

# UNDERGRADUATE SOCIAL WORK PROGRAM

## *Student Handbook & Field Education Manual*



## LEHMAN COLLEGE

THE CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF SOCIAL WORK  
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*MESSAGE FROM THE FACULTY OF THE SOCIAL WORK DEPARTMENT*

The faculty of the Social Work Department at Lehman College welcomes new undergraduate students to the Program and welcomes seniors and Fieldwork Instructors to Field Education. This Handbook contains important information about the policies, procedures, curriculum, governance, and resources that will guide you through the Program. It should be read carefully and will be discussed in your classes and in Fieldwork. Seniors and Fieldwork Instructors will find important information related to Fieldwork and the Fieldwork Seminars in Section II, The Field Education Manual.

The Appendix to this Handbook includes important documents:

- The *Code of Ethics* of the National Association of Social Workers (NASW) is included in its entirety. It will be discussed at length in classes and in Field Education. The Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. Compliance with professional behavior, as described in the NASW Code of Ethics, is required of all social workers and social work students. Also included is the Ethics in Social Work, Statement of Principles of the International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW), to be used as applicable.
- The 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), revised by CSWE every 8 years. CSWE establishes standards that guide undergraduate and graduate social work education nationally, thereby ensuring high quality and standardized professional education. The undergraduate Social Work Program has been accredited by the Council on Social Work Education continuously since 1983.
- Retention documents, including the Compliance Plan and Agreement, the Field Education Plan and Agreement, and review and appeals procedures.
- Field Education documents: Application for Fieldwork, Fieldwork Education Plan, Process Recording Form, and Fieldwork Instructors' Evaluation forms.

The Social Work Department offers programs leading to both an undergraduate (B.A. with a major in Social Work) and a Masters of Social Work (M.S.W.) degree; both programs are fully accredited by the Council on Social Work Education. The undergraduate and graduate programs are separate, with different admissions requirements and application procedures. It is important that students applying to the undergraduate program with the intention of continuing with graduate studies in Social Work understand that acceptance into the undergraduate program in no way implies or facilitates acceptance into the Lehman College M.S.W. program.

The faculty wishes you a very productive and successful educational experience in the Program.

## INTRODUCTION

### *Program Overview*

The undergraduate program in Social Work, which leads to a Bachelor of Arts degree with a major in Social Work, prepares students for entry-level, generalist social work practice in urban social service agencies and organizations. The program fulfills the requirements of the New York State Education Department and is fully accredited by the Council on Social Work Education. Social work courses required for the major are offered in both day and evening sections. Some courses may also be available on the weekend.

All Social Work majors must complete the 55 credits required for the major. Lehman College does not require a minor; however students may elect to take a minor. Social work cannot be taken as a minor.

No student, including those in the Adult Degree Program, may receive life experience credit in lieu of any course required for the social work major. All students must complete all courses required for the Social Work major.

The program in Social Work builds upon a *liberal arts* base and integrates knowledge from required study areas with the professional social work curriculum, specifically as it applies to an understanding of human behavior, human diversity, political and social systems, research-based practice, and the helping process. Senior students in the program complete a two-semester field placement in which they spend two days a week in one of many agencies that provide services to children, adults, families and communities. Graduates of the program will have mastered the core competencies of the profession and gained the knowledge, values, and skills essential for ethical, competent, and effective practice with diverse individuals, groups, communities, and organizations in the urban environment. Students will be prepared for beginning generalist social work practice in fields such as child and family welfare, gerontology, substance abuse, health, mental health, developmental disabilities, immigration, and homelessness.

Since the program is accredited by the Council on Social Work Education, B.A. Social Work graduates interested in pursuing an M.S.W. degree are eligible to apply for *advanced standing* status in a graduate program in social work.

Two special programs, both of which may be of interest to many students, have been introduced for Social Work majors:

- Interdisciplinary Minor in Aging
- Credentialed Alcoholism and Substance Abuse Counselor –Trainee (CASAC-T)

*Please see a full description of these programs on pages 22-24 of this Handbook.*

### ***Mission of Lehman College***

Our program embodies both the “Mission Statement” and the “Values Statement” of Lehman College; as stated in the Lehman College Undergraduate Bulletin. The “Mission Statement” of the College lays the foundation for the mission of our programs:

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

(Lehman College Undergraduate Bulletin, online)

The “Values Statement” of the College articulates the values underpinning our Social Work programs:

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

(Lehman College Undergraduate Bulletin, online)

### ***Mission of the Undergraduate Social Work Program***

The mission of our Undergraduate Program is consistent with the profession’s purpose and core values, and derives from the mission and values of the College and the context of the community served:

The mission of the Undergraduate Social Work Program at Lehman College, City University of New York, the only Social Work program in a public senior college in the Bronx, is to educate students to become ethical and competent entry-level generalist social workers for service in urban agency-based practice. Through the implementation of a generalist curriculum built on a liberal arts foundation, and guided by a global perspective, scientific inquiry, and ethical principles, including respect for human rights and diversity, graduates will promote social and economic justice and advance human and community well-being within the context of the rich diversity of the Bronx and its surrounding urban areas.

### ***Goals of the Undergraduate Social Work Program***

The goals of the Undergraduate Social Work Program derive from the Program’s mission. Goals are focused on creating opportunities that will prepare students to respond to and contribute to agency-based practice in the complex urban environment in which the Program is located. The goals emphasize the importance of utilizing scientific inquiry while developing knowledge, core

social work values, and skills that will enable graduates to provide ethical and competent generalist social work services to the many diverse groups in our urban environment.

Specifically, the goals of the program are to:

- 1) Provide a curriculum for students that builds on a liberal arts and interdisciplinary knowledge base and incorporates and reflects content based on current research;
- 2) Provide students with a generalist curriculum that is grounded in the profession's history, purposes, and philosophy, and is based on a body of knowledge, core values, and skills of the profession;
- 3) Educate students for competent, effective, and ethical entry-level professional practice based on critical thinking and aimed at the promotion of well-being and enhanced functioning of individuals, families, groups, organizations, and communities, with particular attention to client needs and potentials, and the development of resources of organizational systems through policy practice;
- 4) Respond to the needs of our community and utilize research-informed practice and practice-informed research in preparing graduates to provide social work services in urban social service agencies and organizations;
- 5) Educate students for practice with a respect for human rights and diversity as they promote the well-being and enhance the functioning of urban populations, with special attention to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
- 6) Utilize a range of current technologies to enhance learning.

## STUDENT HANDBOOK

### *Part 1 -- ACADEMIC POLICIES AND PROCEDURES*

#### *Undergraduate Application and Information*

Students must complete an Application to the Undergraduate Social Work Program, available in the Social Work Department office, Carman Hall, Room B-18, and submit it, either by mail or in person, to the Undergraduate Social Work Coordinator, also in Carman Hall, Room B-18. *This application is separate from the application to Lehman College.* Students may submit the application for admission to the Social Work Program after completing the following requirements, or during the semester in which they are completing these requirements:

- *Completion of a minimum of 54 college credits*
- *Completion of Introduction to Social Work (SWK 237)*
- *Completion of Foundations of Sociology (SOC 166)*
- *Minimum cumulative index of 2.7; A minimum cumulative index of 2.9 is recommended*

The following information applies to transfer students:

- Students must be accepted to Lehman College before submitting their application to the Social Work Program.
- The above requirements may be completed at Lehman College or the equivalent courses may be completed at other colleges previously attended, if the credits are transferable.
- All transcripts from colleges previously attended must be included with the social work application; student copies of transcripts are acceptable for this purpose.
- Transfer students with a cumulative index lower than 2.7 may apply to the Social Work Program only after completing 12 credits at Lehman College and achieving a 2.7 cumulative index.

#### *Life Experience Credit*

The program does not grant social work credit for life experience or previous work experience. All Social Work majors must complete all the requirements of the Social Work major.

## **Admissions Policies and Procedures**

### *Admissions and Review Committee*

All decisions regarding admission and re-admission of students are made by the Admissions and Review Committee, composed of the Undergraduate Social Work Program Director and the Undergraduate Social Work Program Coordinator. Student correspondence related to status in the program should be addressed to the committee, in care of the Undergraduate Social Work Program Director.

### *Declaration of Major*

The College requires that every student must file a Declaration of Major form indicating the student's major; this form also includes space for students to declare an optional minor. The declaration of major form is available in Shuster Hall, Room 102. It must be completed and signed by the student and either the Undergraduate Social Work Coordinator or Director. For students not yet admitted into the major, this signed document serves only as a statement of intention to major in Social Work; it does not represent acceptance into the Social Work Program. Once signed, the form is returned to Shuster Hall, Room 102. Social Work majors are not required to have, or to declare, a minor. Social work may not be declared as a minor.

*Note: If a student changes a major, a new Declaration of Major must be completed, indicating that it is a change in major.*

## **Classroom Policies**

### *Policy Regarding Recording in Social Work Classes*

Due to the confidential nature of classroom discussions in all social work courses, recording devices in these courses are not allowed. Students who are registered with the Office of Student Disability Services at Lehman College may audiotape in a specific course if they have a signed request for Academic Accommodations from the Office of Student Disability Services, indicating the need to audiotape the course. In such cases the student must discuss the need for this accommodation with the classroom instructor and there must be an agreement about confidentiality of the classroom material.

### *Academic Integrity*

Academic integrity is required in all aspects of coursework, including Field Education, in accordance with the Lehman College policy on academic integrity. See policy on academic integrity in the *Lehman College Undergraduate Bulletin (online)*.

## **Retention Policies and Procedures**

### *Requirements for Retention in the Undergraduate Social Work Program*

In order for a student to proceed through the program, the following requirements must be met:

#### *Compliance with the Social Work Code of Ethics*

The *Code of Ethics* of the National Association of Social Workers (NASW) is included in Appendix 1 of this *Handbook*. All students in the Social Work Program are required to demonstrate professional behavior consistent with the NASW *Code of Ethics*. This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Program. Failure to comply with the *Code of Ethics* may result in dismissal from the Social Work Program.

#### *Attendance and Punctuality*

Attendance and punctuality in classes are required as class participation, lecture materials, and class activities are important for the mastery and integration of course material. Absences and/or lateness for Human Behavior and the Social Environment I and II (SWK 305 and 306), Social Work Practice I and II (SWK 311 and 312), Fieldwork Seminar I and II (SWK 440 and 441), Fieldwork I and II (SWK 470 and 471), and Social Welfare Policy (SWK 443) must be discussed with the instructor. Absences or lateness will result in a reduction of the attendance and constructive participation portion of the course grade.

#### *Minimum grade requirements*

A minimum final grade of "C" is required to progress in the following courses:

- from Human Behavior and the Social Environment I (SWK 305) to Human Behavior and the Social Environment II (SWK 306)
- from Social Work Practice I (SWK 311) to Social Work Practice II (SWK 312)
- from both SWK 306 and SWK 312 to Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470)
- from both Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470) to Fieldwork Seminar II (SWK 441) and Fieldwork II (SWK 471).

*Students who do not achieve the minimum grade requirement will be dropped from the Social Work Program.*

### *Policy Regarding Re-application to the Program*

A student who receives a grade below C in SWK 305, 306, 311, 312, 440, or 470, who wishes to be readmitted to the Social Work Program may reapply to the Program when he/she has a minimum grade point index of 2.7. The student will need to submit an abbreviated Application to the Social Work Program, explaining the circumstances that led to the grade and the changes that have occurred that lead the student to think his/her academic performance will be improved. The completed application should be submitted to the Undergraduate Social Work Program Director. The Admissions and Review Committee will review the application and notify the student if he or she will be readmitted. A student readmitted to the Program may repeat the course one time.

### *Final Examinations*

A final examination is required for all undergraduate Social Work courses, excluding Fieldwork I and II (SWK 470 and 471), and Fieldwork Seminar I and II (SWK 440 and 441). All final examinations must be in-class, and are administered at the time specified on the College's final examination schedule.

### *Grade of "Incomplete"*

Students with a grade of "Incomplete" in any course for which there is a minimum grade requirement are not eligible to begin any course for which that course is a pre-requisite.

### *Grade Appeal Procedure*

If a student wishes to appeal a course grade, the following procedure under "Departmental Grade Appeals" in the 2015-2017 Online *Lehman College Undergraduate Bulletin* should be followed:

When a student considers a grade unjust, he/she should first confer with the instructor. Students are required to initiate grade appeals before the end of the eighth week of a semester following the entry of a permanent grade. If a student is not satisfied with the outcome, he/she may appeal in writing to the department chair.

1. The chair will appoint a review committee of at least two department members who, with the chair, will review the appeal. The committee will examine all materials relevant to the appeal, submitted by both the instructor and the student, and will prepare a written report of its findings, either sustaining the original grade or recommending a change.
2. The chair will notify the student, the instructor, and the Office of Academic Standards and Evaluation of the committee's decision. If the committee recommends a grade change, the chair will initiate an eGrade correction.
3. The decision of the review committee will be binding on both parties.

### ***CUNY Board of Trustees Rules and Regulations on Campus Conduct***

Rules and regulations on Campus Conduct can be found in the online Lehman College Undergraduate Bulletin, 2015-2017. Students violating these rules and regulations will be subject to due process guidelines of the Board of Trustees Bylaws. In situations related to conduct or activity encompassed by the College and CUNY Rules and Regulations, the classroom instructor will refer the situation to the Vice-President for Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws.

