process in identifying implications for practice</i>	
<b>Comments:</b>							

**Field Objective 8:** *Student critically evaluates published research, integrates evidence-based practice interventions, and evaluates their own practice interventions.*

Unsatisfactory				Satisfactory			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Does not critically evaluate research, integrate evidence-based interventions or utilize practice evaluation methods to evaluate her or his practice.		Inconsistently utilizes empirical and evidence-based practice knowledge to inform interventions, inconsistently utilizes practice evaluation methods to evaluate her or his own practice.		Consistently applies empirical and evidence – based practice methods in assessments and interventions and consistently incorporates practice evaluation strategies at a beginning level.		<i>Demonstrates competence in critically evaluating published research, integrating evidence-based practice interventions and in evaluating her or his own practice interventions at the generalist level.</i>	
<b>Comments:</b>							

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**Field Objective 9:** *Student demonstrates effective use of communication skills differentially across client populations, colleagues, and communities, to promote collaboration and client empowerment (e.g. verbal communications with client systems, colleagues, collateral contacts are respectful, clear and appropriate, and writing skills meet general professional expectations (grammar, spelling, content, legible, timeliness etc).*

Unsatisfactory				Satisfactory			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Written work consistently has errors, is late or incomplete, lacks verbal skills lack organization and clarity		Written work and verbal communication skills need improvement in timeliness & /or content		Written work is timely and meets requirements, verbal communication is effective		<i>Written work is of professional quality, excellent verbal communication skills</i>	
<b>Comments:</b>							

**Field Objective 10:** *Student utilizes supervision and consultation appropriate to social work practice*

Unsatisfactory				Satisfactory			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Needs constant supervision does not integrate supervisory feedback in practice and or shows little or no initiative		Shows inconsistent initiative in preparing for supervision, and inconsistently applies supervision and consultation feedback into her or his practice		Consistently prepares for supervision and consultation and applies feedback at a beginning generalist level practice		<i>Student assesses own learning needs and shows responsibility for promoting and evaluating ongoing professional growth through supervision and consultation</i>	
<b>Comments:</b>							

**Field Objective 11:** *Student functions within the structure of organizations and service delivery systems, and, when necessary seek changes that promote collaboration and team building.*

Unsatisfactory				Satisfactory			
0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Does not function effectively within the structure of the organization's service delivery system		Inconsistent demonstration of knowledge and skills required to effectively navigate within the organization's service delivery system, resulting in limited ability to work with collaborative and team work frameworks effectively		Demonstrates knowledge of the agency's structure and function and is able to participate in service delivery systems using collaboration and team work at a beginning generalist level		<i>Effectively functions within the structure of the organization's service delivery system. Team work skills and engagement in collaborative models are effective within the organizational structure.</i>	
<b>Comments:</b>							

**Summary of Quality Points by Field Objective (worksheet)**

Quality Points		Quality Points		Overall Rating: Please circle the quality points that reflects the student's field performance this semester											
Field Objective 1		Field Objective 7		<table border="1"> <thead> <tr> <th>Unsatisfactory</th> <th>Satisfactory</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>3.0</td> </tr> <tr> <td>2.0</td> <td>3.3</td> </tr> <tr> <td>2.3</td> <td>3.7</td> </tr> <tr> <td>2.7</td> <td>4.0</td> </tr> </tbody> </table>	Unsatisfactory	Satisfactory	0.0	3.0	2.0	3.3	2.3	3.7	2.7	4.0	
Unsatisfactory	Satisfactory														
0.0	3.0														
2.0	3.3														
2.3	3.7														
2.7	4.0														
Field Objective 2		Field Objective 8													
Field Objective 3		Field Objective 9													
Field Objective 4		Field Objective 10													
Field Objective 5		Field Objective 11													
<i>Field Objective 6</i>		<i>Sum of quality points divided by field objectives assessed</i>													

*Please describe student's strengths and areas of accomplishment:*

*Please indicate areas requiring further development and improvement:*

**Student Section:**

<b>I am in agreement with this evaluation:</b>	<b>Yes</b>	<b>No</b>
<i>Student Comments:</i>		

**Signatures**

<b>Field Instructor Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Student Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Faculty Liaison Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Director of Field Education Review:</b>	<b>Signature:</b>	<b>Date:</b>

**Greater Rochester Collaborative MSW Program  
 Family and Community Concentration Field Evaluation**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_ **Number of Completed Hours:** \_\_\_\_\_

*It is expected that satisfactory progress in developing competence is required by the end of the first semester. By the end of the second semester, the student is expected to meet expectations as an MSW level practitioner ready to begin professional practice.*

<b>Evaluation Key:</b> Please circle the quality point that reflects the student's performance for each field objective							
<b>Unsatisfactory</b>				<b>Satisfactory</b>			
<b>0.0</b>	<b>2.0</b>	<b>2.3</b>	<b>2.7</b>	<b>3.0</b>	<b>3.3</b>	<b>3.7</b>	<b>4.0</b>
<i>Student does not demonstrate social work knowledge, values and skill in a assessed area at this time.</i>		<i>Student inconsistently demonstrates social work knowledge, values and skills in the assessed area. Improvement is needed to meet expectations for MSW level practice</i>		<i>Student consistently demonstrates professional growth and application of knowledge, values and skills required for MSW level of practice.</i>		<i>Student demonstrates competence in the knowledge, values and skill areas being evaluated. Student is performing at the level expected of a beginning MSW practitioner.</i>	

<b>Field Objective 1:</b> Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within family and community practice settings by demonstrating:								
All aspects of practice are guided by the thoughtful and purposeful use of the NASW Code of Ethics at advancing levels.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Assessments and interventions are guided by empirical and evidence-based practice principles and standards.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Effective and appropriate professional use of self in assessment, planning, intervention, and evaluation phases of practice activities.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Delivery of culturally competent and gender sensitive social work practice including appreciation and respect for diversity in relation to race, culture, religion, ethnicity, sexual orientation and differential ability.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Effective use of communication skills (written and oral) at an advanced practice level, with a variety of client populations, colleagues, team members and members of the community.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Social work skills at advancing levels required for effective practice within the agency setting.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Appropriate use of technology required for professional social work practice within the agency setting.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
Leadership, collaboration and team work skills at a level expected for professional practice.	0.0	2.0	2.3	2.7	3.0	3.3	3.7	4.0
<b>Please add score and divide by eight for overall rating of Field Objective 1</b>	<b>0.0</b>	<b>2.0</b>	<b>2.3</b>	<b>2.7</b>	<b>3.0</b>	<b>3.3</b>	<b>3.7</b>	<b>4.0</b>
<b>Comments:</b>								

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<b>Field Objective 2: Conduct advanced family and community policy analysis and practice by:</b>	
Demonstrating sufficient knowledge and skill in assessment, planning, interventions and evaluation with attention to relationship-building, capacity-building and empowerment of individuals, families organizations and communities .	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Completing comprehensive assessments and interventions progressively and accurately reflecting the dynamics of complex practice situations.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Accurately incorporating knowledge of how traditions, customs and beliefs influence client systems and assess how these might constitute resources and or challenges.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Critically considering how socio-structural inadequacies, oppression, discrimination, social and economic injustices impact client systems.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Effectively analyzing social policies and their impact on client systems, professional staff, and community agencies (federal, state, local and agency-based policies).	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
<b>Please add score and divide by six for overall rating of Field Objective 2</b>	<b>0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0</b>
<b>Comments:</b>	

<b>Field Objective 3: Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in family and community practice settings by demonstrating:</b>	
Advanced ability to apply practice and program evaluation techniques to effectively evaluate, monitor, and validate practice activities with the populations served by the agency.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Understanding of the social work profession in the community context, and its current structure and issues within the specific practice setting in order to advance social work's professional goals within the agency setting	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Abilities to critically evaluate published research and integrating evidence-based practice interventions, and evaluate their own practice interventions	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
<b>Please add score and divide by three for overall rating of Field Objective 3</b>	<b>0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0</b>
<b>Comments:</b>	

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<b>Field Objective 4:</b> <i>Appropriately utilize and provide supervision and consultation in the delivery of advanced practice with families and communities from a strengths perspective by demonstrating:</i>	
Advancing development of one's own leadership and team work skills in the professional social work role	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Accurate recognition and assessment of one's own learning needs and take responsibility for promoting and evaluating ongoing professional growth.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Pro-active and effective preparation for supervisory and team meetings.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Evidence of effectively utilizing supervisory and team feedback to advance practice knowledge and skills	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
<b>Please add score and divide by four for overall rating of Field Objective 4</b>	<b>0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0</b>
<b>Comments:</b>	

**Summary of Quality Points by Field Objective (worksheet)**

Quality Points		Overall Rating:	
Field Objective 1		Please circle the quality points that reflects the student's field performance this semester	
Field Objective 2		<b>Unsatisfactory</b>	<b>Satisfactory</b>
Field Objective 3		0.0	3.0
Field Objective 4		2.0	3.3
		2.3	3.7
<b>Sum of quality points divided by four</b>		2.7	4.0

<b><i>Please describe the student's strengths and areas of accomplishment:</i></b>
<i>(Please attach additional sheets as needed)</i>

<i>Please indicate areas requiring further development and improvement</i>
<i>(Please attach additional sheets as needed)</i>

**Student Section:**

<b>I am in agreement with this evaluation</b>	<b>Yes</b>	<b>No</b>
<i>Student Comments: (Please attach additional sheets as needed)</i>		

**Signatures**

Field Instructor Name:	Signature:	Date:
Student Name:	Signature:	Date:
Faculty Liaison Name:	Signature:	Date:
Director of Field Education Review:	Signature:	Date:

**Greater Rochester Collaborative MSW Program  
Interdisciplinary Health Concentration Field Evaluation**

**Student Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Agency Name:** \_\_\_\_\_ **Number of Completed Hours:** \_\_\_\_\_

It is expected that satisfactory progress in developing competence is required by the end of the first semester. By the end of the second semester, the student is expected to meet expectations as an MSW level practitioner ready to begin professional practice.

<i><b>Evaluation Key:</b> Please circle the quality point that reflects the student's performance for each field objective</i>							
<b>Unsatisfactory</b>		<b>Satisfactory</b>					
<b>0.0</b>	<b>2.0</b>	<b>2.3</b>	<b>2.7</b>	<b>3.0</b>	<b>3.3</b>	<b>3.7</b>	<b>4.0</b>
<i>Student does not demonstrate social work knowledge, values and skill in a assessed area at this time.</i>		<i>Student inconsistently demonstrates social work knowledge, values and skills in the assessed area. Improvement is needed to meet expectations for MSW level practice</i>		<i>Student consistently demonstrates professional growth and application of knowledge, values and skills required for MSW level of practice.</i>		<i>Student demonstrates competence in the knowledge, values and skill areas being evaluated. Student is performing at the level expected of a beginning MSW practitioner.</i>	

<i><b>Field Objective 1:</b> Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within interdisciplinary health care contexts by demonstrating:</i>	
All aspects of practice are guided by the thoughtful and purposeful use of the NASW Code of Ethics at advancing levels.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Assessments and interventions are guided by empirical and evidence-based practice principles and standards.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Effective and appropriate professional use of self in assessment, planning, intervention, and evaluation phases of practice activities.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Delivery of culturally competent and gender sensitive social work practice including appreciation and respect for diversity in relation to race, culture, religion, ethnicity, sexual orientation and differential ability.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Effective use of communication skills (written and oral) at an advanced practice level, with a variety of client populations, colleagues, team members and members of the community.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Social work skills at advancing levels required for effective practice within the agency setting.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Appropriate use of technology required for professional social work practice within the agency setting.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Leadership, collaboration and team work skills at a level expected for professional practice.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
<b>Please add score and divide by eight for overall rating of Field Objective 1</b>	<b>0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0</b>
<b>Comments:</b>   	

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<b>Field Objective 2:</b> <i>Conduct advanced health care policy analysis and practice by:</i>	
Demonstrating sufficient knowledge and skill in assessment, planning, interventions and evaluation with attention to relationship-building, capacity-building and empowerment of individuals, families organizations and communities	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Completing comprehensive assessments and interventions progressively and accurately reflecting the dynamics of complex practice situations.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Accurately incorporating knowledge of how traditions, customs and beliefs influence client systems and assess how these might constitute resources and or challenges.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Critically considering how socio-structural inadequacies, oppression, discrimination, social and economic injustices impact client systems.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Effectively analyzing social policies and their impact on client systems, professional staff, and community agencies (federal, state, local and agency-based policies).	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
<b>Please add score and divide by six for overall rating of Field Objective 2</b>	<b>0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0</b>
<b>Comments:</b>	

<b>Field Objective 3:</b> <i>Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in practice settings within interdisciplinary health care contexts by demonstrating:</i>	
Advanced ability to apply practice and program evaluation techniques to effectively evaluate, monitor, and validate practice activities with the populations served by the agency.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Understanding of the social work profession in the community context, and its current structure and issues within the specific practice setting in order to advance social work's professional goals within the agency setting	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Abilities to critically evaluate published research and integrating evidence-based practice interventions, and evaluate their own practice interventions	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
<b>Please add score and divide by three for overall rating of Field Objective 3</b>	<b>0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0</b>
<b>Comments:</b>	

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<b>Field Objective 4:</b> <i>Appropriately utilize and provide supervision and consultation in the delivery of advanced practice in interdisciplinary health care from a strengths perspective by demonstrating:</i>	
Advancing development of one's own leadership and team work skills in the professional social work role	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Accurate recognition and assessment of one's own learning needs and take responsibility for promoting and evaluating ongoing professional growth.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Pro-active and effective preparation for supervisory and team meetings.	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
Evidence of effectively utilizing supervisory and team feedback to advance practice knowledge and skills	0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0
<b>Please add score and divide by four for overall rating of Field Objective 4</b>	<b>0.0 2.0 2.3 2.7 3.0 3.3 3.7 4.0</b>
<b>Comments:</b>	