### ***Procedures for Review for Violation of Professional Behavior***

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. All students in the Social Work Program are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in Appendix 1 of this *Handbook*. This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Department. Failure to comply with the *Code of Ethics* may result in dismissal from the Social Work Program.

#### ***Compliance Plan and Agreement***

Students who are having difficulties meeting the behavioral requirements in the classroom, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their classroom instructor in order to prepare a Compliance Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this *Handbook*. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)

#### ***Fieldwork Education Plan and Agreement***

Students who are having difficulties meeting the behavioral requirements in Fieldwork, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their faculty advisor and Field Instructor in order to prepare a Fieldwork Education Plan and Agreement, specifying needed behavioral changes. See Appendix 5 of this *Handbook*. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program (see page 9.)

The student and the classroom instructor attempt to resolve any issues utilizing the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement*. At any point the student or the classroom instructor may invite the student's faculty advisor and, in the case of an issue related to Fieldwork, the Assistant Director of Field Education, to facilitate a resolution of the issues. If the classroom instructor is also the student's faculty advisor or is also the Assistant Director of

Field Education, the student may request another full-time faculty member who is on the Review and Retention Committee of the undergraduate Social Work Program to attend in place of the advisor or the Assistant Director of Field Education.

### *Review and Retention Committee*

#### *Purpose of the Review and Retention Committee*

The Review and Retention Committee reviews situations addressed in both the Compliance Plan and Agreement and the Fieldwork Education Plan and Agreement that remain unresolved. These are violations of professional or ethical conduct, rather than of an academic nature.

#### *Composition of the Review and Retention Committee*

The full Review and Retention Committee is comprised of six full-time faculty members with principal assignment to the undergraduate Social Work Program. The Chair of the Social Work Department will not serve on the Committee. For any given situation, the Chair of the Social Work Department will appoint three of the members of the Review and Retention Committee to serve on a review panel, and will designate one of the three members to serve as Chair.

The full Committee will also meet once per academic year to review the policies and procedures of their charge and to ensure that the Committee remains sensitive to the needs of the students and the College. The Social Work Club is asked to designate a student representative for this annual review.

#### *Procedure for Review*

1. If the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement* is not adequate to resolve the situation, the classroom instructor will make a written request to the Department Chair for a review by the Review and Retention Committee. The Department Chair appoints three members of the Review and Retention Committee to serve on the review panel and designates one of the three members to serve as Committee Chair. The Department Chair will inform the student of the Committee composition, and will also provide the student with this written procedure for the review and for an appeal.
2. The Chair of the Committee will contact the student and may request that the student provide supporting documents.
3. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the following individuals to attend the review meeting, although these invited individuals will not have deliberation responsibilities or voting rights after the meeting:
  - The student's current faculty advisor
  - An advocate of the student's choosing
  - The Assistant Director of Field Education

4. Upon completion of the Committee's review and deliberation, the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the Undergraduate Program Director, and to the Department Chair. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 school days. The Committee Chair places supporting documents and a copy of the determination in the secure Retention File.

#### *Appeals Procedure*

Students have the right to appeal the decision of the Review and Retention Committee. The student has five school days in which to submit a written appeal to the Chair of the Social Work Department. If the student requests an appeal, the Department Chair requests all supporting documentation from the Committee Chair. The Department Chair convenes the Appeals Committee, comprised of the:

Department Chair  
Vice-President for Student Affairs at the College or his/her designee

The Appeals Committee reviews the documentation from the Review and Retention Committee and all communications from the student. Within five school days after receipt of the appeal, the Department Chair communicates the determination of the appeal to the student, the classroom instructor, the student's faculty advisor, and the Undergraduate Program Director.

If the Department Chair is also the classroom instructor involved, or is also the student's advisor, the Department Chair will appoint another tenured faculty member in the Social Work Department to the Appeals Committee; this faculty member will not have served on the three-member Review and Retention Committee.

If the student's appeal is not upheld, the Committee can recommend the review of a student's situation to the Lehman College Vice-President for Student Affairs.

*Note: If the situation relates to conduct or activity encompassed by the CUNY Rules and Regulations on Campus Conduct, the classroom instructor will refer the situation to the Vice-President of Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws, which can be found in the online Lehman College Undergraduate Bulletin.*

## ***Part 2 -- ADVISEMENT POLICIES AND PROCEDURES***

All students receive two forms of advisement:

- advisement related to the major from a Social Work faculty or administrative staff member
- advisement related to the liberal arts requirements of Lehman College, as described below.

### **Social Work Program Advisement**

All Social Work majors receive advisement related to the major from a full-time Social Work Program faculty or administrative staff member.

#### *Advisement Prior to the Junior Year*

During the application procedure, and prior to beginning Social Work Practice I (SWK 311), students are advised by the Undergraduate Social Work Program Coordinator, whose office is in Carman Hall, B-18.

#### *Advisement during the Junior Year*

When students begin the Social Work Practice sequence, which takes place during the junior year, the faculty member teaching the student's Social Work Practice courses (SWK 311 and SWK 312) provides Social Work Program advisement. Students remain in the same section of Social Work Practice during both semesters and therefore remain with the same advisor throughout the year. If the instructor is not a full-time faculty member, the Undergraduate Social Work Program Coordinator will serve as the students' advisor.

#### *Advisement during the Senior Year*

During the senior year, the faculty member teaching Fieldwork Seminar I and II (SWK 440 and SWK 441) serves as the student's Social Work Program Field Faculty Advisor. This faculty member also serves as field-faculty liaison for the student in Fieldwork I and II (SWK 470 and SWK 471). Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of the academic year.

Faculty Advisors write letters of reference for employment for their graduating advisees. Letters of recommendation for graduate school are written by the Faculty Advisor in consultation with the faculty. This letter reflects the student's overall performance in the program, and, unless otherwise required by the graduate program, is the only letter of recommendation provided by the Social Work faculty.

### *Students' Responsibilities for Contacting Social Work Program Faculty Advisor*

It is the students' responsibility to contact the Social Work Program Faculty Advisor directly to discuss all matters having to do with academic performance, schedule planning, and registration. If special concerns related to the Program arise for any student, the student is expected to discuss these with his/her Social Work Program Faculty Advisor. Office hours of all faculty members are posted in Carman Hall, Room B-18. Faculty members inform students of their office location, office hours, and office telephone number at the start of each course. There are also faculty mailboxes located in Carman Hall, Room B-18. All communication between faculty and student is through Lehman e-mail. Students are expected to check their Lehman e-mail daily.

*Note: Please be sure to let your Advisor know if there is any change in your name, address, or phone number.*

### **Academic Advisement for College Requirements**

In addition to advisement in the Social Work Program, all students receive academic advisement to guide them through the academic requirements of the College, including evaluation of transfer credits. Most students receive this advisement through the Office of Academic Standards and Evaluation (Shuster Hall, Room 280), where advisors meet individually with students. Students in the Adult Degree Program, the Lehman Scholars Program, SEEK, or who are registered with the Office of Student Disability Services, receive advisement through those offices. Students are expected to initiate meetings with their academic advisor at least once each semester.

### ***Part 3 -- STUDENT PARTICIPATION IN DECISION-MAKING AND IN THE FORMULATION OF PROGRAM AND DEPARTMENTAL POLICIES***

Students play an important role in decision-making and in the formulation of policies and procedures of the Social Work Department. In addition, students are encouraged to participate in college-wide student government activities, See Lehman College/CUNY policies on Extracurricular Activities and Programs in the Appendix of this *Handbook*. Students are represented on key departmental committees and participate in departmental meetings.

#### ***Student Representatives of the Social Work Club***

The Undergraduate Social Work Club serves as a bridge between students' needs and interests and the Program and its policies. See description of the Club in Part 6 of this *Handbook*, "Program and Department Activities." The Club elects student representatives to the following:

Social Work Department Faculty and Administrative Staff Meetings; Celebration and Conference Planning Committees  
 Departmental Advisory Committee  
 Departmental Personnel and Budget Committee, including Faculty and Staff Search Committees

## Annual Evaluation of Procedures of the Review and Retention Committee

### *Social Work Department Faculty and Administrative Staff Meetings*

Social Work Department meetings are held regularly to discuss policies, procedures, curriculum, programmatic, and professional issues. All full-time Social Work faculty members and Higher Education Officer staff are in attendance. Student representatives elected by the undergraduate Social Work Club and student representatives of the M.S.W. program are invited to attend the portion of meetings that are concerned with policies, procedures, curriculum, and program issues. Students also participate on committees to plan celebrations and conferences.

### *Social Work Department Advisory Committee*

Students and alumni participate in the Department's Advisory Committee. The function of this Committee is to address policy and program issues that bridge the graduate and undergraduate Lehman Social Work Programs with educational and professional institutions in the community. The Advisory Committee meets every Spring semester, and may meet at other times as needed. The Social Work Advisory Committee may include representatives from:

- social welfare agencies in the public and private sectors, include field instructors and educational coordinators
- public and private social work education programs
- professional and government organizations
- undergraduate and graduate students currently in the Lehman College Social Work Programs and alumni
- faculty and staff of the Social Work Department
- College faculty and administration

### *Departmental Personnel and Budget Committee; Faculty and Staff Search Committees*

This key Departmental committee meets as needed to make recommendations to the College administration on faculty matters, including hiring, re-appointments, tenure, and promotion. Student representatives are invited to participate on Faculty and Staff Search Committees, and participate in interviews of candidates for faculty and staff positions. While the students are non-voting members, their suggestions are highly valued.

## Annual Evaluation of Procedures of the Review and Retention Committee

Student representatives participate in the annual evaluation meeting of the Review and Retention Committee, as described in Part 1 of this *Handbook*, "Retention Policies and Procedures."

### *Student Evaluation of Courses, Fieldwork, and the Program*

A variety of evaluation instruments are utilized each semester to inform faculty about students' responses to the Social Work curriculum. These instruments also offer faculty opportunities to assess both students' responses to the Fieldwork experience and the success of the Program in

achieving the Program's Competencies and Practice Behaviors. Information is continuously used by the faculty to affirm and improve the educational program. Evaluation instruments include:

- Students complete an evaluation of their fieldwork agency and fieldwork experience at the end of the Spring semester of Fieldwork. The Director of Field Education considers these recommendations in determining fieldwork placements for the following year.
- At the close of the Spring semester, students in SWK 312 and SWK 441 complete an evaluation of the Implicit Curriculum, which is useful in assessing and improving Program policies and procedures.

#### ***Part 4 -- CURRICULUM FOR THE SOCIAL WORK MAJOR***

##### **Conceptual Framework for Generalist Social Work Practice**

The Undergraduate Social Work Program at Lehman College conceptualizes generalist social work practice in the context of the urban environment in which we are located. Social work practice that involves an understanding of, and an ability to work with client systems of all sizes in the context of their complex environments. Using a range of modalities, generalist social workers provide culturally competent services to diverse individuals, families, groups, communities, and organizations in a wide variety of fields of practice.

The mutuality of the relationship between the client system and the environment is understood through the ecological systems perspective, which draws from systems theory. The “fit” between the capacities and strengths of the client system and those of the environment is assessed, and strengths are identified, both in the client system and in the larger environment. Knowledge, values, and skills are utilized to affirm and enhance the abilities, capacities, and hopes of diverse urban client populations; to analyze social welfare policies and identify gaps in services; and to advocate for expanded resources within the environments that sustain these populations. Students utilize various modalities, interventions and techniques to effect change in both client systems and the environment. During this process, students are challenged to address value conflicts and ethical dilemmas as they are encountered in the classroom and fieldwork.

The Program's conceptualization of generalist social work practice grows out of the mission of the Program, which emphasizes the commitment to educate students to become ethical and competent entry-level generalist social workers for practice in the urban environment.

##### ***Core Competencies and Behaviors of the Undergraduate Social Work Program***

The 2015 Educational Policies and Standards (EPAS) of the Council on Social Work Education revised the competencies and behaviors for generalist social work education and serve as the foundation of our curriculum. Program graduates are expected to master the core competencies listed below and integrate and apply these competencies in their associated professional behaviors.

Competencies	Behaviors
<b>1. Demonstrate ethical and professional behavior</b>	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; and 5. Use supervision and consultation to guide professional judgment and behavior.
<b>2. Engage diversity and difference in practice</b>	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<b>3. Advance human rights and social, economic, and environmental justice</b>	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice.
<b>4. Engage in practice-informed research and research-informed practice</b>	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.
<b>5. Engage in policy practice</b>	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; and 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

<p><b>6. Engage with individuals, families, groups, organizations, and communities</b></p>	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<p><b>7. Assess individuals, families, groups, organizations, and communities</b></p>	<p>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
<p><b>8. Intervene with individuals, families, groups, organizations, and communities</b></p>	<p>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p><b>9. Evaluate practice with individuals, families, groups, organizations, and communities</b></p>	<p>28. Select and use appropriate methods for evaluation of outcomes; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

### *Courses Required for the Social Work Major*

55 - Credit Major in Social Work, B.A.

The following credits and courses are required of all Social Work majors:

- 36 credits in Social Work: SWK 237, 239, 305-306, 311-312, 440-441, 443, \*446, and 470-471 (majors are expected to register for SWK 440 and SWK 470 for the Fall semester after completing SWK 306 and SWK 312).
- 3 credit Elective Course: One 3-credit 300-level SWK elective course above SWK 312, OR one 3-credit 300-level SOC elective course above SOC 303.
- 16 credits in other disciplines: SOC 166, PSY 166, POL 166, BIO 183, SOC 301.

*\* As of Spring 2018, SOC 303 may no longer be taken to meet the Research course requirement for the Social Work major; all students will be required to take SWK 446. Students who have completed SOC 303 prior to Spring 2018 will be waived from the SWK 446 requirement.*

*Note: The following year-long sequences begin only in the Fall semester*

- Human Behavior and the Social Environment I and II (SWK 305 and SWK 306)
- Social Work Practice I and II (SWK 311 and SWK 312)
- Fieldwork Seminar I and II (SWK 440 and SWK 441)
- Fieldwork I and II (SWK 470 and SWK 471)

Social Work may not be selected as a minor.

According to New York State Education Department regulations, students receiving a B.A. degree must complete 90 credits in liberal arts courses. Please note that not all courses in Social Work qualify as liberal arts courses.

*Note: Please note the following pre- and co-requisites for required Social Work courses:*

### UNDERGRADUATE SOCIAL WORK PROGRAM PRE- AND CO-REQUISITES

	SWK 305: HUMAN BEHAVIOR AND THE SOCIAL ENVIRON- MENT I	SWK 311: SOCIAL WORK PRACTICE I	SWK 306: HUMAN BEHAVIOR AND THE SOCIAL ENVIRON- MENT II	SWK 312: SOCIAL WORK PRACTICE II	SWK 440 & SWK 470 FIELDWORK SEMINAR I AND FIELDWORK I	SWK 441 & SWK 471 FIELDWORK SEMINAR II AND FIELDWORK II	SWK 443 SOCIAL WELFARE POLICY	*SWK 446 SOCIAL WORK RESEARCH
<i>PRE - REQ</i>	Admission into the Social Work Program	Admission into the Social Work Program	Completion of SWK 305 and SWK 311, both with a minimum grade of C	Completion of SWK 311 and SWK 305 both with a minimum grade of C	Completion of SWK 311, 305, 306, 312 all with a minimum grade of C; BIO 183	Completion of SWK 440, 470, both with a minimum grade of C	Completion of SWK 311, 305, 306, 312 all with a minimum grade of C; BIO 183	Completion of SWK 311, and SWK 305 both with a minimum grade of C
<i>PRE - or CO- REQ</i>	PSY 166 POL 166 SWK 239	PSY 166 POL 166 SWK 239	BIO 183	BIO 183				
<i>CO- REQ</i>	SWK 311	SWK 305	SWK 312	SWK 306	SWK 443 must be taken with either SWK 440 & 470 or SWK 441 & 471.			

\* *The requirement for SWK 446, Social Work Research, will be effective Spring 2018.*

\* *SWK 446 must be taken with either SWK 312 or 440 & 470 or 441 & 471.*

#### ***Courses to be Completed Prior to Application to the Social Work Program***

**SOC 166: Fundamentals of Sociology.** 3 hours, 3 credits. Introduction to sociological concepts and perspectives and their applications to societies in the modern world. PRE-OR COREQ: none.

**SWK 237: Introduction to Social Work and Social Welfare.** 3 hours, 3 credits.

(Formerly: Introduction to Social Work)

Historical perspective of social work and social welfare policy responses to industrialization, immigration and urbanization; knowledge base and values of social work, especially as they pertain to the diverse urban environment. PRE- OR COREQ: SOC 166.

#### ***Required Courses in Social Work***

**SWK 239: Social Welfare Institutions.** 3 hours, 3 credits. History and philosophy of social welfare and social work in the United States within the context of social, economic, and political change. The impact of social welfare policy on populations at risk. PREREQ: SOC 166 and SWK 237. PRE- or COREQ: POL 166.

**SWK 305: Human Behavior and the Social Environment I.** *3 hours, 3 credits.* Offered only in the fall semester. The cultural, political, and economic factors that influence individual and family systems, and the effect of available social welfare resources on these systems. Emphasis on issues of human diversity, including, race, ethnicity, gender, age, and sexual orientation. PREREQ: Admission to the Social Work Program. PRE- OR COREQ: POL 166, PSY 166, SWK 239; COREQ: SWK 311.

**SWK 306: Human Behavior and the Social Environment II.** *3 hours, 3 credits.* Offered only in the spring semester. A continuation of SWK 305. Small and large groups, formal organizations, and communities as social systems; the effects of available social welfare resources and the interaction between diverse populations and these systems. PREREQ: SWK 305 with a minimum grade of C; PRE- OR COREQ: BIO 183; COREQ: SWK 312.

**SWK 311: Social Work Practice I.** *3 hours, 3 credits.* Offered only in the fall semester. Theories and principles of social work practice. Emphasis on knowledge, skills, and values required for working with individuals, families, groups, and communities. PREREQ: SWK 237, acceptance into the program. PRE- OR COREQ: POL 166, PSY 166, SWK 239; COREQ: SWK 305.

**SWK 312: Social Work II.** *3 hours, 3 credits.* Offered only in the spring semester. A continuation of SWK 311. PREREQ: SWK 305 and SWK 311, both with a minimum grade of C; PRE- OR COREQ: BIO 183; COREQ: SWK 306.

**NOTES:**

- 1) *Only students who have successfully completed the College's English requirements may register for SWK 440, 441, 470, and 471.*
- 2) *SWK 443 (Social Welfare Policy) must be taken concurrently with either SWK 440 and 470 (Fieldwork Seminar I and Fieldwork I), or with SWK 441 and 471 (Fieldwork Seminar II and Fieldwork II).*
- 3) *SWK 446 (Social Work Research) is required effective Spring 2018. Students who have completed SOC 303 prior to Spring 2018 are not required to take SWK 446.*
- 4) *SWK 446 (Social Work Research) must be taken concurrently with either SWK 312 (Social Work Practice II) or SWK 440 and 470 (Fieldwork Seminar I and Fieldwork I), or with SWK 441 and 471 (Fieldwork Seminar II and Fieldwork II).*
- 5) *Students who need to take a leave of absence between completing SWK 312 and Fieldwork should discuss plans with their Social Work Advisor and with the Assistant Director of Field Education. They must complete an Application for Fieldwork during the Spring semester prior to beginning Fieldwork.*

**PRIOR TO APPLYING FOR FIELDWORK, ALL STUDENTS ARE REQUIRED TO COMPLETE THE NEW YORK STATE MANDATED 2-HOUR "TRAINING**

**IN CHILD ABUSE IDENTIFICATION ANDN REPORTING.” THIS TRAINING MUST BE COMPLETED ONLINE AT <http://www.nysmandatedreporter.org/>**

*Training at this website is sponsored by the New York State Education Department and fulfills their requirements; the training and Certificate of Completion are provided at no cost. A copy of your Certificate of Completion must be submitted together with your Application for Fieldwork. There is no expiration date for this Certificate. Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate of Completion.*

**SWK 440: Fieldwork Seminar I.** *2 hours, 2 credits.* Offered only in fall semester. Integration of theories and principles of social work practice with fieldwork experience. PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C. COREQ: SWK 470.

**SWK 441: Fieldwork Seminar II.** *2 hours, 2 credits.* Offered only in the spring semester. Continuation of SWK 440. PREREQ: Completion of SWK 440 and SWK 470, both with a minimum grade of C. COREQ: SWK 471.

**SWK 443: Social Welfare Policy.** *3 hours, 3 credits.* Analysis of the factors influencing social welfare policies; the process of policy formulation; and the impact of social policies on individuals, families, groups and communities, and the delivery of social services. PREREQ: SWK 306 and SWK 312 with a minimum grade of C; SWK 239. COREQ. SWK 440 and SWK 470 or SWK 441 and SWK 471.

*NOTE: SWK 443 must be taken concurrently with either SWK 470 or 471.*

**SWK 446: Social Work Research.** *3 hours, 3 credits.* Research skills, methods, and processes needed to conceptualize social problems; critical evaluation of research designs; utilization of social work research to better understand social and economic injustices that affect at-risk populations in urban environments; knowledge of ethical and political considerations affecting research. PREREQ: Completion of SWK 305 and SWK 311.

*NOTE: First offered Spring 2018. Students completing SOC 303 prior to Spring 2018 are not required to take SWK 446.*

**SWK 470: Fieldwork I.** *2 days, 4 credits.* Placement in a community service agency two full days a week throughout the semester. PREREQ: Completion of SWK 312 and SWK 306 with a minimum grade of C and completion of the College English requirement. COREQ: SWK 440.

**SWK 471: Fieldwork II.** *2 days, 4 credits.* Continuation of SWK 470. Placement continues, in the same agency. PREREQ: Completion of SWK 440 and SWK 470, both with a minimum grade of C. COREQ: SWK 441.

#### *Additional Liberal Arts Courses Required From Other Departments*

**PSY 166: General Psychology.** *3 hours, 3 credits.* Introduction to the fundamental concepts and methods of modern psychology. Consideration of the scientific basis of psychology and of the significant problems in the areas of learning, motivation, emotion, individual differences,

physiological bases of behavior, perception, developmental processes, personality, and social behavior. PRE- OR COREQ: none.

**POL 166: The American Political System.** *3 hours, 3 credits.* The theory and practice of the form and substance of American government and politics. PRE- OR COREQ: none.

**BIO 183: Human Biology.** *5 hours, 4 credits* (closed to students majoring in Biology). Introduction to the structure and function of the human body, with emphasis on the physiological mechanisms in health and disease. Topics include: the molecules of life; cells and tissues; the skeleton; muscles; the heart; blood; skin; the eye; the ear, reproduction theory; brain; genetics; infectious disease; the immune system; cancer; nutrition. PRE - OR COREQ: none.

**SOC 301 (formerly SOC/POL 246): Methods of Social Research:** *4 hours, 3 credits.* Methods of data collection and interpretation; measures of central tendency, variation and change; preparation and reading tables and graphs; and the use of quantitative data to evaluate hypotheses and draw conclusions about the social world. Extensive use of computer applications.

*NOTE: SOC 301 will no longer be required as of Spring 2018. SOC 301 is not required for students taking SWK 446 instead of SOC 303. Students not completing SOC 301 will be required to take a 300-level ENW course.*

**\*SOC 303 (formally SOC/POL 346): Advanced Methods of Social Research.** *4 hours, 3 credits.* Systemic and scientific procedures for conducting social research. Consideration of the strategies of research design and elements of data-gathering techniques. PREREQ: SOC 301 (POL 331).

*\* SOC 303 is not required as of Spring 2018. Student not completing SOC 303 prior to Spring 2018 are required to take SWK 446.*

**REQUIRED 300-LEVEL ELECTIVE COURSE, EITHER SOCIAL WORK OR SOCIOLOGY:** Social Work majors are required to take a Social Work elective higher than SWK 312 *or* a Sociology elective higher than SOC 303.

*Social Work Elective Courses (not required for the major)*

*Note: All Social Work elective courses are Liberal Arts courses*

**SWK 250: Special Studies in Social Work.** *3 hours, 3 credits.* Special topics related to social work, social welfare, and health in the urban environment; analysis of the interaction of cultural, historical, political, economic, and legal factors with various social systems. Topics to be announced each semester. May be repeated for a maximum of 6 credits.

**SWK 2410: Lesbian, Gay, Bisexual and Transgender Populations.** *3 hours, 3 credits.* Policy and social issues affecting the lives of LGBT populations and their families. Topics include the diversity of LGBT populations, resilience, social stigma and oppression, with implications for social justice. PRE- OR COREQ: none

*The following 2 elective courses meet requirements for the CASAC-T*

*In combination with successful completion of the undergraduate Social Work major at Lehman College, the following 2 elective courses meet requirements for the Credentialed Alcoholism and Substance Abuse Counselor Trainee (CASAC-T) Certificate (See Part 5):*

**SWK 251: Substance Abuse and Urban Society.** 3 hours, 3 credits.

(Formerly: Introduction to Social Work Practice with Substance Abusing Clients.)

A bio-psycho-social-spiritual focus on substance abuse is explored with an emphasis on families and communities in urban society. The properties of different substances, including tobacco, are studied from the perspective of their impact on human behavior. PRE- OR COREQ: none

**SWK 351: Theoretical Perspectives of Substance Abuse.** 3 hours, 3 credits.

(Formerly: Theories and Social Work Practice Interventions with Substance Abusing Clients.)

An exploration of the range of theoretical models used to understand substance abuse. The impact of social, political, economic, and cultural systems on alcohol and drug abuse. PRE- OR COREQ: None

*NOTE: This course also meets the Social Work major requirement for an elective course above SWK 312.*

*The following 2 elective courses meet requirements towards the Interdisciplinary Minor in Aging (See Part 5):*

**SWK 242: Social Work Practice with Older Adults.** 3 hours, 3 credits. Approaches to providing social work services for older adults in varied settings, and to practicing such approaches with their families. Topics include biological, psychological, social, ethical and spiritual functioning in later adulthood. PRE- OR COREQ: none

**SWK 342: Social Welfare Policies in an Aging Society.** 3 hours, 3 credits. A strengths-based and preventive perspective on policies and programs affecting older adults. Analysis of policy responses to ageism, elder abuse, and changing demographic and health trends. Public policies and programs, including components of the Social Security Act. Particular attention to vulnerable older adult populations. PRE- OR COREQ: none

*NOTE: This course also meets the Social Work major requirement for an elective course above SWK 312.*

***Part 5 – SPECIAL PROGRAMS FOR SOCIAL WORK MAJORS***

***Credentialed Alcoholism and Substance Abuse Counselor- Trainee (CASAC-T)***

The Department of Social Work has been designated by the New York State Office of Alcoholism and Substance Abuse Services (OASAS) as an Education and Training Provider for individuals who wish to obtain credentialing as a **Credentialed Alcoholism and Substance Abuse Counselor (CASAC)**.