**Summary of Quality Points by Field Objective (worksheet)**

Quality Points		Overall Rating: Please circle the quality points that reflects the student's field performance this semester	
Field Objective 1		Unsatisfactory	Satisfactory
Field Objective 2		0.0	3.0
Field Objective 3		2.0	3.3
Field Objective 4		2.3	3.7
Sum of quality points divided by four		2.7	4.0

***Please describe the student's strengths and areas of accomplishment:***

*(Please attach additional sheets as needed)*

<b><i>Please indicate areas requiring further development and improvement:</i></b>
<i>(Please attach additional sheets as needed)</i>

**Student Section:**

<b>I am in agreement with this evaluation:</b>	<b>Yes</b>	<b>No</b>
<b><i>Student Comments:</i></b>		

**Signatures**

Field Instructor Name:	Signature:	Date:
Student Name:	Signature:	Date:
Faculty Liaison Name:	Signature:	Date:
Director of Field Education Review:	Signature:	Date:

**Student Evaluation of the Field Instructor and Field Practicum Agency: Foundation Level**

Student Name: \_\_\_\_\_ Term & Year: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor Name: \_\_\_\_\_

*Students complete this evaluation at the end of the second semester of field practicum*

Please indicate your rating for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Student Evaluation of Agency-Based Field Instructor</b> <i>The Field Instructor:</i>				
possesses an attitude toward professional graduate social work education that fosters a positive relationship for agency-based learning;				
is able to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process;				
creatively provides practicum experiences that enable me to integrate social work knowledge, skills, values, awareness of diversity, and classroom learning into the field experience;				
creates a learning environment that recognizes my learning needs by facilitating a professional educational setting;				
offers a sound educational experience by providing feedback and input into new practice directions and trends;				
provides regularly scheduled weekly supervision on a consistent basis.				
<b>Student Evaluation of Field Practicum Site</b> <i>The Field Practicum site:</i>				
demonstrates a commitment to professional development;				
provides adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions;				
provides preparation in how to conduct oneself when in the field (related to safety);				
demonstrates the profession's values and ethics through the structure and functions conducted at the field practicum site;				
provides agency-based learning opportunities with different system levels;				
provides educational activities within a supportive learning environment;				
provides agency training and in-service opportunities.				
<b>Student Evaluation of Field Learning Opportunities (Field Education Goals)</b> <i>The field practicum provides students' opportunities to:</i>				
integrate class room experiences with direct application of social work knowledge and skills;				
practice at micro, mezzo and macro levels in a collaborative manner;				
apply professional values and ethics in practice at deepening levels;				
identify professional use of self considerations in a variety of practice situations;				
practice in an environment that values diversity and social justice;				
be supervised by an experienced licensed social worker				
explore professional contexts of practice ( policy, advocacy, research , etc)				
utilize evaluation to assess practice and program effectiveness				

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Please indicate your rating for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Student Evaluation of Field Learning Objectives (Foundation Field Objectives)</b> <i>The field practicum provides opportunities to:</i>				
apply foundation skills in critical thinking, problem solving and decision making in professional strengths-based social work practice;				
integrate social work values and ethics in practice;				
empower diverse and oppressed populations and advocate for social and economic justice issues;				
consider historical and contemporary policies as they relate to the profession and to service delivery systems;				
apply generalist social work perspectives in practice across systems;				
critically examine and apply theoretical frameworks to understand human behavior and development in the contexts of the five client systems;				
analyze, formulate and influence policy from an empowerment and strengths-based perspective;				
integrate evidence-based practice, critically evaluate empirical knowledge and evaluate practice interventions				
develop communication skills differentially across client populations, colleagues, etc. to promote collaboration and empowerment				
utilize supervision and consultation to inform knowledge and skill development				
Integrate knowledge about the function and structure of the agency and relevant service delivery systems for collaborative and team-based change efforts.				

**Comments: Please attach additional sheets as needed**

Signatures indicate all parties have reviewed this evaluation form			
Student Signature	Date	Field Instructor Signature	Date
Faculty Liaison Signature	Date	Director of Field Education Signature	Date

**Student Evaluation of the Field Instructor and Field Practicum Agency  
 Concentration Level**

Student Name: \_\_\_\_\_ Term & Year: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor Name: \_\_\_\_\_

*Students complete this evaluation at the end of the second semester of field practicum*

Please indicate your rating for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Student Evaluation of Agency-Based Field Instructor</b>				
<i>The Field Instructor:</i>				
possesses an attitude toward professional graduate social work education that fosters a positive relationship for agency-based learning;				
is able to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process;				
creatively provides practicum experiences that enable me to integrate social work knowledge, skills, values, awareness of diversity, and classroom learning into the field experience;				
creates a learning environment that recognizes my learning needs by facilitating a professional educational setting;				
offers a sound educational experience by providing feedback and input into new practice directions and trends;				
provides regularly scheduled weekly supervision on a consistent basis.				
<b>Student Evaluation of Field Practicum Site</b>				
<i>The Field Practicum site:</i>				
demonstrates a commitment to professional development;				
provides adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions;				
provides preparation in how to conduct oneself when in the field (related to safety);				
demonstrates the profession's values and ethics through the structure and functions conducted at the field practicum site;				
provides agency-based learning opportunities with different system levels;				
provides educational activities within a supportive learning environment;				
provides agency training and in-service opportunities.				
<b>Student Evaluation of Field Learning Opportunities (Field Education Goals)</b>				
<i>The field practicum provides opportunities to:</i>				
integrate class room experiences with direct application of social work knowledge and skills;				
practice at micro, mezzo and macro levels in a collaborative manner;				
apply professional values and ethics in practice at deepening levels;				
identify professional use of self considerations in a variety of practice situations;				

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Please indicate your rating for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
practice in an environment that values diversity and social justice;				
be supervised by an experienced licensed social worker				
explore professional contexts of practice ( policy, advocacy, research etc)				
utilize evaluation to assess practice and program effectiveness				
<b>Student Evaluation of Field Learning Objectives (Field Objectives- specific to the concentration field of practice))</b> <i>The field practicum provides opportunities to:</i>				
apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership;				
conduct advanced policy practice and analysis				
conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in practice settings,				
utilize and provide supervision and consultation in the delivery of advanced practice from a strengths-based perspective.				

**Comments: Please attach additional sheets as needed**

<b>Signatures indicate all parties have reviewed this evaluation form</b>			
Student Signature	Date	Field Instructor Signature	Date
Faculty Liaison Signature	Date	Director of Field Education Signature	Date

**AGENCY PROFILE FORM**

*Reminder: Students are to submit the completed agency profile form to his or her faculty liaison by the end of the first semester of field practicum.*

*The Agency Profile Forms will be available for GRC MSW students to review as a resource to students preparing submission of his or her field application materials.*

**Section A: Agency Contact Information**

<b>Name of Agency</b>			
<b>Address</b>			
<b>City, St, Zip</b>			
<b>Contact Numbers</b>			
<b>E-mail</b>		<b>Web page</b>	
<b>Name of Primary Contact Person</b>			

**Section B: Overall Agency Information**

Primary Agency Purpose and/or Mission (you may attach agency materials that will help students understand the overall agency)

**Section C: Program Profile**

Please describe the program that you are assigned for field practicum (Please attach any specific published material for your agency/program)

<b>Name of Program/ Department</b>		
<b>Purpose or tasks of this area</b>		
<b>Internship opportunities available</b> (e.g. skills learned, population served, task and duties)		
<b>Name of Field Instructor</b>		
<b>Minimal skills required for consideration of this internship</b>		
<b>Special considerations or limitations related to field placement</b>	<b>Student needs a car (if so is parking and reimbursement available)?</b>	
	<b>Agency is near public transportation?</b>	
	<b>Will students transport clients (is there special requirements for this)?</b>	
	<b>Do students need to be bilingual (e.g. Spanish, ASL)?</b>	
	<b>Is there flexibility in placement hours?</b>	
	<b>Are there any stipends available?</b>	
	<b>Other</b>	

## **GRC MSW Field Instructor Reciprocity Policy and Procedure**

In recognition of the valuable contribution made by social work field instructors (Field Educators) to the GRC MSW program, SUNY College at Brockport and Nazareth College of Rochester offers the opportunity for GRC MSW field educators to choose between two reciprocity options.

### **Option A: SUNY Tuition Waiver**

**Tuition Waivers** are issued to the direct social work supervisor i.e. Field Educator, who has first refusal. If the Field Educator relinquishes the waiver, the chief administrative officer of the agency may reallocate the waiver to a specific member of the professional staff of the agency. The waiver is good for 2 years from the date of issuance and may be used at any SUNY institution but **not** for all programs. The waiver is good for 3 SUNY graduate or 3 undergraduate credit hours up to the cash limit of the waiver. Currently, the waiver is not valid for winter intersession courses. Signatures are required if the waiver is **accepted or declined**. A signature is, also, required that verifies that the recipient understands that there is a tax burden once the waiver is issued- not when it is used.

**The Tuition Waiver Declination Form and Tuition Waiver Request Form must be completed and submitted to Debra Fromm Faria, Field Education Director, GRC MSW Program if option A is selected.**

### **Option B: Nazareth College Arts Center Voucher**

**Arts Center Vouchers** are issued to the direct social work supervisor i.e. Field Educator. The Arts Center Voucher has a \$200.00 value and provides field educators with opportunities to attend Arts Center performances up to the value of the voucher. The Director of Field Education will forward the names of field educators choosing this option to the Nazareth College Arts Center. Each field instructor choosing this option will have an account opened at the Arts Center for the value of the voucher, and as tickets are requested, the value of the tickets will be deducted from the account. The voucher is good for one year. In the event that a student completes only one semester (3 credits) of field instruction at the agency, the field educator will be eligible for a pro-rated Arts Center Voucher (\$100.00 Value).

Field Educators are requested to complete the GRC MSW Field Education Reciprocity Request Form indicating the selected option, and returning the form(s) to the attention of the GRC MSW Director of Field Education at the conclusion of field instruction.

**Greater Rochester Collaborative MSW Program**  
**Field Education Reciprocity Form**

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

Academic Year/Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_

Field Educator's Name: \_\_\_\_\_

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

Please Indicate Choice:

\_\_\_\_\_ Option A: SUNY 3 Credit Tuition Waiver

*(if option A is chosen, please attach the **Tuition Waiver Declination Form** and **Tuition Waiver Request Form**)*

\_\_\_\_\_ Option B: Nazareth College Arts Center Voucher

Signature of Field Educator: \_\_\_\_\_

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

Please return to: Debra Fromm Faria, Director of Field Education  
GRC MSW Program  
55 St. Paul Street  
Rochester, NY 14604

*For GRC MSW office use only: Date Rcvd. \_\_\_\_\_*  
*Option A : \_\_\_\_\_ Date forwarded to SUNY*  
*Option B: \_\_\_\_\_ Date forwarded to Nazareth*  
*Notes: \_\_\_\_\_*

SUNY-College at Brockport, GRC MSW Program  
Tuition Waiver Declination Form

**Tuition Waivers** are issued to the direct social work supervisor i.e. Field Educator, who has first refusal. If the Field Educator relinquishes the waiver, the chief administrative officer of the agency may reallocate the waiver to a specific member of the professional staff of the agency. The waiver is good for 2 years from the date of issuance and may be used at any SUNY institution but **not** for all programs. The waiver is good for 3 SUNY graduate or 3 undergraduate credit hours up to the cash limit of the waiver. Currently, the waiver is not valid for winter intersession courses. Signatures are required if the waiver is **accepted or declined**. A signature is, also, required that verifies that the recipient understands that there is a tax burden once the waiver is issued- not when it is used.

A. I have supervised the following student:

STUDENT'S NAME: \_\_\_\_\_

AGENCY: \_\_\_\_\_

AGENCY ADDRESS: \_\_\_\_\_

\_\_\_\_\_ City State Zip

FIELD EDUCATOR: \_\_\_\_\_  
Print Name Signature

Credit Hours Requested: \_\_\_\_\_ 3 credit hours Semester/ Year Fall \_\_\_\_\_ Spring \_\_\_\_\_

\_\_\_\_\_ I accept the offer of a tuition waiver

\_\_\_\_\_ I decline the offer of a tuition waiver and have forwarded this request to:

Name: \_\_\_\_\_ phone number: \_\_\_\_\_

B. The following person is an employee of this agency and has requested the tuition credit

SOCIAL SECURITY NUMBER: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

\_\_\_\_\_ City State Zip

PLEASE COMPLETE ONE FORM FOR EACH WAIVER REQUESTED. COPY FORM AS NEEDED.

I, \_\_\_\_\_ (signature of the person to whom the waiver is issued), understand that the tuition waivers listed above will be reported to NYS Income Tax Bureau and the Internal Revenue Service as income.