Lehman students who fulfill the following will have completed all educational requirements for the CASAC in New York State and will be issued the **OASAS CASAC 350-Hour Standardized Certificate of Completion**) by the Lehman College Social Work Department. This certificate is required to receive the CASAC-T from OASAS.

- Successful completion of all requirements for the undergraduate social work major at Lehman College
- Successful completion of the following two social work elective courses:

*SWK 251: Substance Abuse and Urban Society (3 hours, 3 credits)*

*SWK 351: Theoretical Perspectives of Substance Abuse (3 hours, 3 credits)*

- Completion of the New York State mandated two-hour training, "Identification and Reporting of Child Abuse and Maltreatment." Training is offered by the Social Work Department each Spring semester; if completed elsewhere, a certificate of completion must be presented to the Lehman College Social Work Department.

Other requirements for the CASAC will include the following:

- Work experience in the field of substance abuse; Successful completion of the N.Y. State CASAC credentialing examination; Submission of an application and required fee to OASAS Credentialing Unit staff.
- Arrangements to meet those requirements will be made individually by the student with the N.Y. State Office of Alcoholism and Substance Abuse Services (OASAS).
- The website for OASAS is <http://www.oasas.ny.gov/sqa/credentialing/index.cfm>

*Please see Ms. Cassidy in the Social Work Dept. regarding the CASAC-T Certificate.*

### ***Interdisciplinary Minor in Aging***

The **Interdisciplinary Minor in Aging**, launched Summer 2013, is open to students from all Departments within the College. It will engage students in a common goal of scholarship in the area of aging and can be useful to students interested in working in the field of aging, including Social Work majors. Students interested in the minor must file a declaration of minor. Information about procedures can be obtained in any of the participating departments: Health Sciences; Psychology; Social Work; Sociology; or Speech, Language, Hearing Sciences.

#### **Degree Requirements**

Students interested in this minor will take four of the courses (12 credits) designated for the minor (see list of courses below). These include courses at the 200- and 300- level; at least six credits must be taken in 300- level courses or a higher-level course if approved by the Program. Students will select, in consultation with their advisor, from the following menu of relevant 3-credit *Not all courses are offered every semester; consult semester schedule on CUNYfirst.*

#### **200-level courses:**

PSY 219 (Psychology of Adulthood and Aging)  
 SOC 243 (The Aged in Modern Society)  
 SWK 242 (Social Work Practice with Older Adults)

#### **300-level courses or a higher-level course approved by the Program:**

HEA 310 (Health and Aging)  
 HEA 360 (Special Topics in Health: Death and Dying)  
 SOC 343 (Sociological Theories of Aging)  
 SPV 300 (Neurolinguistics of Aging)  
 SWK 342 (Social Welfare Policies in an Aging Society)

**Note:** One course within a department may be used to satisfy requirements for both the major and minor.

## ***Part 6 -- PROGRAM AND DEPARTMENTAL ACTIVITIES***

### **Social Work Club**

Participation in the Social Work Club is open to all students on campus. Although participation is not a requirement for Social Work majors, students are encouraged to participate. The Club provides the opportunity to learn more about the profession and the Program at Lehman College, to further professional identification, and to deepen the students' educational, social, political, and cultural experience at the school. Activities include invited speakers, such as social workers and alumnae/i, films, fund-raising efforts, and special events. The Club, which also serves as a

bridge between students' needs and interests and the Program and its policies, elects student representatives to various Social Work Program committees and meetings, as described in Part 3 of this Handbook, "Student Participation in Decision-Making and in the Formulation of Program and Departmental Policies."

Meetings of the Social Work Club are regularly scheduled; notice of meetings is posted on the Social Work Bulletin Board outside Carman B-18. The Club has a Faculty Advisor; however, the club is self-governed through its elected officers and committees.

In addition to the Social Work Club, students are encouraged to form campus-based clubs reflecting their interests, in accordance with the College policies on Extracurricular Activities and Programs (see Appendix), or to join existing clubs on the campus.

### **Departmental Honors**

Graduation with Departmental Honor in the Department of Social Work requires the following:

- The student must achieve a cumulative Lehman College index of 3.2,
- The student must achieve an index of 3.5 in courses taken within the Department of Social Work. There must be a minimum of 24 credits counted, and all courses taken within the Department of Social Work must be counted in determining the index. Transfer credits are not counted in determining the index.

### **Celebration of Fieldwork**

Prior to the conclusion of Fieldwork, the Social Work Program honors the students who have completed their fieldwork placements, and the Field Instructors who have worked with them. At this ceremony the Leona Thompson Scholarship Award is presented to the graduating senior in the Social Work Program who has the highest cumulative index and who plans to enter a graduate Social Work program. In addition, other awards are also presented, including recognition awards and academic excellence awards.

### **Graduate School Conference**

Each Fall, the Social Work Program hosts a *Graduate School Conference* on our campus so that students interested in pursuing graduate studies in Social Work can meet the admissions representatives and receive information about the graduate schools of social work in the New York metropolitan area, including the Lehman College MSW Program. Dates of the conference are announced in the seminar classes.

### *Part 7 -- COLLEGE RESOURCES*

The College provides a range of resources that may be helpful to students. Additional information about these and other resources are available on the College website at [www.Lehman.edu](http://www.Lehman.edu). The resources that are briefly described here include:

*APEX*

*Career Counseling*

*Child Care Center*

*Counseling Center*

*Disability Services*

*Information Technology Center*

*Instructional Support Services Program*

*Library*

*Parking*

*Student Health Center*

*Student Life Center*

#### *APEX*

The APEX, the Athletics and Physical Education Complex at Lehman College is a state-of-the-art physical education/athletics and recreational facility. It features a fully equipped fitness center, an extensive free weight room supervised by an exercise physiologist, an auxiliary gym, a swimming pool, four racquetball courts, an indoor track, an aerobics/dance studio, a ballet studio for teaching and performances, and five outdoor tennis courts. The APEX is free of charge to all currently registered students (except students participating in the Continuing Education Program). Call (718) 960-1117 for further information.

#### *CAREER COUNSELING*

Individuals have the opportunity to discuss career planning issues, resumes and cover letters, search strategies, and other career related topics. All personal information will be kept confidential. Workshops are also offered. Call (718) 960-8366 for more information.

#### *CHILD CARE CENTER*

The Child Care Center is committed to providing an environment where a child's growth is supported and stimulated in all areas of development. It is rich with experiences in Art, Music, Movement, Science, Language Arts, and Math, with plenty of room for nurturing individual interests. Eligibility to use the Child Care Center is contingent upon the parent's current enrollment as a matriculated student at Lehman College. The Child Care offers rates which are designed for students attending college and are below the market rate. There is a Federal Grant (based on family size and income) available for qualifying students which will help with tuition, however, it will not cover the entire amount and is not a guaranteed grant.

### *COUNSELING CENTER*

The Lehman College Counseling Center, located in the Old Gym Building, Room 114, offers a variety of services in English and Spanish, including confidential individual and group counseling, crisis intervention, consultations, and referrals to campus services and outside mental health agencies. Screening evaluations for depression, anxiety, bipolar disorder, post-traumatic stress disorder, eating disorder and alcohol abuse are also offered. Services are free to all Lehman College students and are provided by qualified professionals. In addition, personal development workshops and educational support groups for students are offered. The phone number is 718-960-8761.

### *DISABILITY SERVICES*

Students with disabilities may register with the Office of Student Disability Services, which is located in Shuster Hall, Room 238. The main entrance on Goulden Avenue is equipped with a ramp that enables the wheelchair assisted and others with mobility impairments to gain access to all offices. The elevator is equipped with keypads that contain Braille coding. The Office of Student Disability Services provides a broad range of assistive technology for students who provide documentation of a disability. Services include advocacy; advisement; assistance during registration; individual test administration, both timed and unlimited; tutoring, note-taking, provision of technical equipment, and referrals to outside agencies. The Office of Student Disability Services also arranges for the hiring of trained specialists, such as sign language interpreters, note-takers, proctors, and learning disability specialists.

Specialized technical equipment is available for students who are deaf and hard-of-hearing, visually impaired and those with learning disabilities. The equipment includes computers with specialized software, such as JAWS, LP Windows, and Windows Eyes. When indicated, students are referred to agencies such as the Office of Vocational and Educational Services for Individuals with Disabilities, the Commission for the Blind and Visually Handicapped, the International Center for the Disabled, and the New York State Reader's Aid Program.

### *INFORMATION TECHNOLOGY CENTER*

Located in Carman Hall, the Information Technology Center has over 100 freestanding computers for students to use on a first-come, first-served basis. Other computers available for student use on a first-come, first-served basis can be found in the Library and in the Student Life Building.

### *INSTRUCTIONAL SUPPORT SERVICES PROGRAM (ISSP)*

The Instructional Support Services Program (ISSP) provides tutoring, workshops, and additional resources to support classroom learning. The Academic Support Center for Excellence (ACE) offers workshops and tutoring for students who seek to improve their proficiency in writing, reading, and research. ACE's staff of peer tutors and skills specialists work with students at all academic levels. PLATO learning software is also available at ACE's computer center for students who want to improve their writing and language skills. ACE is located in the Old Gym Building (next to the Library), Room 205. The phone number is 718-960-8175.

### *LIBRARY*

The Leonard Lief Library is housed in a modern four-story building located adjacent to the Concert Hall. Named for the first President of Lehman College, the Library is equipped with a fully automated CUNY-wide catalog and circulation system, electronic databases and Internet workstations. The open stack book collection now contains 530,000 books and is supplemented by 500,000 microform items. The Library subscribes to 1,500 periodicals and is a designated depository for state and federal government documents. The Library is open to all currently enrolled students, faculty and staff of Lehman College and any currently enrolled student in any of the other CUNY Colleges. Lehman alumni can also enter the library with the appropriate ID cards. Government Publications may be viewed by the public. Copy machines are located in the café, directly to the left of the entrance of the Library.

### *PARKING*

Parking facilities are available for students in the Student Lot on Goulden Avenue, along the Reservoir. Parking stickers may be purchased in Shuster Hall, Room 080.

### *STUDENT HEALTH CENTER*

The Student Health Center, located in the Old Gym Building, Room B008, is a primary health care facility available to all Lehman College students with a valid ID. Most of the services are *free of charge* due to the student activity fee included in your tuition. Other services are available for a small fee. The team of providers is experienced in treating common medical problems, offering initial diagnosis and treatment for a broad spectrum of illnesses and injuries with appropriate follow-up care. The Medical Director provides clinical leadership for the staff. The Health Center Director is a Physician's Assistant and the Women's Health provider is a Nurse Practitioner. A Health Educator offers health education and counseling to students in one-to-one sessions, class lectures, workshops and on-campus outreach events. The Medical Administrative Assistant is trained in the health-service needs of the adult population.

## *STUDENT LIFE CENTER*

Student life at Lehman College is enriched by its many student clubs and organizations, which celebrate the cultural, intellectual, and spiritual diversity of Lehman College. Joining or forming a club or organization gives all students the opportunity to become involved in campus life, to develop leadership potential, and to interact with fellow students and faculty members. Students interested in starting a new campus organization are encouraged to discuss this with the staff of the Student Activities Office. Clubs provide a forum for their members and help create an awareness of the diversity of Lehman's student body. Each year, the college Club Fair, organized by the Office of Student Activities, gives all students the opportunity to get to know, join, and interact with the various clubs and organizations, to appreciate differences, and to find common ground. Directories of current organizations are available in the Student Activities Office.

### ***Part 8 -- COMPLETION OF THE SOCIAL WORK PROGRAM***

#### **The B.A. Degree with a Major in Social Work**

Students who have completed all the requirements of the College and of the Social Work Program are awarded a Bachelor of Arts Degree (B.A.) with a major in Social Work. This is the entry level degree for the social work profession and is frequently referred to as a B.S.W. - the baccalaureate social work degree. A Bachelor of Arts (B.A.) with a major in Social Work, a Bachelor of Science (B.S.) with a major in Social Work, and a Bachelor of Social Work (B.S.W.) are all professionally comparable degrees, if they are earned in a Social Work Program that is accredited by the Council on Social Work Education.

#### **Finding a Job**

The spring semester of the senior year is the time for students to begin to take steps toward seeking employment as entry-level professional social workers. Students receive help in preparing resumes in the Fieldwork Seminars and at the Career Counseling Center. The Program receives many job notices from agencies interested in hiring our graduates. These are posted on the bulletin board located outside Carman B-18. Job notices also can be found in the want-ad section of New York newspapers, such as the Classified section and the "Week in Review" section of the Sunday *New York Times*, and on Internet websites. The Career Services Department at Lehman College holds several major job fairs for students throughout the year. Students should give requests for references to their Faculty Advisor. It also is appropriate for students to ask their Fieldwork Instructors for a reference.

#### **Pursuing the M.S.W. Degree**

##### *Graduate School Conference*

A Graduate School Conference is held annually to provide students with information related to individual graduate schools and the particular programs they offer, including the Lehman MSW Program.

**Note:** An undergraduate major in Social Work is NOT required in order to apply for admission to any M.S.W. program.

### *Advanced Standing*

Since our undergraduate Social Work Program is accredited by the Council on Social Work Education, graduates are eligible to apply for advanced standing in a Master's Program in Social Work. The decision to grant advanced standing, however, is up to the graduate school or program.

### **References for Graduate School**

When requested by the student, the Faculty Advisor, in consultation with the Social Work Program faculty, will write a reference for the student for Graduate School. The reference reflects the thinking of the faculty as a whole and its evaluation of the student's learning needs. Students may also want to ask their Fieldwork Instructors for a reference.

For reasons of protecting confidentiality, it is the policy of the Program not to send copies of Fieldwork evaluations to graduate schools. If a copy of the Fieldwork evaluation is requested by the graduate school, the student him/herself can send it. Students are strongly urged to keep a copy of their evaluations.

### **The M.S.W. at Lehman College**

While Lehman College offers an M.S.W. program, students are encouraged to explore all options for graduate study. It is important to know that completion of the undergraduate Social Work Program at Lehman College does not ensure acceptance into any graduate program, including the M.S.W. Program at Lehman College.

### **Alumni Activities**

Graduates of our program are encouraged to participate in the Alumni activities sponsored by Lehman College. This provides a vehicle for renewing friendships and for networking. In addition, the faculty is always eager to know how and what you are doing. We also would like to know how we can reach you. Follow-up questionnaires are sent out periodically, and since many of our graduates move after becoming social workers, we would appreciate it if you could let us know your address and *keep in touch with us!*

## SECTION II

### **FIELD EDUCATION MANUAL: POLICIES AND PROCEDURES** *(for students in the senior year, their fieldwork instructors and educational coordinators)*

#### **FIELD EDUCATION OVERVIEW**

All students in both the undergraduate and graduate Programs must complete an internship providing a range of social work services under the supervision of a qualified fieldwork instructor. This fieldwork has been called the “signature pedagogy” of social work education.

According to the Council on Social Work Education, the national accrediting body for social work education:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of the curriculum – classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on the criteria by which students demonstrate the achievement of Program competencies. (2008)

The Lehman College Department of Social Work provides students with fieldwork opportunities in social service agencies and organizations in the greater New York City area and neighboring counties. Fieldwork is provided through courses (SWK 470 and SWK 471). Fieldwork placements are arranged through the Field Education office of the Social Work Department. *All students are required to schedule at least two full days of their total of 15 hours per week during regular agency hours (which may range between 8 AM and 8 PM), between Monday and Friday. The Social Work Program does not guarantee any student a placement that includes evening or weekend hours.*

Mr. Peter Niedt, Director of Field Education  
Carman Hall, Room B-16  
718-960-7749  
Peter.Niedt@lehman.cuny.edu

Ms. Julie Aquilato, Assistant Director of Field Education  
Carman Hall, Room B-16  
718-960-7249  
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## ***Part I. CURRICULUM FOR FIELD EDUCATION***

### **Conceptual Framework for Generalist Social Work Practice**

The Lehman College Undergraduate Social Work Program prepares students for professional practice by educating them in the core competencies as defined by the Council on Social Work Education. The Program conceptualizes generalist practice as social work practice that involves an understanding of, and an ability to, work with client systems of all sizes in the context of their mutual relationships with their environments. Using a range of modalities, generalist social workers provide services to individuals, families, groups, communities, and organizations in a wide variety of fields of practice.

The mutuality of the relationship between the client system and the environment is understood through the ecological systems perspective, which draws from systems theory. The “fit” between the capacities and strengths of the client system and those of the environment is assessed, and strengths are identified, both in the client system and in the larger environment. Knowledge, values, and skills of the core competencies of the profession are utilized to affirm and enhance the abilities, capacities, and hopes of diverse urban client populations; to analyze social welfare policies and identify gaps in services; and to advocate for expanded resources within the environments that sustain these populations. Students utilize various modalities, interventions and techniques to effect change in both client systems and the environment. During this process, students are challenged to address value conflicts and ethical dilemmas as they are encountered in the classroom and fieldwork.

The Program’s conceptualization of generalist social work practice grows out of the mission of the Program, which emphasizes the commitment to educate students to become ethical and competent entry-level generalist social workers who have attained the profession’s core competencies for practice in the urban environment.

### **Social Welfare Policy (SWK 443): A Co-requisite with Fieldwork**

All students must take Social Welfare Policy (SWK 443) while they are taking either SWK 440/470 or SWK 441/471. SWK 443 is a one-semester course that is offered in both the Fall and Spring semesters.

### **Description of Fieldwork Seminar I (SWK 440)**

Fieldwork Seminar I, which is concurrent with Fieldwork I, is intended to provide a framework for students to better understand and integrate classroom content with their agency practice. Students integrate social work knowledge, values, skills and cognitive-affective processes as they provide culturally-sensitive services in fieldwork to diverse urban populations, and particularly to populations-at-risk.

## CORE COMPETENCIES AND BEHAVIORS FOR SWK 440

Program graduates are expected to master the core competencies listed below (left column) and integrate and apply these competencies in their associated professional behaviors (right column). Upon successful completion of this course, students will be able to demonstrate the expected knowledge, skills, values, and cognitive-affective processes (dimensions underlying behavior) that inform these behaviors, identified below in bold type.

Competencies	Behaviors
<b>1. Demonstrate ethical and professional behavior</b>	<b>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</b> <b>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</b> <b>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</b> <b>4. Use technology ethically and appropriately to facilitate practice outcomes; and</b> <b>5. Use supervision and consultation to guide professional judgment and behavior.</b>
<b>2. Engage diversity and difference in practice</b>	<b>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</b> <b>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</b> <b>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</b>
<b>3. Advance human rights and social, economic, and environmental justice</b>	<b>9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</b> 10. Engage in practices that advance social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy and service delivery.
<b>5. Engage in policy practice</b>	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; <b>15. Assess how social welfare and economic policies impact the</b>

	<p><b>delivery of and access to social services; and</b></p> <p>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
<p><b>6. Engage with individuals, families, groups, organizations, and communities</b></p>	<p>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p><b>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b></p>
<p><b>7. Assess individuals, families, groups, organizations, and communities</b></p>	<p><b>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; and</b></p> <p>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> <p>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p><b>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</b></p>
<p><b>8. Intervene with individuals, families, groups, organizations, and communities</b></p>	<p>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p><b>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</b></p> <p><b>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</b></p> <p>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p><b>9. Evaluate practice with individuals, families, groups, organizations, and communities</b></p>	<p><b>28. Select and use appropriate methods for evaluation of outcomes;</b></p> <p><b>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</b></p> <p>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

### Description of Fieldwork Seminar II (SWK 441)

Fieldwork Seminar II, which is concurrent with Fieldwork II, is a continuation of Fieldwork Seminar I and continues to provide a framework for students to better understand and integrate classroom content with their agency practice. Students continue to integrate social work knowledge, values, and skills as they provide culturally-sensitive services in fieldwork to diverse urban populations, and particularly to populations-at-risk.

Competencies	Behaviors
<b>1. Demonstrate ethical and professional behavior</b>	<b>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</b> <b>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</b> <b>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</b> <b>4. Use technology ethically and appropriately to facilitate practice outcomes; and</b> <b>5. Use supervision and consultation to guide professional judgment and behavior.</b>
<b>2. Engage diversity and difference in practice</b>	<b>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</b> <b>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</b> <b>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</b>
<b>3. Advance human rights and social, economic, and environmental justice</b>	<b>9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</b> <b>10. Engage in practices that advance social, economic, and environmental justice.</b>
<b>4. Engage in practice-informed research and research-informed practice</b>	<b>11. Use practice experience and theory to inform scientific inquiry and research;</b> <b>12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</b> <b>13. Use and translate research evidence to inform and improve practice, policy and service delivery.</b>
<b>5. Engage in policy</b>	<b>14. Identify social policy at the local, state, and federal level that</b>

practice	<p>impacts well-being, service delivery, and access to social services;  <b>15. Assess how social welfare and economic policies impact the delivery of and access to social services; and</b>  16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental.</p>
<b>6. Engage with individuals, families, groups, organizations, and communities</b>	<b>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</b> <b>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b>
<b>7. Assess individuals, families, groups, organizations, and communities</b>	<b>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</b> <b>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</b> <b>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</b> <b>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</b>
<b>8. Intervene with individuals, families, groups, organizations, and communities</b>	<b>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</b> <b>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</b> <b>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</b> <b>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</b> 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
<b>9. Evaluate practice with individuals, families, groups, organizations, and communities</b>	<b>28. Select and use appropriate methods for evaluation of outcomes;</b> <b>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</b> <b>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</b> <b>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</b>

### Description of Fieldwork I (SWK 470)

In preparation for generalist professional social work practice, students complete a 450 hour internship (200 hours in SWK 470 during the Fall semester and 250 in SWK 471 during the Spring semester, including the month of January), with supervision from an M.S.W. Fieldwork Instructor in a social service agency as arranged by the Social Work Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. The Fieldwork Seminar, which is concurrent with Fieldwork, helps students integrate classroom content with their agency practice.

Competencies	Behaviors
<b>1. Demonstrate ethical and professional behavior</b>	<b>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</b> <b>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</b> <b>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</b> <b>4. Use technology ethically and appropriately to facilitate practice outcomes; and</b> <b>5. Use supervision and consultation to guide professional judgment and behavior.</b>
<b>2. Engage diversity and difference in practice</b>	<b>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</b> <b>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</b> <b>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</b>
<b>3. Advance human rights and social, economic, and environmental justice</b>	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and <b>10. Engage in practices that advance social, economic, and environmental justice.</b>
<b>4. Engage in practice-informed research and research-informed practice</b>	11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and <b>13. Use and translate research evidence to inform and improve practice, policy and service delivery.</b>
<b>5. Engage in policy</b>	14. Identify social policy at the local, state, and federal level that

practice	<p>impacts well-being, service delivery, and access to social services;  <b>15. Assess how social welfare and economic policies impact the delivery of and access to social services; and</b>  <b>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</b></p>
<b>6. Engage with individuals, families, groups, organizations, and communities</b>	<p><b>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</b>  18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
<b>7. Assess individuals, families, groups, organizations, and communities</b>	<p><b>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</b>  <b>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</b>  <b>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</b>  <b>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</b></p>
<b>8. Intervene with individuals, families, groups, organizations, and communities</b>	<p><b>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</b>  24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  <b>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</b>  <b>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</b>  <b>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</b></p>
<b>9. Evaluate practice with individuals, families, groups, organizations, and communities</b>	<p>28. Select and use appropriate methods for evaluation of outcomes;  <b>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</b>  <b>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</b>  <b>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</b></p>

### Description of Fieldwork II (SWK 471)

This course is a continuation of Fieldwork I, SWK 470. Students complete a 450-hour internship (200 hours in SWK 470 during the Fall semester and 250 hours in SWK 471 during the Spring semester, including the month of January), with supervision from an M.S.W. Fieldwork Instructor in the same social service agency as during the Fall semester. Students continue to integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. The Fieldwork Seminar, which is concurrent with Fieldwork, helps students integrate classroom content with their agency practice.

Competencies	Behaviors
<b>1. Demonstrate ethical and professional behavior</b>	<b>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</b> <b>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</b> <b>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</b> <b>4. Use technology ethically and appropriately to facilitate practice outcomes; and</b> <b>5. Use supervision and consultation to guide professional judgment and behavior.</b>
<b>2. Engage diversity and difference in practice</b>	<b>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</b> <b>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</b> <b>8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</b>
<b>3. Advance human rights and social, economic, and environmental justice</b>	<b>9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</b> <b>10. Engage in practices that advance social, economic, and environmental justice.</b>
<b>4. Engage in practice-informed research and research-informed practice</b>	<b>11. Use practice experience and theory to inform scientific inquiry and research;</b> <b>12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</b> <b>13. Use and translate research evidence to inform and improve practice, policy and service delivery.</b>
<b>5. Engage in policy practice</b>	<b>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</b> <b>15. Assess how social welfare and economic policies impact the</b>

	<p>delivery of and access to social services; and</p> <p><b>16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</b></p>
<b>6. Engage with individuals, families, groups, organizations, and communities</b>	<p><b>17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</b></p> <p><b>18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b></p>
<b>7. Assess individuals, families, groups, organizations, and communities</b>	<p><b>19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</b></p> <p><b>20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</b></p> <p><b>21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</b></p> <p><b>22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</b></p>
<b>8. Intervene with individuals, families, groups, organizations, and communities</b>	<p><b>23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</b></p> <p><b>24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</b></p> <p><b>25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</b></p> <p><b>26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</b></p> <p><b>27. Facilitate effective transitions and endings that advance mutually agreed-on goals.</b></p>
<b>9. Evaluate practice with individuals, families, groups, organizations, and communities</b>	<p><b>28. Select and use appropriate methods for evaluation of outcomes;</b></p> <p><b>29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</b></p> <p><b>30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</b></p> <p><b>31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</b></p>

***Part 2. THE STUDENT IN THE FIELDWORK AGENCY***

**FIELD EDUCATION IN THE UNDERGRADUATE PROGRAM**

**Student Requirements to Begin Fieldwork**

Prior to beginning Fieldwork and Fieldwork Seminar I (SWK 470 and SWK 440), students must have completed the Social Work Practice sequence (SWK 311 and SWK 312) and the Human Behavior in the Social Environment sequence (SWK 305 and SWK 306) with a minimum grade of “C” in each course. *There are no exceptions to this policy.* Students must also have completed SWK 239, Social Welfare Institutions and BIO 183, Human Biology.