**STATE OF NEW YORK  
 STATE UNIVERSITY OF NEW YORK  
 TUITION WAIVER REQUEST  
SOCIAL WORK**

COLLEGE SUPERVISOR: DIRECTOR OF FIELD EDUCATION, GRC MSW PROGRAM: Debra Fromm Faria

FORWARD TO DEAN FOR APPROVAL: \_\_\_\_\_ DATE: \_\_\_\_\_ YEAR: \_\_\_\_\_

SEMESTER: \_\_\_ FALL \_\_\_ SPRING \_\_\_ SUMMER

**INFORMATION MUST BE COMPLETE FOR ISSUANCE OF WAIVER**

STUDENT INTERN	SPONSOR'S NAME SOCIAL SECURITY NUMBER HOME ADDRESS & ZIP CODE	AGENCY'S NAME COMPLETE ADDRESS & ZIP CODE	CREDIT HOURS PER WAIVER	OFFICE USE ONLY  WAIVER #

FOR OFFICE USE ONLY

ISSUED BY:	DATE:	EFFECTIVE DATE OF THE WAIVER
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## Library Privileges for Field Instructors

GRC MSW Field Instructors have complimentary loan privileges at both Nazareth College and The College at Brockport.

### Nazareth College:

A pamphlet about library borrowing privileges for clinical instructors and cooperating teachers is distributed to all field instructors during the field instructor orientation and is available from the GRC MSW Field Office. To access the Lorette Wilmot Library at Nazareth College, bring the pamphlet and a driver's license to the Circulation Desk to be signed up for the current academic year.

### The College at Brockport:

The Circulation Department at Drake Library on the main campus at Brockport will be provided with a list of GRC Field Instructors at the beginning of each new academic year.. In going to that library, you should identify yourself as a "Field Instructor" at the Circulation Desk and bring a driver's license to receive the complimentary borrowing privilege of library materials. **If you wish to use The College at Brockport databases to search for and access online journal articles, you will be asked to pay the \$25.00 annual fee.** The borrowing policy for the College at Brockport can be found on the Drake Library web site:

<http://www.brockport.edu/~library5/borrowingpolicies.htm>

## Insurance Coverage

Please refer to The College at Brockport and Nazareth College Graduate Social Work Field Practicum Affiliation Agreements for liability insurance coverage.

## Appendix A

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	Name & Address of Organization	Position & Description of Skills/Responsibilities	Dates	Status
4.				<input type="checkbox"/> Paid <input type="checkbox"/> Volunteer <input type="checkbox"/> Internship

**IV. List other pertinent skills and training:**

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**V. Describe the types of environments that enhance your learning? (E.g. fast paced setting, small program, etc.)**

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**VI. Describe the social work skills you would like to develop?**

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**VII. What are your learning goals?**

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**VIII. Describe in general terms, the types of opportunities you are interested in experiencing in your field placement and indicate if you have interest in a specific agency or practice setting (e.g. population setting, experiences).**

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**IX. Please rank the following list indicating the client population that would provide you with a new learning experience. (1 = highest 10= lowest)**

Children	Older Adults
Youth	Older Adults and Families
Children and Families	Organization
Adults	Community
Other	Other

**X. Please rank the following list indicating your practice areas of interest**

(#1 = first choice, #2 =second choice etc.) If you have interest in a practice area not listed, please indicate the practice area in the "Other" category.

**Practice Areas**

Adolescent Services	Drug and Alcohol Treatment
Adult protective services	Group work focus
Advocacy	Mental Health
Children and Family Services	Medical Social Work focus
Children's Services	Occupational focus
Child Protective	Older Adult Services
Community focus	Policy/ Macro
Community Organization	School Social Work focus
Court / Justice System	Social Justice
Developmental Disability	Other (list)
Disability	
Domestic Violence	

**XI. Have you or your family ever received services from any of the agencies in which you might be placed?      \_\_\_\_\_ yes      \_\_\_\_\_ no**

**If yes, which ones** \_\_\_\_\_

**XII. Some agencies require a criminal or child abuse registry background check. Please indicate if you have had a conviction and/ or if your name has been listed in the child abuse registry. If you answer yes, please provide information to assist the field office in planning for your field placement.**

\_\_\_\_ Yes \_\_\_\_ No **If yes, please describe:** \_\_\_\_\_

**XIII. Do you have any special needs or considerations?** (E.g. geographic constraints, time constraints, accommodation needs related to a disability etc.)

\_\_\_\_ Yes \_\_\_\_ No **If yes, please specify:** \_\_\_\_\_

\_\_\_\_\_

**XIV. Do you have a valid driver's license?      \_\_\_\_\_ yes      \_\_\_\_\_ no**

**XV. Do you have access to a car for placement days? \_\_\_\_\_ yes \_\_\_\_\_ no**  
**Please refer to the Student Social Work Field Practicum Student Training Agreement for information re: student responsibility for transportation (located in the GRC MSW field practicum planning guide and field manual).**

XVI. Please indicate if you are currently participating or desire to be considered for applying for one of the following traineeship/fellowship field practicum opportunities as describe below

<i>Name of Name Fellowship/ Traineeship Field Placement Opportunities</i>	Please check if interested
<b>SUNY Brockport Hartford Partnership Program in Aging Education at the GRCMSW Program (HAPPAE) (focused on developing social work competencies and leadership skills in gerontological social work featuring a field practicum using a rotational design model.</b>	
<b>Evidence-Based Practice OMH (Internship at OMH approved site, specialized symposia, trainees also register for an EBP Seminar for elective credit. Trainees receive certificate of completion from OMH and preferred job list. (Competitive stipend eligibility) Concentration year only</b>	
<b>Strong Hospital LEAH (Leadership Education in Adolescent Health is a competitive fellowship opportunity for students in the interdisciplinary Health Concentration year students,(stipend field placement at Strong)</b>	
<b>Strong Hospital LEND (Leadership Education in Neurological Disorders is a competitive fellowship opportunity for students in the Interdisciplinary Health Concentration )</b>	
<b>Veterans Administration ( these are competitive stipend awards that the VA applies for based on availability nationally</b>	
Other ( specify)	

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

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

**Appendix C:**

**Nazareth College  
Contract of Affiliation  
Graduate Social Work Field Education**

***THIS AGREEMENT**, made this \_\_\_\_\_ day of \_\_\_\_\_ 200\_\_ by and between Nazareth College of Rochester, a not-for-profit corporation organized and existing under the laws of the State of New York, with its principal place of business located at 4245 East Avenue, Rochester, New York, for and on behalf of the Greater Rochester Collaborative Master of Social Work Program, a joint program of Nazareth College of Rochester and the State University of New York College at Brockport hereinafter referred to as "College" and*

\_\_\_\_\_ hereinafter referred to as "Agency".

**WITNESSETH:**

**WHEREAS**, the College, through the Greater Rochester Collaborative Master of Social Work Program, desires to have certain students receive fieldwork experience at the Agency, and

**WHEREAS**, the Agency is willing to accept said students from the College through the Program for such purposes and upon the terms and conditions hereinafter set forth.

**NOW, THEREFORE**, it is mutually understood and agreed by and between the parties hereto as follows:

- 1) The College, through the Program, may send to the Agency students in designated numbers and at such times as shall be agreed upon by the parties. The specific period spent at the Agency will be consistent with the curriculum obligations for fieldwork experience of students, as set out in the course descriptions and objectives attached hereto and made a part hereto and made a part hereof as "Appendix A." The College, through the Program, will notify the agency of its planned schedule of student assignment to the Agency.
- 2) All training and fieldwork experiences shall be the responsibility of the faculty, through the Program, unless arrangements are made for the educational experience to be provided by Agency personnel. To assist them in the education of the students, such arrangements, which will include rights and privileges granted to the Agency's staff, are to be agreed to by the College and the Director of the Agency, Director of Education and Training, and the Agency's Discipline Coordinator. Any academic or clinical appointment shall automatically end upon termination of this agreement.

- 3) The College, through the Program, with Agency's approval, shall select students for fieldwork experience and shall forward the names of the students to the Agency prior to each semester. A pre-placement interview may be required. The Agency shall make available appropriate fieldwork experiences (consistent with clients' rights) enabling students to meet the objectives of the educational program. All evaluations by students relating to the Agency staff and experiences at the Agency will be made available to the Director of the agency, Director of Education Training, and the Agency's Discipline Coordinator.
- 4) The College, through the Program, and Agency shall maintain ongoing communication to coordinate the scheduling of academic and fieldwork experience including reciprocal on-site visits and participation in faculty and staff meetings.
- 5) The Agency will make available facilities for instruction, as well as, conference, library and other facilities for the faculty and students at the Program.
- 6) In case of emergency during the fieldwork experience, the Agency will provide emergency care to students and faculty. The students and faculty will be responsible for their own medical care and will provide proof that they have medical insurance coverage.
- 7) Any student, instructor or faculty member shall not for any purpose be deemed to be an employee, servant or agent of the affiliate, but shall be considered an invitee as a result of this agreement. The University including the students and faculty, shall not pay compensation to any obligation or benefit arising out of this agreement. The affiliate, shall not be required to pay any party compensation to any obligation or benefit arising out of this agreement. It is understood to all parties that the Affiliate is not providing any insurance, professional or otherwise, covering any such persons.
- 8) The College shall advise students of their responsibility to conduct themselves in accordance with the Agency's rules and regulation. The Agency will provide each student with a copy of all such rules and regulations and the students will be responsible for this information.
- 9) The students and faculty shall respect the confidential nature of all information that they have access to, including but not limited to patients' personal health information provided to them orally, contained in patient medical records or maintained on the Facility's electronic information system. The College shall advise all students and faculty of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, the College agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with Facility's policies and procedures relative to HIPAA.

- 10) The College, to the fullest extent authorized by State law and decisions thereunder, shall be responsible for any claims, costs, damages or injuries to persons or property of whatever kind or nature arising out of the activities carried out under this agreement and out of the negligence of the College, its officers and employees. In addition, the College shall take out and maintain during the term of this agreement liability insurance, in amounts not less than \$1,000,000 for bodily injury and property damage combined single limit and \$2,000,000 aggregate: and the Agency is to be additionally named insured under such liability policy or policies. It is agreed that the persons insured under such policy or policies shall be the students of Nazareth College of Rochester with respect to liability arising out of their participation in the clinical training program carried out under this agreement. The College agrees that the Agency will receive no less than ten (10) days written notice prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Agency shall remain liable for direct damages resulting from its negligence.
- 11) If either party wishes to terminate this agreement, it is understood that written notice will be given to the other party at least one year in advance of such termination. Students then enrolled in or scheduled for the fieldwork experience at the Agency will have the opportunity to complete their educational experience at the Agency.
- 12) Agency and the College will not discriminate against any employee, applicant, or student enrolled in their respective programs because of age, handicap, color, ethnic or national origin, race, creed, religion, gender, sexual orientation, marital status, veteran status or any other similar external criteria.
- 13) The parties hereto recognize that in the performance of this contract the greatest benefits will be derived by promoting the interest of both parties and each parties does, therefore, enter into this contract with the intention of loyally cooperating with the other provisions insofar as is may legally do so, in such a manner as will best promote the interest of both and render the highest service to the public.
- 14) All notices to parties hereunder must be in writing, signed by the party giving it and shall be served either personally or by certified mail, return receipt requested, and addressed as follows:

**TO COLLEGE:**

Nazareth College of Rochester  
Vice President for Academic Affairs  
4245 East Avenue  
Rochester, NY 14618

**And also a copy to:**

Greater Rochester Collaborative MSW Program  
Director of Field Education  
SUNY MetroCenter  
228 E. Main St.  
Rochester, NY 14604

**TO AGENCY:**

Or to such addressee as may be hereafter designated by notice. All notices become effective only when received by addressee.

**IN WITNESS WHEREOF**, each party hereto has caused this agreement to be executed by its duly authorized officer the day and year first above written

Nazareth College of Rochester

Greater Rochester Collaborative  
Master of Social Work Program

**By:**

**By:**

Title: Dean Health and Human Services

Title: Director of Field Education

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**AGENCY:** \_\_\_\_\_ (Agency Name)

By \_\_\_\_\_

Title \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

## **Appendix D: The College at Brockport**

### *New York College at Brockport Contract of Affiliation*

#### **Graduate Social Work Field Education**

**THIS AGREEMENT**, made this \_\_\_\_ day of 200\_\_by and between the STATE UNIVERSITY OF NEW YORK, a corporation organized and existing under the laws of the State of New York, with its principal place of business located at State University Plaza, Albany NY, 14246 for and on behalf of the State University of New York College at Brockport hereinafter referred to as “College” and \_\_\_\_\_ with its principal office located at \_\_\_\_\_ hereinafter referred to as “Agency”.

#### **WITNESSETH:**

**WHEREAS**, the College, through the Greater Rochester Collaborative Master of Social Work Program, desires to have certain students receive fieldwork experience at the Agency, and

**WHEREAS**, the Agency is willing to accept said students from the College through the Program for such purposes and upon the terms and conditions hereinafter set forth.

**NOW, THEREFORE**, it is mutually understood and agreed by and between the parties hereto as follows:

- 1). The College, through the Program, may send to the Agency students in designated numbers and at such times as shall be agreed upon by the parties. The specific period spent at the Agency will be consistent with the curriculum obligations for fieldwork experience of students, as set out in the course descriptions and objectives attached hereto and made a part hereto and made a part hereof as “Appendix A.” The College, through the Program, will notify the agency of its planned schedule of student assignment to the Agency.
- 2). All training and fieldwork experiences shall be the responsibility of the faculty, through the Program, unless arrangements are made for the educational experience to be provided by Agency personnel. To assist them in the education of the students, such arrangements, which will include rights and privileges granted to the Agency’s staff, are to be agreed to by the College and the Director of the Agency, Director of Education and Training, and the Agency’s Discipline Coordinator. Any academic or clinical appointment shall automatically end upon termination of this agreement.

- 3). The College, through the Program, with Agency's approval, shall select students for fieldwork experience and shall forward the names of the students to the Agency prior to each semester. A pre-placement interview may be required
- 4). The Agency shall make available appropriate fieldwork experiences (consistent with clients' rights) enabling students to meet the objectives of the educational program.
- 5). All evaluations by students relating to the Agency staff and experiences at the Agency will be made available to the Director of the agency, Director of Education Training, and the Agency's Discipline Coordinator.
- 6). The College, through the Program, and Agency shall maintain ongoing communication to coordinate the scheduling of academic and fieldwork experience including reciprocal on-site visits and participation in faculty and staff meetings.
- 7). The Agency will make available facilities for instruction, as well as, conference, library and other facilities for the faculty and students at the Program.
- 8). In case of emergency during the fieldwork experience, the Agency will provide emergency care to students and faculty. The students and faculty will be responsible for their own medical care and will provide proof that they have medical insurance coverage.
- 9). The student shall not be deemed employees of the Agency and Agency shall pay no stipend or other consideration to students or faculty, nor shall the College or its students pay any consideration to the Agency with respect to this agreement.
- 10). The College shall advise students of their responsibility to conduct themselves in accordance with the Agency's rules and regulation. The Agency will provide each student with a copy of all such rules and regulations and the students will be responsible for this information.
- 11). The students and faculty shall respect the confidential nature of all information that they have access to, including but not limited to patients' personal health information provided to them orally, contained in patient medical records or maintained on the Facility's electronic information system. The University shall advise all students and faculty of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, the University agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with Facility's policies and procedures relative to HIPAA.
- 12). The Agency reserves the right to dismiss at any time any student whose condition or conduct jeopardizes the well being of the clients or employees of the Agency. Unless unusual circumstances occur, such dismissal shall not occur without prior consultation with the College, through the Program.

13). College faculty, through the Program, engaged in carrying out the provisions of this agreement at the Agency shall be advised by the Agency of its rules and regulations with which they are expected to comply. The Agency shall provide each College faculty member under this agreement a copy of such rules and regulations. At the request of the Agency, the College, through the Program shall immediately suspend from the Agency any faculty member who fails to obey such rules.

14). The College, to the fullest extent authorized by State law and decisions thereunder, shall be responsible for any claims, costs, damages or injuries to persons or property of whatever kind or nature arising out of the activities carried out under this agreement and out of the negligence of the College, its officers and employees. In addition, the College shall take out and maintain during the term of this agreement liability insurance, in amounts not less than \$3,000,000 for bodily injury and property damage combined single limit, and the Agency is to be additionally named insured under such liability policy or policies. It is agreed that the persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the clinical training program carried out under this agreement. The College agrees that the Agency will receive no less than ten (10) days written notice prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Agency shall remain liable for direct damages resulting from its negligence.

15). If either party wishes to terminate this agreement, it is understood that written notice will be given to the other party at least one year in advance of such termination. Students then enrolled in or scheduled for the fieldwork experience at the Agency will have the opportunity to complete their educational experience at the Agency.

16). Agency and the College will not discriminate against any employee, applicant, or student enrolled in their respective programs because of age, handicap, color, ethnic or national origin, race, creed, religion, gender, sexual orientation, marital status, veteran status or any other similar external criteria.

17). The parties hereto recognize that in the performance of this contract the greatest benefits will be derived by promoting the interest of both parties and each parties does, therefore, enter into this contract with the intention of loyally cooperating with the other provisions insofar as is may legally do so, in such a manner as will best promote the interest of both and render the highest service to the public.

18). All notices to parties hereunder must be in writing, signed by the party giving it and shall be served either personally or by certified mail, return receipt requested, and addressed as follows:

**TO COLLEGE:**

State University of New York  
College at Brockport  
Director or Procurement & Payment Services  
350 New Campus Drive  
Brockport, New York 14420

**And also a copy to:**

Greater Rochester Collaborative MSW Program  
Director of Field Education  
SUNY MetroCenter  
228 E. Main St.  
Rochester, NY 14604

**TO AGENCY:**

Or to such addressee as may be hereafter designated by notice. All notices become effective only when received by addressee.

**IN WITNESS WHEREOF**, each party hereto has caused this agreement to be executed by its duly authorized officer the day and year first above written\

State University of New York  
College at Brockport

By:  
**Title:**

Signed \_\_\_\_\_  
Date \_\_\_\_\_

**AGENCY:**

By \_\_\_\_\_  
Title \_\_\_\_\_

Signed \_\_\_\_\_  
Date \_\_\_\_\_

**Standard Contract Clauses  
State University of New York**

**EXHIBIT A**

October 15, 2008

The parties to the attached contract, hereinafter referred to as the "parties," have agreed to the terms and conditions of the contract, which are hereby incorporated into the contract, and the parties agree to be bound by the terms and conditions of the contract.

1. **DEFINITION OF WORK.** In accordance with Section 41 of the State Finance Law, the State shall not be held liable for the contract unless the contractor has performed the work in accordance with the contract.

2. **Professional Assistance.** Except for the design team of the contractor, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract. The contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

3. **CONTRACTORS' APPROVAL.** In accordance with Section 110 of the State Finance Law, Section 506 of the State Education Law, and Section 507 of the State Health Law, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

4. **WORKERS' COMPENSATION BENEFITS.** In accordance with Section 170 of the State Finance Law, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

5. **NON-DISCRIMINATION REQUIREMENTS.** In accordance with Section 296 of the State Finance Law, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

6. **LABOR LAWS.** In accordance with Section 239 of the Labor Law, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

7. **WARRANTY AND HOLDING PROVISIONS.** In accordance with Article 16 of the Labor Law, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

8. **NON-CONCLUSIVE BIDDING REQUIREMENT.** In accordance with Section 189 of the State Finance Law, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

9. **SET-OFF RIGHTS.** The State shall have all of its remedies and rights available to it in accordance with the contract.

10. **RECORDS.** The contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

11. **IDENTIFYING INFORMATION AND BUSINESS INFORMATION.** The contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

12. **INTERNATIONAL BOYCOTT PROHIBITION.** In accordance with Section 224 of the State Finance Law, the contractor shall not be held liable for the work unless the contractor has performed the work in accordance with the contract.

13. **SET-OFF RIGHTS.** The State shall have all of its remedies and rights available to it in accordance with the contract.

14. **SET-OFF RIGHTS.** The State shall have all of its remedies and rights available to it in accordance with the contract.



## **Exhibit B: The College at Brockport Contract of Affiliation for MSW Field Education**

### **Overview**

The GRC MSW program enjoys strong community support. Community support is one of the strongest assets of the Program. This is in part due to the program's commitment to a vital and extensive field education component that includes 1008 hours of field practicum, exceeding the CSWE requirements for field practicum by 108 hours, and the involvement of the community in participating in the development of the integrated community-based practice model that engages with the community in collaborative partnerships.

The field education component of the MSW Program curriculum consists of a foundation year and an advanced second-year (concentration year) field experience. Field practicum in both the foundation and the concentration year provide structured learning opportunities guided by established field education goals. The Field practicum and seminars provide opportunities for students to integrate theory and knowledge into practice through skill development and skill refinement within the context of professional values and ethics. Students also contrast field experiences in field seminar discussions, and engage in scholarly work to expand their knowledge beyond the scope of their practicum settings.

The field education goals reflect the GRC MSW Mission Statement that affirms the social work tradition of promoting empowerment of all groups of people to achieve social justice and equality by enhancing the quality of life of individuals within the community through social work teaching, research, scholarship and service.

The agency/organization site with experienced professional supervision serves as the training ground for student development. Expectations are that the student develops practice competencies from a generalist perspective in the foundation year. In the advanced practicum, it is expected that students focus on their skill and knowledge enhancement in their area of concentration. Students as advanced practitioners must demonstrate an ability to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical. They must synthesize and apply a broad range of knowledge as well as practice with a high degree of autonomy and skill. They must be able to refine and advance the quality of their practice as well as that of the larger social work profession.

### **Structure of Field Instruction**

The field instruction component of the curriculum is designed with a two semester generalist level concurrent field placement and two semester concurrent advanced level concentration field placement. The generalist and advanced field placement provide students with opportunities to integrate social work knowledge, values and skills in the application of professional practice at progressive levels. Advanced level field placements are in the students selected concentration field of practice (Family and Community or Interdisciplinary Health).

### **Foundation Year Field Practicum**

The foundation year field practicum is a sixteen-hour, two-day a week, field placement extending over two semesters, for fourteen weeks each semester, or a total of 448 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office at GRC and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 504 Field Practicum I and Seminar I (fall semester), and SWK 505 Field Practicum II and Seminar II (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters.

In the foundation year field practicum, the application of generalist knowledge and skills is emphasized through the integration of the problem-solving process. Ecological, systems, and strengths-based empowerment models of practice are utilized. Foundation year field education objectives serve as the reference points for students and field instructors as they collaborate together to develop the students' learning contracts. The foundation year field education objectives provide clear practice and evaluation goals for the field practicum. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contracts and field education outcome objectives. At the conclusion of the field practicum, students complete an agency and field instructor evaluation. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

### **Concentration Year Field Practicum**

The concentration year field practicum is a twenty-hour, three-day a week, field placement extending over two semesters, for fourteen weeks each semester, or a total of 560 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the field education office at GRC and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 610 Field Practicum III and Seminar III (fall semester), and SWK 611 Field Practicum IV and Seminar IV (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

The integrated practice model in the second year of the program builds on the foundation-year generalist perspective. Expected competencies are: the ability to synthesize and apply a broad range of knowledge, the ability to practice with a high degree of autonomy and skill, and the ability to refine and advance the quality of professional practice and that of the larger social work profession. The outcome objectives of preparing practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical assure coherence

between the foundation year and the concentration year. During the Concentration year, students' course work and field practicum experiences provide knowledge and skill development focusing on interdisciplinary team leadership and conflict resolution. Concentration year field education objectives provide the basis for students and field instructors as they work together to develop learning contracts. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contract with field education outcome objectives. The concentration year field outcome objectives provide clear practice and evaluation goals by providing the framework for the field practicum evaluation. In addition, at the conclusion of field practicum, students' complete an agency evaluation. They are asked to rank opportunities provided in the field practicum in terms of how well these opportunities meet the required field practicum objectives.

### **Availability during normal business hours of the agency**

Most foundation and concentration level field sites require students to complete their field hours during the normal business hours of the agency and while exceptions may be made to this, students may make arrangements for evening and/or weekend hours providing the following occurs: it is mutually agreed upon with the student's field instructor; it is cleared through the field education office at GRC; and MSW field instruction supervision is available. It is important to recognize that this is an exception and that ordinarily, students should expect that field placements require daytime responsibilities.

### **Extended Semester Field Placement Exception**

The GRC MSW program recognizes MSW students are balancing work and family demands along with the rigors of graduate social work education. In response, the program has developed an Extended Semester Field Placement Exception to provide some flexibility in completing field practicum requirements while maintaining quality field placement learning opportunities. An *Extended Semester Field Placement exception* is defined as a field placement assignment that reduces the number of field hours per week and extends the semester length as follows:

- Foundation field hours from 16 hours per week to a minimum of 12 hours per week and extends the number of semester weeks from a fourteen-week semester to an eighteen-week semester.
- Concentration year field practicum hours are reduced from 20 hours per week to a minimum of 16 hours per week and extends the number of semester weeks from a fourteen-week semester to an eighteen-week semester to achieve the 280 clock hours per semester.
- **Requirements for Approval:** In order for an *Extended Semester Field Placement Exception* to be granted by the Director of Field Education or Assistant Director of Field Education when the placement is confirmed. The agency field instructor must be in agreement that the practicum extended semester provides continuity and quality field learning opportunities congruent with field learning objectives. The Faculty Liaison monitors the pre-approved extended semester extensions developed in the field planning process, and has authority to amend and approve extended semester exceptions during the course of the fall or spring semester to ensure continuity of learning opportunities.

The student is required to complete a Field Learning Contract Addendum and the plan must be approved by both field instructor and Faculty Liaison.

- **Learning Contracts:** It is the student's responsibility to reflect the extended semester schedule plan in her or his field practicum learning contract by submitting Field Learning Contract Addendum- Extended Semester Exception Schedule Plan.

**Grading:** Students approved for an *Extended Semester Field Placement* Exception receive an "In Process" grade (IP) at the end of the traditional semester. The IP grade is converted to a final grade by the faculty liaison (Field Seminar Professor) upon the student's completion of the required field hours and field practicum evaluation. All IP grades must be converted to a final grade at a satisfactory level (see field grading) before the student begins the second semester of field practicum. Please note: The IP grade does not remain on the student's transcript and is replaced by the final semester grade.

### **MSW Field Education Goals**

It is expected that field practicum will provide students with:

- Practice opportunities that enhance student learning by integration of previous classroom experiences and direct application of social work knowledge and skills within a community-based practice setting.
- Opportunities for collaborative learning and practice through a variety of professional interdisciplinary settings that offer direct experiences at the micro, mezzo, and macro levels of practice.
- A learning environment that allows student development and maturity within the framework of professional values and ethics.
- An experiential setting that allows students to explore their professional utilization of self to promote change.
- An environment for practice that enhances the value of diversity and social justice.
- On-site supervision by an experienced MSW field instructor who is a licensed social work practitioner in New York State.
- Opportunities for student exploration of the professional context of practice including: social welfare policies and programs, agency structure and policies for operation, utilization of current research, and advocacy for populations-at-risk.
- Opportunities for application of evaluation methods to practice and/or program effectiveness.