**Note:** As of Fall 2017, all students must complete the New York State mandated 2-hour training, “Identification and Reporting Child Abuse and Maltreatment” and submit a copy of their Certificate of Completion attached to their Application for Fieldwork. Permission to register for Fieldwork I or Fieldwork Seminar I cannot be given without the Certificate of Completion. Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate.

**Fieldwork Schedule**

Students complete Fieldwork during their senior year. *Fieldwork begins only in the Fall semester. It is a 2-course sequence, and students remain in the same agency placement during the Fall and Spring semesters. Students continue in Fieldwork throughout the month of January.*

Fall Semester:

SWK 440: Fieldwork Seminar I, 2 credits

SWK 470: Fieldwork I, 4 credits – 200 hours of fieldwork

Spring Semester:

SWK 441: Fieldwork Seminar II, 2 credits

SWK 471: Fieldwork II, 4 credits – 250 hours, including fieldwork continually through the month of January

**Co-Requisite with Fieldwork – Social Welfare Policy (SWK 443)**

All students must take Social Welfare Policy (SWK 443) at the same time that they are taking either SWK 470/440 or SWK 471/441. SWK 443 is offered in both the Fall and Spring semesters.

**Assignment of Students to Fieldwork Agencies**

During the Fall semester of the junior year, a representative of the Field Education office meets with all Social Work Practice I (SWK 311) classes to discuss the requirements for Fieldwork and

the expectations of students in Fieldwork. Students have the opportunity to raise questions and issues related to the Fieldwork sequence. Fieldwork applications are distributed at these meetings. (See Fieldwork Application in Appendix.)

The Director and Assistant Director of Field Education make assignments of students to fieldwork agencies. Other than employment-based field placements, *students may not identify agencies for fieldwork*. Students are given the opportunity to indicate a preference for specific fields of practice. The Director and Assistant Director of Field Education, in consultation with the Social Work faculty, consider the students' requests and determine the setting that will best serve students' learning needs. Students are informed about their field placement assignment in an e-mail sent to their Lehman College e-mail address.

Most agencies require an interview before the placement is finalized. Upon notification about their recommended agency assignment, students are expected to call their Fieldwork Instructor or the Educational Coordinator at the agency. An appointment should be made to meet at the agency for an interview. This is also an opportunity to discuss the nature of the placement, its mission and role in the community, expectations of the agency, responsibilities of the student in the field placement, and the schedule of days and hours for placement.

Students will also learn about any special requirements the agency may have. Many agencies require a physical exam, finger-printing, drug-testing, and/or background checks before accepting the student for the field placement. These issues do not automatically disqualify students from placement. Students with concerns should meet with the Assistant Director of Field Education to discuss their personal situation while they are in SWK 312 and SWK 306 during the Spring semester prior to Fieldwork.

Students who wish to request reasonable accommodations in Fieldwork or Fieldwork Seminar for documented disabilities must contact the Office of Student Disability Services, Shuster Hall, Room 238, (718)960-8441 and provide the Assistant Director of Field Education and the Seminar professor with documentation from the Student Disability Services along their application to Fieldwork.

Some students may wish to request a placement in their current place of employment. See the following section, "Employment-Based Field Placements."

### **Employment-Based Field Placements**

Students who wish to meet the fieldwork requirement at their place of employment must make the request for approval of the site to the Field Education office at the time that the application for fieldwork is made.

*Requirements to Apply:* As of the first day of fieldwork, the student

- must have been working in his/her current position for a minimum of six months, and
- cannot be on probation in the agency, including new-hire probation.

*Requirements for Approval of Employment-Based Field Placement:* Prior to approval of the placement by the Social Work Department, the student, agency representative, and Field Education Director or Assistant Director of the Lehman College Social Work Department must enter into and sign an agreement (See Appendix 6 for Employment-Based Field Placement Agreement Form). This agreement specifies that the student will conform to all the requirements and procedures of fieldwork, including:

*Hours of fieldwork* – The required 450 hours of fieldwork must be completed.

*Supervision* – Students will work with a supervisor for their fieldwork assignment who is different than the supervisor they work with as an employee. Supervision will be provided for fieldwork assignments at a minimum of one hour a week.

*Assignments* for the student's placement will be different from their ongoing work assignment.

*Process recording* requirements of the Program will be met.

### **Student Responsibilities in Fieldwork**

Fieldwork begins early in September and continues to mid-May, including the month of January. Students remain in the same placement during this time. Students are required to assume responsibility for participating in the educational experience provided at the fieldwork placement; this requires receptivity to the learning process and openness to suggestions and directions. At the same time that students are in Fieldwork (SWK 470 and 471), they attend a Fieldwork Seminar (SWK 440 and SWK 441). The Fieldwork Seminar instructor serves as the student's Faculty Advisor. Students are expected to inform their Faculty Advisor of any problems they may be experiencing in the Fieldwork placement.

The following requirements apply to all undergraduate students in Fieldwork:

1. The student is responsible for adhering to all policies and customary practices (including dress code) of the fieldwork agency. Students are expected to discuss any issues of concern with the Fieldwork Instructor and, if necessary, with the Faculty Advisor.
2. All students are required to complete a minimum of 450 hours of Fieldwork during the academic year, including a minimum of 200 hours in the Fall and 250 hours in the Spring semesters. Students are required to be in their Fieldwork agency 15 hours a week (excluding lunch) during both the Fall and Spring semesters. *Students are required to be in fieldwork continually through the month of January, both to meet the required hours for the Spring semester and to provide for continuity in fieldwork.* Hours completed in the Fall may not be carried over to meet the requirement of hours in the Spring.

3. All students are required to schedule at least two full days of their total of 15 hours per week during regular agency hours (which may range between 8 AM and 8 PM), between Monday and Friday. The Social Work Program does not guarantee any student a placement that includes evening or weekend hours.
4. Regular attendance and promptness at the field placement is required of all students and is reflected in the grade. Students are required to notify the Fieldwork Instructor or his/her designee at the agency at the start of the day if they are going to be absent. All hours and days missed must be made up. In the case of a personal emergency, students are required to consult with their Fieldwork Instructor to make special arrangements to make up the time.
5. The student and Fieldwork Instructor are expected to meet at a regularly scheduled time each week for at least one hour of supervision. Written supervisory agendas reflecting the student's thinking and concerns must be prepared by the student and submitted to the Fieldwork Instructor prior to the supervision.
6. A minimum of one process recording each week is required. However, Fieldwork Instructors may require additional process recordings. Students are responsible for providing the Fieldwork Instructor with process recordings sufficiently in advance of his/her weekly supervisory meeting so that the Fieldwork Instructor has the opportunity to review them prior to the supervisory meeting. The Program expects that students will be given reasonable time to write their process recordings during their scheduled hours at the fieldwork agency. (See Appendix for Process Recording Form.)
7. Students must complete the Fieldwork Attendance Sheet each week; the form is to be initialed by the Fieldwork Instructor weekly. The completed form is given to the student's Faculty Advisor at the end of each semester
8. Students may be required to make home and community visits as part of their fieldwork assignment. The student and Fieldwork Instructor are expected to discuss the process of home and community visiting prior to the first visit. When students need to travel to carry out their agency assignments, the agency has the responsibility to provide students with travel expenses prior to the visit.

### **Fieldwork Educational Plan**

The Educational Plan serves several purposes for the school, student, and field instructor. It outlines both the student's and field instructor's expectations. It should help the student discover the agency's mission, services, and functions, as well as aid the field instructor in formulating the student's learning objectives and goals.

The Educational Plan should be completed during the first week of fieldwork. However, it should be considered a fluid document and revised as needed throughout the fieldwork experience. Copies of this document will be provided to the student, field instructor, and field advisor. The Fieldwork Educational Plan is also in the Appendix of this *Handbook*.

### **Eligibility for “Federal Work-Study” for Fieldwork**

All students in Fieldwork (SWK 470 and 471) who have been approved for a Federal Work-Study grant on their Federal FAFSA application can request that some of their hours of Fieldwork be credited towards their Federal Work-Study grant. This is administered through the Financial Aid office at Lehman College, located in Shuster Hall, room 129. A flyer is available in the Social Work office describing Federal Work-Study for Social Work majors in Fieldwork, or see Prof. Phillips in Carman Hall B-18. (Federal Work-Study is separate from Employment-Based Field Placements described above.)

### **Retention Policies and Procedures for Fieldwork**

#### ***Continuation Requirements for Fieldwork***

Fieldwork Seminar I (SWK 440) and Fieldwork I (SWK 470), and Fieldwork Seminar II (SWK 441) and Fieldwork II (SWK 471) are 2-semester sequences which begin in the Fall semester only. Fieldwork Seminar I and Fieldwork I are co-requisites, and Fieldwork Seminar II and Fieldwork II are co-requisites. Students must earn a minimum grade of “C” in both SWK 440 and SWK 470 in order to proceed to SWK 441 and SWK 471.

In order to successfully complete Fieldwork, students are required to function at the fieldwork agency in a manner that is accountable to the agency, the school, and the profession. Students are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers (See *Code of Ethics* in Appendix).

#### ***Procedures for Review for Violation of Professional Behavior in Fieldwork***

Becoming a social worker is a complex process whereby the student is expected to develop professional behavior in fieldwork as well as in the classroom. All students in the Social Work Program are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in Appendix 1 of this *Handbook*. This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Department. Failure to comply with the *Code of Ethics* may result in dismissal from the Social Work Program.

### *Fieldwork Education Plan and Agreement*

Students who are having difficulties meeting the behavioral requirements in Fieldwork, including, but not limited to attendance, lateness, and showing respect, will be required to meet with their faculty advisor and Field Instructor in order to prepare a Fieldwork Education Plan and Agreement, specifying needed behavioral changes. See Appendix 4 of this *Handbook*. Failure to comply with needed changes will result in a referral to the Review and Retention Committee, and may result in dismissal from the Social Work Program.

The student and the classroom instructor attempt to resolve any issues utilizing the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement*. At any point the student or the classroom instructor may invite the student's faculty advisor and, in the case of an issue related to Fieldwork, the Assistant Director of Field Education, to facilitate a resolution of the issues. If the classroom instructor is also the student's faculty advisor or is also the Assistant Director of Field Education, the student may request another full-time faculty member who is on the Review and Retention Committee of the undergraduate Social Work Program to attend in place of the advisor or the Assistant Director of Field Education.

### *Review and Retention Committee*

#### *Purpose of the Review and Retention Committee*

The Review and Retention Committee reviews situations addressed in both the Compliance Plan and Agreement and the Fieldwork Education Plan and Agreement that remain unresolved. These are violations of professional or ethical conduct, rather than of an academic nature.

#### *Composition of the Review and Retention Committee*

The full Review and Retention Committee is comprised of six full-time faculty members with principal assignment to the undergraduate Social Work Program. The Chair of the Social Work Department will not serve on the Committee. For any given situation, the Chair of the Social Work Department will appoint three of the members of the Review and Retention Committee to serve on a review panel, and will designate one of the three members to serve as Chair.

The full Committee will also meet once per academic year to review the policies and procedures of their charge and to ensure that the Committee remains sensitive to the needs of the students and the College. The Social Work Club is asked to designate a student representative for this annual review.

#### *Procedure for Review*

1. If the *Compliance Plan and Agreement* or the *Field Education Plan and Agreement* is not adequate to resolve the situation, the classroom instructor will make a written request to the Department Chair for a review by the Review and Retention Committee. The Department Chair appoints three members of the Review and Retention Committee to

serve on the review panel and designates one of the three members to serve as Committee Chair. The Department Chair will inform the student of the Committee composition, and will also provide the student with this written procedure for the review and for an appeal.

5. The Chair of the Committee will contact the student and may request that the student provide supporting documents.
6. The documents will be distributed to the three-member Committee. The Committee reviews the documents and decides upon a meeting time with the student. The Committee members will also invite the following individuals to attend the review meeting, although these invited individuals will not have deliberation responsibilities or voting rights after the meeting:

The student's current faculty advisor  
An advocate of the student's choosing  
The Assistant Director of Field Education

7. Upon completion of the Committee's review and deliberation, the Chair of the Committee will submit, in writing, the determination of the Committee to the student, to the classroom instructor or Field Faculty Advisor involved, to the Undergraduate Program Director, and to the Department Chair. In order to ensure timeliness of action, the Committee will not exceed a deliberation period of 14 school days. The Committee Chair places supporting documents and a copy of the determination in the secure Retention File.

### *Appeals Procedure*

Students have the right to appeal the decision of the Review and Retention Committee. The student has five school days in which to submit a written appeal to the Chair of the Social Work Department. If the student requests an appeal, the Department Chair requests all supporting documentation from the Committee Chair. The Department Chair convenes the Appeals Committee, comprised of the:

Department Chair  
Vice-President for Student Affairs at the College or his/her designee

The Appeals Committee reviews the documentation from the Review and Retention Committee and all communications from the student. Within five school days after receipt of the appeal, the Department Chair communicates the determination of the appeal to the student, the classroom instructor, the student's faculty advisor, and the Undergraduate Program Director.