### **MSW FIELD EDUCATION OBJECTIVES**

#### **Foundation Year Outcome Objectives for Field**

By the completion of the foundation year field of practice field practicum, the student is expected to achieve competence as a generalist level social worker through demonstration of the following objectives. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

- Apply foundation skills in critical thinking, problem solving and decision making in professional strengths-based social work practice.
- Understand social work values and ethics, and foster an ability to uphold these standards in practice.
- Practice without discrimination in a manner that advocates social and economic justice and that empowers diverse and oppressed populations.
- Understand and appreciate social work history and its relationship to contemporary policies and services.
- Apply a generalist social work perspective to practice across systems.
- Critically examine theoretical frameworks and selectively apply these frameworks to understand human behavior and development in the contexts of individuals, families, groups, communities, and organizations.
- Understand, analyze, formulate, and influence social policy from an empowerment and strengths-based perspective.
- Critically evaluate published research, integrate evidence-based practice interventions, and evaluate their own practice interventions.
- Use communication skills differentially across client populations, colleagues, and communities, to promote collaboration and client empowerment.
- Utilize supervision and consultation appropriate to social work practice.
- Function within the structure of organizations and service delivery systems, and, when necessary, seek changes that promote collaboration and team building.

### **Concentration Year Field Outcome Objectives**

By the completion of the concentration year field of practice field practicum, the student is expected to achieve competence in their concentration field of practice through demonstration of the following concentration specific objectives. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

### **Family and Community Concentration Field Objectives**

Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within family and community practice settings by demonstrating:

- all aspects of practice are guided by the thoughtful, purposeful use of the NASW Code of Ethics at advancing levels;
- assessments and interventions are guided by empirical and evidence-based practice principles and standards;
- effective and appropriate professional use of self in all phases of practice activities,
- delivery of culturally competent and gender sensitive social work practice including appreciation and respect for diversity in relation to race, culture, religion, ethnicity, sexual orientation and differential ability;
- effective use of communication skills (written and oral) at an advanced practice level, with a variety of client populations, colleagues, team members and members of the community,

- appropriate use of technology required for professional social work practice within the agency;
- social work skills at advancing levels required for effective professional practice within the agency setting;
- leadership, collaboration and team work skills at a level expected for professional practice.

Conduct advanced family and community policy analysis and practice by demonstrating:

- sufficient knowledge and skill in assessment, planning, interventions and evaluation with attention to relationship-building, capacity-building and empowerment of individuals, families, organizations and communities;
- the ability to complete comprehensive assessments and interventions progressively and accurately reflecting the dynamics of complex practice situations;
- incorporating knowledge of how traditions, customs and beliefs influence client systems and assess how these might constitute resources and or challenges;
- critically considering how socio-structural inadequacies, oppression, discrimination, social and economic injustices impact client systems.
- the ability to analyze social policies and their impact on client systems, professional staff, and community;
- advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change.

Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research evaluation at an advanced level of collaboration in family and community practice settings by:

- demonstrating advanced ability to apply practice and program evaluation techniques to effectively evaluate, monitor, and validate practice activities with the populations served by the agency;
- demonstrating understanding of the social work profession in the community context, and its current structure and issues within the specific practice setting in order to advance social work's professional goals within the agency setting;
- critically evaluating published research and integrating evidence-based practice interventions, and evaluate their own practice interventions

Appropriately utilize and provide supervision and consultation in the delivery of advanced practice with families and communities, from a strengths perspective by demonstrating:

- advancing development of one's own leadership and team work skills in the professional social work role;
- accurate recognition and assessment of one's own learning needs and taking responsibility for promoting and evaluating ongoing professional growth;
- pro-active and effective preparation for supervisory and team meetings; evidence of effectively utilizing supervisory and team feedback to advance practice knowledge and skills.

### **Interdisciplinary Health Concentration Field Objectives**

Apply advanced knowledge, values, and skills of social work practice, leadership, collaboration, and team membership within interdisciplinary health care contexts by demonstrating:

- all aspects of practice are guided by the thoughtful and deliberate use of the NASW Code of Ethics at advancing levels,
- practice assessments and interventions are guided by evidence-based practice including peer reviewed practice standards, theoretical knowledge and empirical evidence;
- effective and appropriate professional use of self in assessment, planning, intervention, and evaluation phases of advanced practice activities;
- culturally competent and gender sensitive social work practice at an advanced level of skill development;
- effective use of communication skills (written and oral) at an advanced practice level, with a variety of client populations, colleagues, team members and members of the community,
- appropriate use of technology required for professional social work practice within the agency setting;
- social work skills at advancing levels required for effective practice within the agency setting;
- leadership, collaboration and team work skills at advancing levels for effective practice within the agency setting;

Conduct advanced health care policy analysis and practice by demonstrating:

- completion of comprehensive assessments and interventions progressively and accurately reflect complex practice situations;
- the ability to analyze social policies and their impact on client systems, professional staff, and agency settings (federal, state, local and agency-based policies);
- advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change;
- critically consider how socio-structural inadequacies, oppression, discrimination, social and economic injustices impact client systems.
- the ability to analyze social policies and their impact on client systems, professional staff, and community;
- advancing skill application in a collaborative model of community-based practice to facilitate multi-level systems change.

Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level within interdisciplinary health care contexts by:

- demonstrating advanced ability to apply practice and program evaluation techniques to effectively evaluate, monitor, and validate practice activities with the populations served by the agency;

- demonstrating understanding of the social work profession in the community context, and its current structure and issues within the specific practice setting in order to advance social work's professional goals within the agency setting;
- critically evaluating published research and integrating evidence-based practice interventions, and evaluate their own practice interventions.

Appropriately utilize and provide supervision and consultation in the delivery of advanced practice in interdisciplinary health care from a strengths perspective by demonstrating:

- advancing development of one's own leadership and team work skills in the professional social work role;
- accurate recognition and assessment of one's own learning needs and taking responsibility for promoting and evaluating ongoing professional growth;
- pro-active and effective preparation for supervisory and team meetings;
- evidence of effectively utilizing supervisory and team feedback to advance practice knowledge and skills.

## **Roles and Responsibilities**

The roles and responsibilities of the participating people and designated units of the MSW Program and agency are outlined below:

### **MSW Program Responsibilities**

- Preparation and continuation of all functions directing the placement of students in the field setting according to program standards.
- Selection of agencies and placement of students in an appropriate practicum setting.
- Monitoring of the student's practicum to ensure and maintain a sound educational experience based on student need and learning contract.
- Provision of a placement process that is functional in bringing together agencies and students for negotiating a field-learning contract.
- Provision of orientation sessions to field instructors and other opportunities for further cooperative continuing education between the Program and agencies.
- Coordination of a minimum of two meetings during the field experience between the faculty field liaison, the agency field instructor, and the student in the practicum to evaluate student progress.
- Maintain the mechanism and procedures for termination of a student's field practicum when either the student or agency is unable to fulfill the obligations of the field contract.
- Provision of joint opportunities to discuss, evaluate, and implement improvement to field education.

### **Agency Responsibilities**

- Provision of appropriate learning activities for the student including opportunities that allow for work at all levels with systems of all sizes.
- Provision of adequate space and resources for the student to comfortably engage in agency work.

- Engaging in the selection and placement process of students.
- Understanding and participating in the educational and evaluation process of the student.
- Provision of a qualified field instructor for each student assigned to the agency.
- Providing an atmosphere of cooperative learning that allows for other agency personnel to become involved in the educational process.
- Creation of a creative learning environment that is both challenging and rewarding to student and field instructor.
- Completion of all college affiliation and agency agreements and related documents.

### **Director of Field Education Role and Responsibilities**

The Director of Field Education is responsible for the administration of the Field Practicum. The Director of Field Education works in a collaborative manner with community agencies to ensure planned cooperation and coordination between the program and the agencies it selects for the placement of students.

- Administer the Field Education component of the MSW Program in consultation with the MSW Program Director including but not limited to student placement in field practicum settings.
- Provide information to various constituents regarding accreditation related issues pertaining to Field Education.
- Contract with agencies and organizations to establish field education sites.
- Explicate and represent field policies and procedures required for the practicum process.
- Provide annual student field instruction orientation and annual field instructor orientation covering curriculum and other Program changes and relevant field instructor trainings.
- Compile and maintain current information on agency affiliations.
- Maintain and distribute an updated *Field Education Manual* to appropriate parties.
- Collaborate and meet on an as needed basis, with faculty liaisons/seminar instructors.
- Provide oversight of the Program and policies process for field education awards.
- Serve as the negotiating office for resolution of agency field instructor issues and field education related conflicts not successfully resolved by the faculty liaison.
- Monitor all field practicum sites, including student and faculty liaison evaluations and feedback.
- Provide leadership for MSW Program field instruction committees, sub- committees, and other appropriate groups.

### **Field Instructor Responsibilities**

- Participate in the student practicum interview and assignment process.
- Participate in the orientation process of the student to establish the framework for agency work.
- Provide guidance and feedback to the student as the student writes her or his field learning contact identifying the tasks and responsibilities of the student in the agency.
- Develop and create foundation or concentration year experiences that enable the student to learn and practice social work skills.

- Provide regular weekly formal supervision of the student for monitoring student learning and service engagement as well as plans for monitoring student's performance and progress toward stated learning objectives.
- Select work load and responsibilities for the student so that they are attuned to the setting, taking into consideration the student's capacity, interests, past experiences, learning style, life patterns, and goals of the Program.
- Attend required workshop/seminars/field practicum training events sponsored by the Program.
- Assist the student in the integration of classroom learning into the field experience.
- Provide joint management of student time and monitoring of field practicum requirements.
- Participate in student conferences with the faculty liaison, student and field education director as necessary.
- Maintain on-going contact with the faculty liaison to identify any issues of concern with the student or placement.
- Participate in the evaluation process as established by the Program and complete the end of semester evaluations of the student.

***Task Supervisor assignment by some agencies to complement Field Instructor***

In addition to being assigned a licensed social worker as field instructor, some agencies also assign the student a task supervisor. The task supervisor provides the student with day-to-day supervision. A task supervisor may have a Master's Degree in another discipline. The task supervisor may give input to the evaluation, but the responsibility of evaluating student performance rests with the field instructor.

**Faculty Liaison Responsibilities**

- Provide explanation of field practicum policies and expectations of the school and agency relationship as questions arise during the course of liaison with the student and agency (in consultation with the Director of Field Education).
- Provide mediation of issues/conflicts between the agency field instructor and the student or the Program.
- Monitor student progress toward accomplishment of learning objectives for the field practicum.
- Maintain consistent contact with the field instructor and student through visits to the agency a minimum of two times during the year and phone contacts as necessary.
- Provide classroom opportunities for integration of course material and field experience.
- Ensure completion of all requirements for the student/agency contracts and evaluation procedures.
- Evaluate student progress in the agency through the field seminar experience.
- Encourage and assist the field instructor in creation of challenging and rewarding experiences for agency-based learning.
- Complete agency liaison summary reports and submit summary report with evaluation forms, along with student time sheets to the Director of Field Education.
- Participate in the semester evaluation process and recording of the final grade for the practicum experience.
- Maintain regular contact as needed with the Director of Field Education

### **Student Responsibilities**

- Prepare self for an agency-based professional social work educational experience integrating course material, life experiences, and skill development.
- Complete all field instruction paper work in a timely fashion and work collaboratively with the GRC MSW field office to assist in the process of field practicum assignment.
- Review, sign and submit the Social Work Field Practicum Student Training Agreement to the Director of Field Education prior to beginning field practicum.
- Complete all requirements for agency placement.
- Understand the operational procedures, structure, and functions of the agency.
- Act responsibly in all activities undertaken in the agency maintaining confidentiality and ethical practice standards.
- Act in a professional manner as a representative of the agency to the wider community.
- Adhere to the NASW Social Work Code of Ethics
- Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience, including, but not limited to, developing and updating the field practicum learning contract.
- Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
- Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
- Maintain a schedule for attendance and prompt notification of any absences.
- Maintain field practicum time sheet including obtaining field instructor's weekly review and signature and submission of time sheet to faculty liaison upon request during the semester and at the end of each semester.
- Be open to critical analysis and feedback of performance behaviors and integration of learning.
- Complete the required evaluation forms within required timeframes.
- Actively participate in the field evaluation process of student learning

All GRC MSW field policies and processes are available in the GRC MSW Field Manual. The Field Manual is available online at <http://www.brockport.edu/grcmsw/about/field.html>



**Appendix E:**  
***Nazareth College of Rochester Policies***

**A. Non-Discrimination Policy**

It is the policy of Nazareth College not to discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, marital or veteran status, or disability in the admission of students to the College; in any of the rights, privileges, programs, and activities generally accorded or made available to students at the College; in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other programs administered by the College; or in the employment practices of the College.

**B. Sexual Harassment Policy**

It is the policy of Nazareth College, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when the behavior falls within the following definition: Sexual harassment of employees and students at Nazareth College is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or
2. Submission to or rejection of such conduct is used as the basis for employment or other decisions affecting that individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment.

**C. Other Discriminatory Harassment**

Harassment or intimidation of another person, limiting another person's right to equal opportunity or otherwise denying another person equal treatment because of his or her race, color, religion, sex, sexual orientation, national or ethnic origin, age, marital or veteran status, or disability is prohibited.

**D. Statement on Respect and Diversity**

We, the Nazareth community, embrace both respect for the person and freedom of speech. The College promotes civility and denounces acts of hatred and intolerance. The free exchange of ideas is possible only when concepts, values and viewpoints can be expressed and challenged in a manner that is neither threatening nor demeaning. It is the policy of Nazareth College, in keeping with its efforts to foster a community in which the diversity of all members is respected, not to discriminate on the basis of race, religion, color, sexual orientation, national or ethnic origin, sex, age, marital or veteran status, or disability. Respect for the dignity of all peoples is an essential part of the college's tradition and mission and its vision of the future.

*Nazareth College Graduate Catalog 2000-2001, p. 5.*

## **Appendix F**

### **SUNY College at Brockport Non-Discrimination Policies**

#### **A. Affirmative Action Compliance Statement**

The State University of New York College at Brockport does not discriminate on the basis of race/ethnicity/color, gender, sexual orientation, religion national origin, age, disability, marital status, or status as a Vietnam-era or disabled veteran, in admission, employment, and treatment of students and employees. It is, therefore, the policy of The College at Brockport to provide an academic and work environment free of discriminatory intimidation.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex (gender).

Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended.

Since sexual harassment is generally recognized as a form of sexual discrimination, employees or students who feel they have been harassed can file a complaint under the University's Grievance Procedures for Review of Allegations of Discrimination.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) provide that no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The ADA estimates that there are 43 million Americans who have a disability. A "disability" is defined as a physical or mental impairment that substantially limits one or more major life activities, a record of having such an impairment that substantially limits one or more major life activities, a record of having such an impairment, or being regarded as having one. "Disability" covers a wide range of conditions and includes mobility, vision, hearing, or speech impairments, learning disabilities, chronic health conditions, emotional illnesses, AIDS, HIV positive, and a history of drug addiction or alcoholism.

Accessibility for people with disabilities is often viewed solely as architectural or physical access. The ADA, however, goes beyond this concept to require that all of our services, programs, and activities be accessible. To ensure compliance, The College at Brockport has designated a coordinator for ADA compliance. The coordinator can be contacted directly to discuss the provision of reasonable accommodations. It is important to note that all inquiries will be held in the strictest of confidence. For additional information, please contact the coordinator's office at (585)395-5409.

#### **Section 224-A of the Education Law of the State of New York**

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that she is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he/she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after 4:00 p.m. or Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the students for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his/her availing him- or her-self of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which said institution of higher education is located for the enforcement of his/her rights under this section.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the board of trustees of the State University of New York or of the board of higher education of the City of New York or any community college. The College is in compliance with these policies. All questions concerning these policies and allegations of noncompliance should be directed to: Affirmative Action Officer, SUNY College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2929. Telephone: (585)395-2109.

**B. SUNY College at Brockport's**  
*A Better Community Statement*

**As members of the State University of New York College at Brockport, we choose to be**

**a part of an academic community that is dedicated to principles that foster integrity, civility and justice.**

**As citizens of a broad and pluralist society, we encourage those of all cultures, orientations and backgrounds to educate, understand and respect one another in a safe environment.**

- We respect the dignity of all persons and assume the best about the.
- We challenge and reject all forms of bigotry while striving to learn from each other's differences.
- We celebrate our differences while appreciating our similarities.
- We value an inclusive environment that is accepting of each other's cultural, physical, cognitive, social and professional differences.
- We respect the rights of each and every member of the community, regardless of race, ethnicity, national origin, religion, age, gender, sexual orientation, medical condition, disability or socioeconomic status.
- We realize that our common interests exceed our individual differences.

**As members of this College community, we strive for academic and personal excellence that will enable us to achieve lives of productive work, personal enrichment and useful citizenship in an increasingly interdependent world.**

- We invite the exploration of new ideas that can stretch us beyond artificial barriers that are academic, political or social.
- We affirm that the well-being of our individual units, groups, organizations or disciplines cannot be separated from the overall College community.
- We, as members of smaller groups on campus, respect and affirm the transcendent values and principles of the overall College community.
- We uphold the right of each individual to pursue his or her intellectual, educational, professional and personal goals in a fair and encouraging environment.

**As individuals who work, study or live in this College community, we affirm our rights to freedom of expression and association, and the belief that they must be exercised responsibly.**

- We value the right to due process which includes concepts of fairness, notice, opportunity to be heard, and timely and objective review of determinations.
- We acknowledge that free speech, debate and discourse are necessary to achieve an examined life.
- We acknowledge that the essence of academic freedom is the free and open expression and exchange of ideas, even when controversial or unconventional.
- We affirm that the dignity of our Brockport community is protected when free speech, academic freedom and individual rights are expressed only with responsible and careful regard for the feelings and sensitivities of others.

**The spirit of building a better community is best served when the ideals of integrity, civility and justice are expressed and debated with tolerance and good will.**

*The College at Brockport 2001-2003 Graduate Studies pp. 193-194 & 199-200.*

## Appendix G

### NASW CODE OF ETHICS

#### *Preamble*

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

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

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

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

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

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

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

The NASW Code of Ethics serves six purposes:

The Code identifies core values on which social work's mission is based.

1. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
2. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

3. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

### ***Ethical Principles***

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

#### ***Service***

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

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

#### ***Social Justice***

Ethical Principle: Social workers challenge social injustice.

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

#### ***Dignity and Worth of the Person***

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

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

clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

### ***Importance of Human Relationships***

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

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

### ***Integrity***

Ethical Principle: Social workers behave in a trustworthy manner.

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

### ***Competence***

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

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

## **Ethical Standards**

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

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

## **1.0 Social Workers' Ethical Responsibilities to Clients**

### ***1.01 Commitment to Clients***

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

### ***1.02 Self-Determination***

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

### ***1.03 Informed Consent***

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

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

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

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

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

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

#### ***1.04 Competence***

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

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

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

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

Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

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

#### ***1.06 Conflicts of Interest***

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

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

Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances

when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

### ***1.07 Privacy and Confidentiality***

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

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

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

Social workers should inform clients, to the extent possible, about the disclosure-of confidential information-and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information.

Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

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

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

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

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

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

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

### ***1.08 Access to Records***

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

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

### ***1.09 Sexual Relationships***

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

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

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

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

### ***1.10 Physical Contact***

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

### ***1.11 Sexual Harassment***

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

### ***1.12 Derogatory Language***

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

### ***1.13 Payment for Services***

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

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

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

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

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

### ***1.15 Interruption of Services***

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

### ***1.16 Termination of Services***

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

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

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

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

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

Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2.0 Social Workers' Ethical Responsibilities to Colleagues**

### ***2.01 Respect***

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

Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to indi-

viduals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

### ***2.02 Confidentiality***

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

### ***2.03 Interdisciplinary Collaboration***

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

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

### ***2.04 Disputes Involving Colleagues***

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

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

### ***2.05 Consultation***

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

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

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

### ***2.06 Referral for Services***

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

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

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

### ***2.07 Sexual Relationships***

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

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

### ***2.08 Sexual Harassment***

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

### ***2.09 Impairment of Colleagues***

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

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

### ***2.10 Incompetence of Colleagues***

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

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

### **2.11 *Unethical Conduct of Colleagues***

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

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

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

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

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

## **3.0 Social Workers' Ethical Responsibilities in Practice Settings**

### **3.1 *Supervision and Consultation***

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

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

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

Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

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

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

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

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

### ***3.03 Performance Evaluation***

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

### ***3.04 Client Records***

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

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

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

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

### ***3.05 Billing***

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

### ***3.06 Client Transfer***

When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship

with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

### ***3.07 Administration***

Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs. Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

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

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

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

### ***3.09 Commitments to Employers***

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

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

## **4.0 Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

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

Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

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

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

#### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

## **5.0 Social Workers' Ethical Responsibilities to the Social Work Profession**

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

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

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

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

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

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

### ***5.02 Evaluation and Research***

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

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

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

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

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

When evaluation or research participants are incapable of informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or aphid value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

## **6.0 Social Workers' Ethical Responsibilities to the Broader Society**

### ***6.01 Social Welfare***

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

### ***6.02 Public Participation***

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

### ***6.03 Public Emergencies***

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

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

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

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

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

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

## Appendix H

### Education Law

Citation: New York State Education Department, Office of Professions. Retrieved August 17, 2006 from <http://www.op.nysed.gov/article154.htm>

#### Article 154, Social Work

Effective September 1, 2004, including revisions from Chapter amendment 8-05-04

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[§ 7700. Introduction.](#) | [§ 7701. Definitions.](#) | [§ 7702. Authorized practice and the use of the titles "licensed master social worker" and "licensed clinical social worker".](#) | [§ 7703. State board for social work.](#) | [§ 7704. Requirements for a license.](#) | [§ 7705. Limited permits.](#) | [§ 7706. Exempt persons.](#) | [§ 7707. Special provisions.](#) | [§ 7708. Boundaries of professional practice.](#) | [§ 7709. Hospital privileges.](#) | [Note: Sunset provision for individuals employed by certain programs](#)

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#### **§ 7700. Introduction.**

This article applies to the profession and practice of social work, the practice of licensed master social work and the practice of clinical social work, and to the use of the titles "licensed master social worker", and "licensed clinical social worker". The general provisions for all professions contained in article one hundred thirty of this title apply to this article.

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#### **§ 7701. Definitions.**

1. Practice of licensed master social work.
  - a. The practice of licensed master social work shall mean the professional application of social work theory, principles, and the methods to prevent, assess, evaluate, formulate and implement a plan of action based on client needs and strengths, and intervene to address mental, social, emotional, behavioral, developmental, and addictive disorders, conditions and disabilities, and of the psychosocial aspects of illness and injury experienced by individuals, couples, families, groups, communities, organizations, and society.
  - b. Licensed master social workers engage in the administration of tests and measures of psychosocial functioning, social work advocacy, case management, counseling, consultation, research, administration and management, and teaching.
  - c. Licensed master social workers provide all forms of supervision other than supervision of the practice of licensed clinical social work as defined in subdivision two of this section.
  - d. Licensed master social workers practice licensed clinical social work in facility settings or other supervised settings approved by the department under supervision in accordance with the commissioner's regulations.
2. Practice of clinical social work.

- a. The practice of clinical social work encompasses the scope of practice of licensed master social work and, in addition, includes the diagnosis of mental, emotional, behavioral, addictive and developmental disorders and disabilities and of the psychosocial aspects of illness, injury, disability and impairment undertaken within a psychosocial framework; administration and interpretation of tests and measures of psychosocial functioning; development and implementation of appropriate assessment-based treatment plans; and the provision of crisis oriented psychotherapy and brief, short-term and long-term psychotherapy and psychotherapeutic treatment to individuals, couples, families and groups, habilitation, psychoanalysis and behavior therapy; all undertaken for the purpose of preventing, assessing, treating, ameliorating and resolving psychosocial dysfunction with the goal of maintaining and enhancing the mental, emotional, behavioral, and social functioning and well-being of individuals, couples, families, small groups, organizations, communities and society.
- b. Diagnosis in the context of licensed clinical social work practice is the process of distinguishing, beyond general social work assessment, between similar mental, emotional, behavioral, developmental and addictive disorders, impairments and disabilities within a psychosocial framework on the basis of their similar and unique characteristics consistent with accepted classification systems.
- c. Psychotherapy in the context of licensed clinical social work practice is the use of verbal methods in interpersonal relationships with the intent of assisting a person or persons to modify attitudes and behavior which are intellectually, socially, or emotionally maladaptive.
- d. Development of assessment-based treatment plans in the context of licensed clinical social work practice refers to the development of an integrated plan of prioritized interventions, that is based on the diagnosis and psychosocial assessment of the client, to address mental, emotional, behavioral, developmental and addictive disorders, impairments and disabilities, reactions to illnesses, injuries, disabilities and impairments, and social problems.

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**§ 7702. Authorized practice and the use of the titles "licensed master social worker" and "licensed clinical social worker".**

1. In addition to the licensed social work services included in subdivisions one and two of section seventy-seven hundred one of this article, licensed master social workers and licensed clinical social workers may perform the following social work functions that do not require a license under this article, including but not limited to:
  - a. Serve as a community organizer, planner, or administrator for social service programs in any setting.
  - b. Provide supervision and/or consultation to individuals, groups, institutions and agencies.
  - c. Serve as a faculty member or instructor in an educational setting.
  - d. Plan and/or conduct research projects and program evaluation studies.
  - e. Maintain familiarity with both professional and self-help systems in the

- community in order to assist the client in those services when necessary.
- f. Assist individuals or groups with difficult day to day problems such as finding employment, locating sources of assistance, organizing community groups to work on a specific problem.
  - g. Consult with other agencies on problems and cases served in common and coordinating services among agencies or providing case management.
  - h. Conduct data gathering on social problems.
  - i. Serve as an advocate for those clients or groups of clients whose needs are not being met by available programs or by a specific agency.
  - j. Assess, evaluate and formulate a plan of action based on client need.
  - k. Provide training to community groups, agencies, and other professionals.
  - l. Provide administrative supervision.
2. Practice of "licensed master social work" and use of the title "licensed master social worker" and designation "LMSW".
    - a. Only a person licensed or exempt under this article shall practice "licensed master social work" as defined in subdivision one of section seventy-seven hundred one of this article.
    - b. Only a person licensed pursuant to subdivision one of section seventy-seven hundred four of this article shall use the title "licensed master social worker" or the designation "LMSW".
  3. Practice of "licensed clinical social work" and use of the title "licensed clinical social worker" and designation "LCSW".
    - a. Only a person licensed or exempt under this article shall practice "licensed clinical social work" as defined in subdivision two of section seventy-seven hundred one of this article.
    - b. Only a person licensed pursuant to subdivision two of section seventy-seven hundred four of this article shall use the title "licensed clinical social worker" or the designation "LCSW".

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**§7703. State board for social work.**

A state board for social work shall be appointed by the board of regents on recommendation of the commissioner for the purpose of assisting the board of regents and the department on matters of professional licensing, practice and conduct in accordance with section sixty-five hundred eight of this title. The board shall be composed of not less than twelve members, of which five shall be licensed clinical social workers, five shall be licensed master social workers and two members of the public. Members of the first board need not be licensed prior to their appointment to the board. The terms of the first appointed members shall be staggered so that four are

appointed for three years, four are appointed for four years, and four are appointed for five years. An executive secretary to the board shall be appointed by the board of regents on recommendation of the commissioner and shall be licensed pursuant to this article.