If the Department Chair is also the classroom instructor involved, or is also the student's advisor, the Department Chair will appoint another tenured faculty member in the Social Work Department to the Appeals Committee; this faculty member will not have served on the three-member Review and Retention Committee.

If the student's appeal is not upheld, the Committee can recommend the review of a student's situation to the Lehman College Vice-President for Student Affairs.

*Note: If the situation relates to conduct or activity encompassed by the CUNY Rules and Regulations on Campus Conduct, the classroom instructor will refer the situation to the Vice-President of Student Affairs at the College, where the matter will be handled in accordance with the CUNY Rules and Regulations on Campus Conduct, Student Disciplinary Procedures, pursuant to Article 15 of the Board of Trustees Bylaws, included in the Appendix of the Lehman College Undergraduate Bulletin and in the Appendix of this Handbook*

### **Part 3. THE FIELDWORK AGENCY**

#### **Criteria for Selection of Fieldwork Agencies**

Fieldwork agencies participating with the Lehman College Social Work Program are expected to have a strong commitment to the education of social work students in urban areas. Participating agencies must reflect a commitment to social justice, to providing services to populations-at-risk, and to issues related to human diversity. They are selected on the basis of their potential to:

- fulfill the mission and goals of our Social Work Programs,
- provide students with opportunities to understand, affirm, and work with respect for human diversity,
- apply the knowledge, values, and skills acquired in the classroom with individuals, families, groups, communities, and organizations in the urban environment,
- meet the learning needs of our students through structured learning opportunities, including weekly supervision and weekly review of process recordings, and
- enter into a learning agreement with the Lehman College Program and the student that assures that the learning objectives for the student will be met.

Agencies must be able to provide a supervisor who has an M.S.W. degree from a CSWE-accredited Social Work Program, has experience as an M.S.W. social worker for a minimum of 2 years, and who subscribes to the above values and commitments.

#### **Criteria for Employment-Based Field Placements**

Agencies offering employment-based field placements for their employees must meet all the criteria described above in "Criteria for Selection of Fieldwork Agencies." In addition, they must enter into an agreement with the Lehman College Social Work Program, specifying that:

- students will conform to all the requirements and procedures of fieldwork, including hours, supervision, and process recording requirements;
- assignments for the student placement will be different than their ongoing assignment;
- students will work with a different Fieldwork Instructor for their fieldwork assignment than the supervisor they work with as an employee;

- employment-based field placement agreements between the Lehman College Department of Social Work, the agency, and the student will be in effect for one academic year.

The Program retains the right to not approve any employment-based field placement arrangement if it does not deem the arrangement to be academically sound.

### **The Agency as a Learning Environment**

Learning takes place through traditional supervision with the Fieldwork Instructor. However, it is very useful for students to be exposed to other learning experiences, such as group or peer supervision. Whenever possible, students should attend agency staff meetings, seminars and trainings, and community and coalition meetings. Visits to other agencies are also very useful for students' learning.

### **Home and Community Visits**

Students may be required to make home visits as part of their fieldwork. These visits are a valuable field learning experience and can be extremely beneficial to the client and the social work relationship. Community visits include: accompanying clients to schools, courts, medical appointments, public assistance, etc. In addition to the preparations necessary for the delivery of services to the clients and organizations to be visited, the agency and the student need to consider and make provisions for issues relating to the student's safety on such visits. These provisions include, but are not limited to:

- Appropriate time of day for home visits
- Appropriate dress for visits, care in carrying purses and avoiding expensive jewelry
- Selection of transportation mode, including routing of safest streets if walking
- Traveling with official agency identification
- Using caution in entering elevators, stairwells, and buildings
- Making certain that the agency is aware of the date, time, location, purpose of the visit
- Informing the person they are visiting of the expected time of arrival.

Students should be accompanied by an agency staff member during their first (at a minimum) home or community visit so that the student is familiarized with the process and assisted in mastering the requisite skills and overcoming related fears and uneasiness.

*Students must be provided with carfare associated with the visit, and with any other exceptional expenses prior to making the visit.*

## ***Part 4. THE FIELDWORK INSTRUCTOR***

### **Criteria for Fieldwork Instructors**

All students in Fieldwork are supervised by a Fieldwork Instructor who has a Master's degree in Social Work from a CSWE-accredited social work program, has a minimum of 2 years experience as an M.S.W. social worker, and who subscribes to the mission and goals of the Lehman College Social Work Program as described in the previous section. The Fieldwork Instructor is an employee of the fieldwork agency. It is the responsibility of the Fieldwork Instructor to help the student integrate and apply the knowledge, values, and skills of the core competencies acquired in their classes to their work in the agency.

### **Task Supervision**

In addition to their regular supervision, students may receive part of their supervision from a task supervisor who will assist the Fieldwork Instructor for specific assignments.

### **Ongoing Professional Opportunities for Fieldwork Instructors**

The Lehman College Social Work Department offers programs for Fieldwork Instructors:

1. Prior to the start of the Fall semester, an *Orientation for Fieldwork Instructors* is held at Lehman College. All fieldwork instructors who will be supervising Lehman students for the first time are expected to attend this orientation in order to become familiar with the Program and the expectations of the field placement. Fieldwork instructors who have been with the Program are also invited to refresh their understanding of the Program, learn about any changes in the Program, renew acquaintances, and assist new fieldwork instructors.
2. A *Seminar in Field Instruction (SIFI)* course is required for all new Fieldwork Instructors. The eleven social work programs in the greater New York City area have created a standardized curriculum that all schools use. A committee with representatives from all of the schools meets on an ongoing basis to revise the curriculum as needed. The SIFI includes 12 sessions spread out over the academic year. A calendar of these sessions is e-mailed to all Field Instructors and Educational Coordinators each summer.
3. Throughout the academic year, *workshops* are held for Fieldwork Instructors and Educational Coordinators. These workshops provide an opportunity for integration of classroom learning and the fieldwork experience as faculty members present on topics of their specialization.
4. The Lehman College Social Work Department has been designated an approved provider for *Continuing Education hours for licensed social workers* by the New York State Education Department. Fieldwork Instructors and Educational Coordinators

working with Lehman students will be notified of Continuing Education workshops by e-mail prior to opening registration to the public. There is no charge for the workshops.

### **Fieldwork Instructor-Student Supervisory Conferences**

All students receive a minimum of one hour a week of individual supervision from the Fieldwork Instructor. This individual supervision is in addition to other learning experiences that may be available for students at the agency, such as group supervision or meetings with the Task Supervisor.

### **Assignments for Students**

Students should be given an orientation to the agency, and assignments should be considered prior to their arrival at the agency. Students should be provided with the opportunity to work with individuals, families, groups, communities and organizations. Assignments should provide the student with the experience of performing the various roles of the social worker, including enabler, mediator, social broker, teacher, advocate, and social activist. Assignments should contribute to the development of the knowledge, values, and skills inherent in the core competencies of entry-level professional social workers, and support the student's growing capacity to handle more complex issues over time. Students should be expected to integrate empirically-based knowledge and incorporate policy practice skills.

The Lehman College Field Faculty Advisor will be happy to discuss possible assignments with the Fieldwork Instructor.

### **Process Recordings**

Process recordings are viewed as essential learning tools for students. It is important that the Fieldwork Instructor return process recordings to the student with written comments within the week that they are submitted so that they may be reviewed during the supervisory meeting.

Process recordings are the property of the student and should not contain identifying information about clients or the agency. Students share their process recording, with the comments of the Fieldwork Instructor with their Seminar instructor, who is also their Field Faculty Advisor. This makes it possible for the faculty to monitor the progress the student is making in the fieldwork placement and to ensure that integration of theory and practice is maximized.

A minimum of one process recording each week is required by the Social Work Department for undergraduate students. However, Fieldwork Instructors may require additional process recordings. *See Appendix 5 for Process Recording Form.*

### **Supervisory Agendas**

Students are required to submit supervisory agendas to the Fieldwork Instructor prior to each supervisory meeting. The agenda serves as a tool that helps the student to think through and take responsibility for his/her learning needs, and informs the Fieldwork Instructor of issues the student wants to discuss during the supervisory meeting.

## **Classroom Assignments Related to Fieldwork Placement**

Students will have assignments in their courses related to their fieldwork agencies. These assignments may include such issues as the history of the field of practice and of the agency, the structure of the agency, the relationship of the agency to its community and to coalitions in the community, and agency and social welfare policies impacting services and clients, among other topics. We request that fieldwork instructors provide guidance for students as they approach these topics and in their efforts to integrate empirical and practice-based knowledge.

### ***Part 5. THE FIELDWORK SEMINAR AND THE FIELD FACULTY ADVISOR***

Students are assigned to a section of Fieldwork Seminar based on their fieldwork placement agency assignment. The faculty member teaching Fieldwork Seminar I and II (SWK 440 and SWK 441) serves as the student's Social Work Program Field Faculty Advisor during the student's senior year. The Field Faculty Advisor contacts the Fieldwork Instructor at the start of the Fall semester. The Field Faculty Advisor makes a visit to the fieldwork agency to meet with the Fieldwork Instructor and the student together in order to assess the student's progress and to assure that the student is having a field experience that helps the student attain the core competencies of the Program. Additional visits are scheduled as needed. In order to stay informed about the student's growth in the agency, the Field Faculty Advisor reads process recordings that the student is required to submit to the Fieldwork Instructor.

Students remain in the same section of Fieldwork and Fieldwork Seminar for the two semesters of the academic year, allowing for continuity in the learning and advisement processes throughout the year. If problems occur in the field that students or Fieldwork Instructors are not able to resolve, they should bring this to the attention of the Field Faculty Advisor for help in resolving the difficulties.

Letters of recommendation for both employment and graduate school are written by the Faculty Advisor. Recommendation letters for graduate school reflect the student's overall performance in the program and are prepared in consultation with the Social Work faculty. Unless otherwise required by the graduate program, this is the only recommendation letter for a graduate program that is provided by the Social Work faculty.

### ***Part 6. EVALUATIONS***

#### **Fieldwork Instructors' Evaluation of Students' Performance**

It is the responsibility of the Fieldwork Instructor to evaluate the student's performance throughout the year of Fieldwork. During the Fall semester, the Fieldwork Instructor completes a Mid-Semester Evaluation which provides a "snapshot" of the student's beginning performance at the fieldwork agency. This evaluation helps to clarify expectations of future performance, and allows for quick and concrete identification of serious concerns. The Fieldwork Instructor

completes End-of-Semester Evaluations at the close of the Fall and Spring semesters. See Fieldwork Evaluation forms in the Appendix.

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

### **Grading Procedures**

The Field Faculty Advisor, in consultation with Social Work Program faculty, gives the grade for Fieldwork I (SWK 470) during the Fall semester and for Fieldwork II (SWK 471) during the Spring semester, based on the following:

- Written evaluations of the Fieldwork Instructor
- Agency contacts, including visits and discussions with the Fieldwork Instructor
- Review of process recordings
- Contacts with the student throughout the semester
- Demonstrated professional behavior consistent with the *NASW Code of Ethics*.

### **Students' Evaluation of Fieldwork Agencies**

At the end of the Spring semester of Fieldwork, students complete an evaluation of their fieldwork agency and fieldwork experience. The Assistant Director of Field Education considers these recommendations in determining fieldwork placements for the following year.

### **Celebration of Conclusion of Fieldwork**

Prior to the conclusion of Fieldwork, the Social Work Program honors the students who have completed their fieldwork placements, and the Field Instructors who have worked with them. At this ceremony the Leona Thompson Scholarship Award is presented to the graduating senior in the Social Work Program who has the highest cumulative index and who plans to enter a graduate Social Work program. In addition, other awards are also presented, including recognition awards and academic excellence awards.

**APPENDICES**

## *Appendix 1*

### **About the National Association of Social Workers (NASW)**

*NASW is the largest membership organization of professional social workers in the world, with 153,000 members and has chapters in 50 states. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.*

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

**For the NASW Code of Ethics, please click on this link:**

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

## *Appendix 2*

### *Ethics in Social Work, Statement of Principles International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW)*

International Federation of Social Workers (IFSW)  
International Association of Schools of Social Work (IASSW)  
1. Preface

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Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries;

others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people. with whom they work and societal demands for efficiency and utility.

- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

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## 2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

## 3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

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## 4. Principles

### 4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of

people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.

3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.

4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

## 4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination\* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

*\*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.

3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.

5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

## 5. Professional conduct

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It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.

2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.

3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.