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**§ 7704. Requirements for a license.**

1. To qualify for a license as a "licensed master social worker" an applicant shall fulfill the following requirements:
  - a. Application: file an application with the department;
  - b. Education: have received an education, including a master's of social work degree from a program registered by the department, or determined by the department to be the substantial equivalent, in accordance with the commissioner's regulations;
  - c. Experience: meet no requirement as to experience;
  - d. Examination: pass an examination satisfactory to the board and in accordance with the commissioner's regulations;
  - e. Age: be at least twenty-one years of age;
  - f. Character: be of good moral character as determined by the department; and
  - g. Fees: pay a fee of one hundred fifteen dollars to the department for an initial license, and a fee of one hundred fifty-five dollars for each triennial registration period.
2. To qualify for a license as a "licensed clinical social worker", an applicant shall fulfill the following requirements:
  - a. Application: file an application with the department;
  - b. Education: have received an education, including a master's of social work degree from a program registered by the department, or determined by the department to be the substantial equivalent, that includes completion of a core curriculum which includes at least twelve credit hours of clinical courses,, in accordance with the commissioner's regulations; a person who has received a master's, or equivalent degree in social work, during which they did not complete a core curriculum which includes clinical courses, may satisfy this requirement by completing equivalent post-graduate clinical coursework, in accordance with the commissioner's regulations;
  - c. Experience: have at least three years full-time supervised post-graduate clinical social work experience in diagnosis, psychotherapy, and assessment-based treatment plans,, or its part-time equivalent, obtained over a continuous period not to exceed six years, under the supervision, satisfactory to the department, of a psychiatrist, a licensed psychologist, or a licensed clinical social worker in a facility setting or other supervised settings approved by the department;
  - d. Examination: pass an examination satisfactory to the board and in accordance with the commissioner's regulations;
  - e. Age: be at least twenty-one years of age;

- f. Character: be of good moral character as determined by the department; and
- g. Fees: pay a fee of one hundred fifteen dollars to the department for an initial license and a fee of one hundred fifty-five dollars for each triennial registration period.

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**§ 7705. Limited permits.**

1. On recommendation of the board, the department may issue a limited permit to practice licensed clinical social work and use the title licensed clinical social worker, or to practice licensed master social work and use the title licensed master social worker to an applicant who has met all requirements for licensure as a licensed master social worker or a licensed clinical social worker except those relating to the examination and provided that the individual is under the general supervision of a licensed master social worker or a licensed clinical social worker, as determined by the department. This limited permit shall be valid for a period of not more than twelve months.
2. The fee for each limited permit shall be seventy dollars.

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**§7706. Exempt persons.**

Nothing contained in this article shall be construed to:

1. Apply to the practice, conduct, activities, services or use of any title by any person licensed or otherwise authorized to practice medicine within the state pursuant to article one hundred thirty-one of this title or by any person registered to perform services as a physician assistant within the state pursuant to article one hundred thirty-one-B of this title or by any person licensed or otherwise authorized to practice psychology within this state pursuant to article one hundred fifty-three of this title or by any person licensed or otherwise authorized to practice nursing as a registered professional nurse or nurse practitioner within this state pursuant to article one hundred thirty-nine of this title or by any person licensed or otherwise authorized to practice occupational therapy within this state pursuant to article one hundred fifty-six of this title or by any person licensed or otherwise authorized to practice mental health counseling, marriage and family therapy, creative arts therapy, or psychoanalysis within the state pursuant to article one hundred sixty-three of this title; provided, however, that no physician, physician assistant, registered professional nurse, nurse practitioner, psychologist, occupational therapist, licensed mental health counselor, licensed marriage and family therapist, licensed creative arts therapist, or licensed psychoanalyst may use the titles "licensed clinical social worker" or "licensed master social worker", unless licensed under this article.
2. Prevent or prohibit an individual possessing a baccalaureate of social work degree or its equivalent from the performance of activities and services within the scope of practice of licensed master social work as defined in paragraphs (a) and (b) of subdivision one of section seventy-seven hundred one of this article under supervision by a licensed master social worker, a licensed clinical social worker or in accordance with the commissioner's

regulations.

3. Prevent or prohibit a licensed master social worker from the performance of activities and services within the scope of practice of licensed clinical social work as defined in subdivision two of section seventy-seven hundred one of this article in a facility setting and under supervision in accordance with the commissioner's regulations.
4. Prevent or prohibit the performance of activities and services within the scope of practice of licensed master social work as defined in subdivision one of section seventy-seven hundred one of this article by individuals, churches, schools, teachers, organizations, or not-for-profit businesses which are providing instruction, advice, support, encouragement or information to individuals, families and relational groups.
5. Prevent or prohibit the performance of activities and services within the scope of practice of licensed master social work or licensed clinical social work as defined in section seventy-seven hundred one of this article by the following:
  - a. any individual who is credentialed under any law, including attorneys, rape crisis counselors, credentialed alcoholism and substance abuse counselors whose scope of practice includes the practices defined in section seventy-seven hundred one of this article from performing or claiming to perform work authorized by applicable provisions of this chapter and the mental hygiene law;
  - b. provision of pastoral counseling services by any member of the clergy or christian science practitioner, from providing pastoral counselling services within the context of his or her ministerial charge or obligation;
  - c. students who are enrolled in a baccalaureate of social work or professional graduate level social work program of study, and which are required to perform as part of the field work component of that program, services provided under the supervision of a field work supervisor approved by the program;
  - d. on the part of a student or trainee who is enrolled in an institution or program registered by the department or accredited by an accrediting organization acceptable to the department to provide training in a discipline or profession, other than social work or clinical social work, that is licensed pursuant to this title, where such activities and services are authorized within the definition of the scope of practice of the profession, or discipline in which he or she is being trained as set forth in the education law or the commissioner's regulations, provided that such services are performed under the regular and ongoing supervision of a licensee in the profession or discipline in which he or she is being trained who assumes professional responsibility for the services performed under his or her supervision and that such activities and the provision of such services are a formal part of the professional training program in which he or she is enrolled;
  - e. any federal, state, county or municipal employee performing clinical social work services upon the effective date of this section for the period during which they maintain such employment with such governmental unit within the context of such employment and shall be limited to the services provided upon such effective date; and
  - f. any employee performing clinical social work services on the effective date of this section for the period during which they maintain such employment with such entity within the context of such employment, and shall be limited to the services

provided prior to such effective date.

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**§ 7707. Special provisions.**

1. Any person who is licensed as a certified social worker on the effective date of this article shall be licensed as a licensed master social worker without meeting any additional requirements.
2. Any person who possesses a master's of social work degree on the effective date of this section, who has five years of post-graduate social work employment and meets the requirements for a license pursuant to this article, except for examination, and who files with the department within one year of the effective date of this section shall be licensed as a licensed master social worker.
3. Any person who is licensed as a certified social worker on the effective date of this section and who has been authorized pursuant to section three thousand two hundred twenty-one or section four thousand three hundred three of the insurance law shall be licensed as a licensed clinical social worker without meeting any additional requirements.
4. Any person who is licensed as a certified social worker on the effective date of this section, but who has not received authorization pursuant to section three thousand two hundred twenty-one or four thousand three hundred three of the insurance law, who files with the department within one year of the effective date of this section an application pursuant to subdivision two of section seventy-seven hundred four of this article, who demonstrates to the satisfaction of the department that they meet the experience requirements for authorization pursuant to section three thousand two hundred twenty-one or four thousand three hundred three of the insurance law, shall be licensed as a licensed clinical social worker without meeting any further requirements.
5. Licensed master social workers and licensed clinical social workers may use accepted classifications of signs, symptoms, dysfunctions and disorders, including, but not limited to, classifications used in the practice setting for the purpose of providing mental health services.

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**§ 7708. Boundaries of professional practice.**

Any individual whose license or authority to practice derives from the provisions of this article shall be prohibited from:

1. Prescribing or administering drugs as defined in this chapter or as a treatment, therapy, or professional service in the practice of his or her profession; or
2. Using invasive procedures as a treatment, therapy, or professional service in the practice of his or her profession. For purposes of this subdivision, "invasive procedure" means any procedure in which human tissue is cut, altered, or otherwise infiltrated by mechanical or other means. Invasive procedure includes surgery, lasers, ionizing

radiation, therapeutic ultrasound, or electroconvulsive therapy.

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**§ 7709. Hospital privileges.**

Nothing herein contained shall be deemed to authorize, grant, or extend hospital privileges to individuals licensed under this article.

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**Note: Sunset provision for individuals employed by certain programs**

Section 9 of chapter 420 of the Laws of 2002, as amended by section 1 of chapter 433 of the Laws of 2004, provides:

“Nothing in this act shall prohibit or limit the activities or services on the part of any person in the employ of a program or service operated, regulated, funded, or approved by the department of mental hygiene or the office of children and family services, or a local government unit as that term is defined in article 41 of the mental hygiene law or a social services district as defined in section 61 of the social services law, provided, however, this section shall not authorize the use of any title authorized pursuant to article 154 of the education law, except as otherwise provided by such articles, except that this section shall be deemed repealed on January 1, 2010.”

## **Appendix I**

### **NYS Education Department and State Board for Social Work Practice Standards for Licensed Master Social Workers and Licensed Clinical Social Workers**

#### **Practice Guidelines**

Citation: New York State Education Department, Office of Professions Practice Guidelines.  
Retrieved August 17, 2006 from <http://www.op.nysed.gov/swguidesintro.htm>

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#### **Introduction**

The State Education Department and the State Board for Social Work have produced these practice guidelines to provide useful information on good and recommended practices in the profession of social work. While this information is not a substitute for an understanding of the law, rules and regulations governing the practice of social work in New York State (see other parts of this site), it is a useful supplement that reflects common professional practice issues and concerns. These practice guidelines can help Licensed Master Social Workers and Licensed Clinical Social Workers to better understand what might lead to professional practice complaints and to take steps to eliminate or minimize those situations.

These practice guidelines reflect the collective experience of the members of the State Board for Social Work along with input from a variety of sources, including social work organizations and practitioners, social work educators, Office of the Profession's staff, and other State Boards for the Professions.

Practice guidelines provide licensees with general guidance to promote good practice and prevent instances of professional misconduct.<sup>1</sup> They can also benefit licensees and consumers by broadening their understanding of the law, rules and regulations that define professional practice, including professional misconduct and unprofessional conduct.

Practice guidelines do not have the force of law. While the guidelines may be a resource in understanding good professional conduct in relation to the professional discipline process, they may not be used as the basis for a charge of or a defense against a charge of professional misconduct<sup>1</sup>. A licensee can only be charged with professional misconduct if there is a violation of the Education Law or Regents Rules. Determinations of which complaints lead to professional misconduct charges are made on a case-by-case basis in accordance with Section 6510 of the Education Law.

For a full understanding of the application of practice guidelines, please review the memorandum regarding the purpose and use of practice guidelines contained at the end of this packet.

Relevant [sections of Education Law are available](#) on this site. [Part 29 of the Rules of the Board of Regents on Unprofessional Conduct](#) is also available. You may access all New York State Law, such as Public Health Law, Civil Practice Law and Rule, and Insurance Law at <http://leginfo.state.ny.us>.

We hope you find these Practice Guidelines useful. If in doubt about the appropriateness of specific practices, you should consult the actual laws, rules or regulations. You may also request a printed copy of these Guidelines. You may direct any questions and comments to David Hamilton, Executive Secretary for the State Board for Social Work, at (518) 474-3817 ext. 450, by e-mail at [SWBD@mail.nysed.gov](mailto:SWBD@mail.nysed.gov), or by fax to (518) 486-2981.

### **Practice Guidelines**

Law, rules and regulations, not Guidelines, specify the requirements for practice and violating them constitutes professional misconduct. Not adhering to this Guideline may be interpreted as professional misconduct only if the conduct also violates pertinent law, rules and regulations, some citations of which are listed at the end of this Guideline.

#### **1. Defining the Terms for Providing Professional Services**

##### **1.1**

Be sure that you practice within your authorized scope of practice, as either a Licensed Master Social Worker (LMSW) or the Licensed Clinical Social Worker (LCSW). It is your responsibility to understand the laws and regulations that define practice as an LMSW or as an LCSW, including any requirements for supervision.

##### **1.2**

At the outset of service:

- a. Provide the client with information on what services you/your agency can provide to clients and what is required of clients receiving these services;
- b. Involve the client in the mutual development and implementation of any treatment program or other service plan to the fullest extent of his/her abilities; and
- c. Provide the client with a statement, preferably in writing, regarding all fees and relevant business procedures. This includes, but is not limited to, billing and payment procedures, including use of collection agencies, handling of insurance reimbursement, requirements for canceling appointments, charges for missed appointments, billing for collateral contacts and court room time, and the client's right to access his/her records within the law.

### 1.3

If appropriate, be sure you understand how to bill insurance companies and other third-party payers in accordance with New York State law, rules and regulations.

### 1.4

If a client stops using your services against your advice and you believe this places the client at risk, develop a clear plan, preferably in writing, for re-engaging the client. The plan should be placed in the client's record and should note why you believe the termination is inappropriate, any alternative services that are available to the client, and the mechanisms for re-entry into your or your agency's care.

### 1.5

If you leave an agency and/or practice, provide reasonable advance notice in writing and a clear and written plan to clients for the continuation of care. Such documents should be placed in the client's record.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(9) - unprofessional conduct

[Education Law](#), section 6509-a - fee splitting

[Education Law](#), section 7701(1) - practice of licensed master social work

[Education Law](#), section 7701(2) - practice of licensed clinical social work

[Civil Practice Laws and Rules](#), section 4508 - privileged communication

[Regents Rules](#), part 29.1(b)(2) - exercising undue influence

[Regents Rules](#), part 29.1(b)(3) - referral fees

[Regents Rules](#), part 29.1(b)(4) - fee splitting

[Regents Rules](#), part 29.1(b)(7) - failing to release requested records

[Regents Rules](#), part 29.1(b)(11) - patient/client authorization of services

[Regents Rules](#), part 29.1(b)(12) - advertising not in the public interest

[Regents Rules](#), part 29.2(a)(1) - abandoning a patient/client

[Regents Rules](#), part 29.2(b) - failing to provide access to records as required by Public Health Law, section 18

## 2. Maintaining Confidentiality

### 2.1

Clearly advise clients at the outset of service, preferably in writing, of the nature of the confidentiality privilege and of the relevant exclusions, such as reporting suspicion of neglect or abuse of children, or reporting probable danger to self or others.

### 2.2

Clarify with clients how confidential information will be managed within a professional agency or organization, within supervisory or consultative relationships, and with colleagues who may provide coverage in your absence.

### 2.3

When seeing legally dependent clients (e.g., minors) or more than one client together (e.g., family or group services), clarify the ways in which individual confidences will be managed.

### 2.4

Before sharing personally identifiable facts, data, or similar information with others (e.g., family members, third party payers, other agencies), secure the informed consent of the client, preferably in writing, except as otherwise authorized or required by law.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(9) - unprofessional conduct

[Civil Practice Laws and Rules](#), section 4508 - privileged communication

[Regents Rules](#), part 29.1(b)(7) - failing to release requested records

[Regents Rules](#), part 29.1(b)(8) - revealing information without patient/client consent

## 3. Documenting the Provision of Services

### 3.1

Maintain written records related to all substantive contact with clients, including:

- a. Reason for initial contact, preliminary assessment, and subsequent disposition.
- b. Comprehensive psychosocial assessment of problem, including, if appropriate, clinical diagnosis and reasons to support that diagnosis.
- c. Initial plan for service, including specific goals and the interventions related to each goal.
- d. Dates of service and issues of significance discussed during each contact with client, including specific actions to be taken related to those issues, if relevant.
- e. Discharge summary, including specific notation of any plans for future treatment and/or referral or circumstances under which a client stops using services against your advice (see [Guideline 1.3](#)) or because you are leaving the agency and/or practice (see [Guideline 1.4](#)).
- f. Specific steps taken at any time during the course of service to assess and treat issues of potential danger to the client and/or others, e.g., suicide or homicide.
- g. Any consultations with other professionals, including reason for consult and outcome, and client's authorization to release information.

### 3.1

Maintain all paper and electronic client records in a secure area accessible only to authorized persons and in a manner that lends itself to substantiating the records to be trustworthy and unalterable.

### 3.1

Be aware of retention requirements for client records, including the period required by law, and plan to retain longer when deemed appropriate.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(9) - unprofessional conduct

[Public Health Law](#), section 18 - access to records

[Regents Rules](#), part 29.2(a)(3) - failing to keep records

## 4. Maintaining Appropriate Professional Boundaries

### 4.1

It is your responsibility, not your client's, to maintain appropriate boundaries in your professional relationship. If a complaint is filed, it will be your responsibility to demonstrate that a client has not been exploited or coerced, intentionally or unintentionally.

### 4.2

Be especially vigilant regarding any conduct that could impair your objectivity and professional judgment in serving your client, and any conduct that carries the risk and/or the appearance of exploitation or potential harm to your client.

### 4.3

Recognize and avoid the dangers of dual relationships when relating to clients in more than one context, whether professional, social, educational, or commercial. Dual relationships can occur simultaneously or consecutively. Dual relationships include, but are not limited to:

- a. accepting as a client anyone with whom you have had a prior sexual relationship;
- b. forming a sexual relationship with a current client or someone who has been your client;
- c. treating clients to whom you are related by blood or legal ties;
- d. bartering with clients for the provision of services; and
- e. entering into financial relationships with clients other than their paying for your social work services.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(9) - unprofessional conduct

[Regents Rules](#), part 29.1(b)(2) - exercising undue influence

[Regents Rules](#), part 29.1(b)(5) - moral unfitness to practice

[Regents Rules](#), part 29.2(a)(2) - patient/client harassment, abuse, intimidation

## **5.Using and Providing Supervision**

### **Using Supervision**

#### **5.1**

Social workers in the first three years of professional practice should acquire frequent and regular individual supervision focused primarily on improving skills and knowledge in client care and professional development. You should seek supervision from a more experienced social worker in the same area of practice or, when that is not possible, from a licensed professional with experience in that area of practice.

#### **5.2**

You should seek consultation with experienced colleagues throughout your career, particularly whenever you are only minimally qualified in a specific practice modality or when you believe a client could benefit from a collaborative approach to service.

#### **5.3**

If you are a Licensed Master Social Worker providing clinical social work services under supervision, whether or not you intend to seek licensure as a Licensed Clinical Social Worker or the insurance privilege, you should ensure that your supervisor is qualified and the frequency and duration of the supervision meets the requirements in law.

### **Providing Supervision**

#### **5.4**

Your supervisory relationships are a form of social work practice and should be governed by the same guidelines that apply to client relationships with regard to ethical considerations, defining needs, confidentiality, expectations and responsibilities (see [Guideline 2](#)) and establishing appropriate boundaries (see [Guideline 4](#)).

#### **5.5**

It is your responsibility as the supervisor to ensure that the supervisee is competent to practice, whether or not the supervisee is licensed. The supervisor who allows a supervisee to practice a profession without a license or beyond the supervisee's level of competence, may be subject to charges of professional misconduct under the Education Law.

#### **5.6**

If you are providing supervision in a group setting, the size and duration of the group should be conducive to participation by all supervisees. Many agree that groups should be limited to no more than six supervisees with one supervisor. You may choose to supervise a group of less than six, based on factors such as your supervisory skills and the qualifications and needs of the supervisees.

#### **5.7**

When deciding to use other than in-person supervision, you should assess the skills of the supervisee and the purpose of the supervision, including the limitations of telepractice (see [Guideline 9](#)).

## 5.8

You may find it helpful to conduct an annual progress report with your supervisee(s). This could include documentation of the supervisee's ability to:

- a. Establish professional relationships
- b. Assess client need and plan appropriate interventions
- c. Make appropriate interventions
- d. Be flexible and change interventions in response to changing needs or client preferences
- e. Assess the supervisee's capacities and skills as a licensed professional
- f. Work effectively with clients at various levels and in relation to systems, including families, organizations and other groups.

## 5.9

When you provide supervision you should consider developing with the supervisee a written agreement that clarifies the responsibilities of each party, such as:

- a. Purpose and scope of the supervision
- b. Learning and development needs of the supervisee and plans to address those needs in supervision
- c. Structure of the supervision, including but not limited to
  - o Expected duration of the supervisory relationship
  - o If other than individual supervision, the number of participants
  - o Duration/length of each supervisory session
  - o Frequency of supervisory sessions
  - o Time and place of supervisory sessions
  - o Cost (if any) and payment arrangements
  - o Responsibilities for case materials
  - o Role expectations of supervisor and supervisee(s)
  - o Accountability and reporting requirements
  - o Confidentiality protections.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(2) - incompetence and negligence

[Education Law](#), section 6509(3) - impaired practice

[Education Law](#), section 6509(4) - habitual substance abuse

[Education Law](#), section 6509(7) - permitting unlicensed practice

[Education Law](#), section 6509(9) - unprofessional conduct

[Insurance Law](#), sections 3221(1)(4)(A) and (D), and 4303(I) and (n) - authorizes reimbursement

for social work psychotherapy

[Regents Rules](#), part 29.1(b)(9) - practicing beyond competency and without adequate supervision

[Regents Rules](#), part 29.1(b)(10) - improper delegation of duties

[Regents Rules](#), part 29.2(a)(5) - failing to supervise appropriately

[Commissioner's Regulations](#), part 74.5 - requirements for supervisor and supervision of social work psychotherapy

## **6. Providing Access to Services**

### **6.1**

Provide a clear and specific plan for clients to contact you if an emergency arises. This plan, preferably in writing, should include a prompt response mechanism (usually within six hours) and accurate message system.

### **6.2**

Enlist competent and appropriate colleagues to provide professional coverage for clients when you are ill, on vacation, or otherwise unavailable. Provide clear and specific information to the clients about how to contact those colleagues covering for you.

### **6.3**

Provide colleagues covering your practice sufficient relevant information about any especially vulnerable clients and their life situations.

### **6.4**

Professional space should be private, safe, and easily accessible to clients.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(2) - negligence

[Regents Rules](#), part 29.1(b)(1) - failing to comply with Federal, State or local laws, including the Americans with Disabilities Act requiring reasonable access

[Regents Rules](#), part 29.2(a)(1) - abandoning or neglecting a patient/client

## **7. Making Referrals**

### **7.1**

Provide appropriate and timely referrals whenever:

- a. You are not sufficiently qualified to meet a client's needs;
- b. Personal needs and/or life circumstances could compromise your capacity to provide effective professional services; or
- c. Additional or alternative services are needed, including service summaries when requested and authorized by the client.

### **7.2**

Provide appropriate and immediate referrals for anyone in an emergency situation whenever you cannot respond immediately yourself.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(2) - incompetence and negligence

[Education Law](#), section 6509(3) - impaired practice

[Education Law](#), section 6509(4) - habitual substance abuse

[Education Law](#), section 6509(9) - unprofessional conduct

[Regents Rules](#), part 29.1(b)(7) - failing to release requested records

[Regents Rules](#), part 29.1(b)(9) - practicing beyond competency

[Regents Rules](#), part 29.2(a)(1) - abandoning or neglecting a patient/client

## **8. Maintaining Continuing Professional Competence**

### **8.1**

Assess and renew your competence throughout your career through self-evaluation, supervision and consultation.

### **8.2**

Expand your knowledge and skills during your career through continuing education and training (many specialty credentials have specific continuing education requirements). Be sure to document all activities.

### **8.3**

Before using a modality not included in your professional training (e.g., biofeedback or hypnosis), enroll in and successfully complete programs of study in recognized institutions and/or with recognized authorities to ensure competency.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(2) - incompetence and negligence

[Education Law](#), section 6509(9) - unprofessional conduct

[Regents Rules](#), part 29.1(b)(9) - practicing beyond competency

## **9. Engaging in Telepractice**

"Telepractice" is providing service that is not "in person" **and** is facilitated through the use of technology. Such technology may include, but is not limited to, telephone, telefax, e-mail, internet, or videoconference.

### **9.1**

Telepractice, when used as a form of social work practice, is subject to all practice and ethical considerations discussed in this document and in the law, rules and regulations governing social work practice in New York State.

### **9.2**

Consider the particular impact of telepractice on dimensions of social work practice, including, but not limited to:

- a. Awareness and assessment of non-verbal/non-written behavior;
- b. Confidentiality and privacy of clients and their transmissions;
- c. Relational and transferential issues;
- d. Access issues such as distribution of computers and familiarity with technology;
- e. Temporal factors such as simultaneous communication, time between responses, and formalized "sessions";
- f. Provisions for emergencies; and
- g. Development of technological proficiencies and on-line culture/language.

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Citations of Pertinent Law, Rules or Regulations:

[Education Law](#), section 6509(2) - incompetence and negligence

[Regents Rules](#), part 29.1(b)(9) - practicing beyond competency

## **Appendix J**

### **Council on Social Work Education Educational Policy and Accreditation Standards**

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#### **Preamble**

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote

comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

### **1. Educational Policy**

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

### **2. Accreditation**

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

### **3. Relationship of Educational Policy to Accreditation**

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing

program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

## **Educational Policy**

### **1. Purposes**

#### **1.0 Purposes of the Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

#### **1.1 Purposes of Social Work Education**

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of

knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

### 1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## **2. Structure of Social Work Education**

### 2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and

skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

## **2.1 Program Renewal**

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## **3. Program Objectives**

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### **3.0 Foundation Program Objectives**

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.<sup>1</sup>
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

*[1 Note: Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.]*

### **3.1 Concentration Objectives**

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of

concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### **3.2 Additional Program Objectives**

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

## **4. Foundation Curriculum Content**

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

### **4.0 Values and Ethics**

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

#### **4.1 Diversity**

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant.

Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

#### **4.2 Populations-at-Risk and Social and Economic Justice**

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

#### **4.3 Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

#### **4.4 Social Welfare Policy and Services**

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for

policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### **4.5 Social Work Practice**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### **4.6 Research**

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### **4.7 Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is

systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

## **5. ADVANCED CURRICULUM CONTENT**

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

### **1. Program Mission, Goals, and Objectives**

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

### **2. Curriculum**

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social

work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.2 Admits only those students who have met the program's specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.<sup>2</sup> Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate

or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

*[Note: This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]*

### **3: Program Governance, Administrative Structure, and Resources**

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

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

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems)

#### **4. Faculty**

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master's social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

## **5. Student Professional Development**

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

## **6. Nondiscrimination and Human Diversity**

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

## **7. Program Renewal**

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social

service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

## **8. Program Assessment and Continuous Improvement**

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

## **Program Changes**

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

GRC MSW Program Field Practicum Manual  
*Updated August, 2009*

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