4. Social workers should act in relation to the people using their services with compassion, empathy and care.

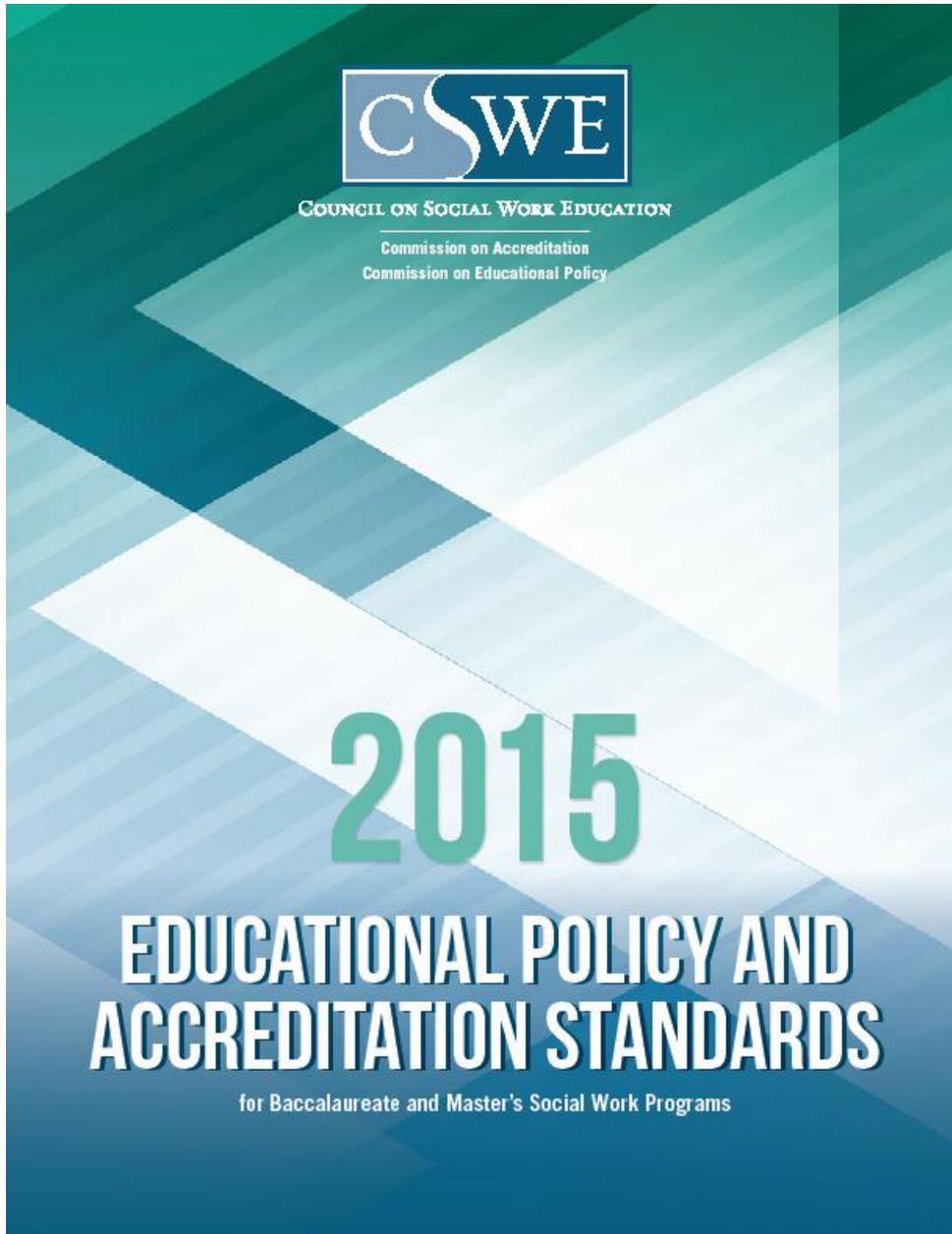
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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*Appendix 3*

**Council on Social Work Education, 2015 Educational Policy and Accreditation Standards (EPAS) LEFT DOUBLE CLICK ON THE DOCUMENT TO OPEN**



## *Appendix 4*

### **Retention Documents**

Compliance Plan and Agreement (for use in classes)  
Field Education Plan and Agreement (for use in Fieldwork)

**LEHMAN COLLEGE/CUNY  
DEPARTMENT OF SOCIAL WORK**

*COMPLIANCE PLAN AND AGREEMENT* (for use in classes)

**Student:**

**Date:**

This plan and agreement has been developed in order to address specific problematic behaviors that have been identified by the classroom instructor and that warrant attention and need to be resolved.

Becoming a social worker is a complex process whereby the student is expected to develop not only professional behavior in fieldwork, but also to develop professional behavior in the classroom. All students in the Social Work Programs are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in the Appendix to both the Undergraduate and MSW "Lehman College Student Handbook and Field Education Manual." This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Department. Failure to comply with the *Code of Ethics* may result in dismissal from any of the Social Work Programs.

This form is for use for problematic behaviors not covered by the CUNY Rules and Regulations on Campus Conduct. In the case of behaviors covered by the CUNY Rules and Regulations on Campus Conduct, a referral is made by the classroom instructor to the Vice-President for Student Affairs.

The student will meet to address this issue with the classroom instructor, faculty advisor, Undergraduate Coordinator and/or Undergraduate Program Director.

This Plan and Agreement addresses the following situation:

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The expectations and goals as outlined in this document have been developed jointly by the student, classroom instructor, and faculty advisor. If the classroom and faculty advisor are the same, then the student may select another full-time faculty member who will participate in developing this agreement. This Compliance Plan and Agreement clarifies for all concerned parties the behavioral requirements for the student to remain in the Social Work Program at Lehman College.

**Responsibilities of the student:**

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**Responsibilities of the classroom instructor:**

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**Responsibilities of the faculty advisor:**

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**Student Name: Print/Signature/Date**

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**Classroom Instructor: Print/Signature/Date**

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**Faculty Advisor or, if Classroom Instructor is the same as Faculty Advisor, another Full-Time Faculty Member Selected by the Student: Print/Signature/Date**

**LEHMAN COLLEGE/CUNY  
DEPARTMENT OF SOCIAL WORK**

*FIELD EDUCATION PLAN AND AGREEMENT* (for use in Fieldwork)

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

The purposes of this Field Education Plan and Agreement are

- to clarify the learning goals and objectives for the fieldwork experience,
- to assist in the synthesis of classroom material and field experiences
- to promote professional development, and
- to clarify the mutual expectations and responsibilities of the student, the field instructor, and the faculty advisor.

The expectations and goals as outlined in this document have been developed jointly by the student, field instructor, and the student's field faculty advisor. This Plan and Agreement clarifies for all concerned parties the student's educational goals and objectives, assignments and agency responsibilities, as well as the responsibilities of the field instructor and faculty advisor at Lehman College.

All students in the Social Work Programs are required to demonstrate professional behavior consistent with the *Code of Ethics* of the National Association of Social Workers; the *Code of Ethics* is included in the Appendix to both the Undergraduate and MSW "Lehman College Student Handbook and Field Education Manual." This applies to behavior in the classroom, in Fieldwork, in college-related activities, and on the Lehman College campus. Failure to do so supersedes any grade earned in a Social Work course and supersedes a student's current standing in the Social Work Department. Failure to comply with the *Code of Ethics* may result in dismissal from any of the Social Work Programs.

Based upon the NASW *Code of Ethics*, the student agrees to practice in an ethical and appropriate manner and adhere to the policies and procedures of the fieldwork agency. The student will incorporate the academic coursework with field practice in an ongoing and increasingly complex manner. It is recognized that educational needs and objectives can change over time; therefore, the Plan and Agreement can be modified as needed, in consultation with the student, field instructor, and faculty advisor. Such changes need to be agreed upon by all parties.

The student, field instructor, or faculty advisor can request that the Director of Field Education and/or the Director of the Social Work Program participate in the process of designing and/or modifying this agreement.

**Responsibilities of the student:**

- To attend fieldwork, on the agreed upon days, for a total of \_\_\_\_\_ hours per week.
- To assume responsibility for rescheduling any unavoidably missed hours or days in the field placement.
- To attend weekly supervision at the agreed upon time, for at least one hour per week.
- To submit \_\_\_\_ process recordings to the field instructor and faculty advisor within a week of seeing the assigned client.
- To utilize the skills and knowledge of entry-level generalist social work practice, as being taught in undergraduate Social Work courses at Lehman College.
- To demonstrate progress towards achievement of the learning objectives for Fieldwork and Fieldwork Seminar, as listed on the syllabi for those courses .
- To adhere to the NASW *Code of Ethics*.

**Responsibilities of the field instructor:**

- To monitor the appropriateness of student assignments.
- To meet weekly, at the assigned time, with the student for supervision, for a minimum of one hour of individual supervision.

- To provide supervision in a manner that is consistent with the goals and objectives of the undergraduate Social Work Program at Lehman College. These goals and objectives have been described in detail in the *Student Handbook and Field Education Manual* that was distributed to all field instructors by the Director of Field Education.

**Responsibilities of the field faculty advisor:**

- To serve as the academic liaison for both the field instructor and student, thereby providing a bridge between academic expectations, goals, and objectives and that of field instruction.
- To conduct agency visits, a minimum of once during the Fall semester. Frequency of visits will be increased as deemed necessary and appropriate by the field faculty advisor and Director of Field Education.
- To provide academic advisement to the student.

**Additional Requirements or Comments:**

**Student:**

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**Field Instructor:**

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**Faculty Advisor:**

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**I, [the student], agree to the responsibilities as outlined above. I am aware that failure to comply with the terms of this Plan and Agreement will result in a referral to the Review and Retention Committee of the Lehman College Social Work Program and may result in dismissal from the Social Work Program.**

**The Field Instructor will commit to the responsibilities listed above and to provide an internship that allows the student to learn and demonstrate professional social work growth.**

**The social work faculty will provide academic instruction and professional advising to assist with the learning and professional development process.**

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**Student Name: Print/Signature/Date**

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**Field Instructor: Print/Signature/Date**

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**Faculty Advisor or, if Classroom Instructor is the same as Faculty Advisor, another Full-Time Faculty Member Selected by the Student: Print/Signature/Date**

## *Appendix 5*

### **Field Education Documents**

Field Education Instructions

Application for Fieldwork

Employment-Based Field Placement Instructions

Employment-Based Field Placement Agreement

Fieldwork Educational Plan for Undergraduate Placement

Process Recording Form

Group Process Recording Form

### Fieldwork Instructors' Student Evaluation Forms

Mid-Semester Evaluation (*Fall semester only*)

End-of-Semester Fieldwork Evaluation, Fieldwork I (SWK 470) (*Fall semester*)

End-of-Semester Evaluation, Fieldwork II (SWK 471) (*Spring semester*)

## Field Education Instructions

### *Introduction*

Students must receive a **grade of “C” or above in both SWK 306 and SWK 312 to be eligible for Fieldwork (SWK 470 and SWK 471), Fieldwork Seminar (SWK 440 and SWK 441), or Social Welfare Policy (SWK 443) (which is taken concurrently with Fieldwork.)**

If you do not expect to apply for field placement and seminar this upcoming academic year, or if you have applied and your plans have changed, please let Ms. Aquilato know. It will be helpful if you also make an appointment with your social work faculty advisor to discuss your academic plans.

### *Undergraduate Fieldwork Application*

Completed Applications for Fieldwork are due by January 16<sup>th</sup>.

A sample application form for fieldwork placement and seminar (SWK 470-471 and 440-441) is provided later in this section. Additional information and answers to your questions will be provided during a Fieldwork Presentation in your Social Work Practice class in December.

The application form, which is available electronically, also includes a description of the placement process. Please also refer to the **Fieldwork FAQs** attached to the online application for additional information. In order to receive the online application form, please send an e-mail to the Assistant Director of Field Education, Ms. Julie Aquilato, at [Julie.Aquilato@lehman.cuny.edu](mailto:Julie.Aquilato@lehman.cuny.edu)

The application form can be downloaded and completed online but must be printed and submitted with your original signature to Ms. Aquilato. Please submit 2 signed copies along with your resume and cover letter.

#### *Some important points to remember:*

- Each student must complete 450 hours for the full academic year.
- Students are in placement 2 full days a week (7 ½ hours per day). All students are required to attend fieldwork during the intersession in January in order to maintain continuity with the clients and the agency.
- Fieldwork hours are Monday through Friday 8 AM – 8 PM. When making arrangements for Fieldwork, students should note that weekend and night-time hours are rarely available. A minimum of 1 of the 2 fieldwork days must be Monday through Friday, between the hours of 8 AM and 8 PM.
- Fieldwork placement begins immediately after Labor Day and continues until classes end in May. The only “breaks” in field placement are the week between Christmas and New Year’s Day and the week of Lehman College’s Spring Semester break.

- Students intern at the same agency for both semesters.
- Prior to beginning Fieldwork, students are expected to have made appropriate personal plans, including work and class schedules, and family responsibilities.
- Agencies may require an interview before accepting students to the placement.
- Most agencies have screening procedures. You may be asked to be finger printed and have a background check; some agencies also require drug testing or a physical examination before accepting students to placement. If you think this may be an issue for you, please discuss it with the Assistant Director of Field Education. Also, please note that not all agencies pay for this screening and students are expected to incur the costs.
- Fieldwork applications will not be accepted after March 1st.
- As of Fall 2017, all students must complete the New York State mandated 2-hour training, “Identification and Reporting Child Abuse and Maltreatment” and submit a copy of their Certificate of Completion attached to their Application for Fieldwork. Permission to register for Fieldwork I or Fieldwork Seminar I cannot be given without the Certificate of Completion. Students who have taken this training previously are not required to repeat it if they provide the Social Work Department with a copy of their Certificate.

### **Agency Selection**

Students are generally notified about placements between March 1st and June 30th. **Ms. Aquilato will send you an e-mail at your Lehman e-mail address.** The e-mail will include the name of the agency, agency address, and contact person at the agency. You are required to e-mail a cover letter and resume to the contact person within a week, with a copy to Ms. Aquilato. The agency should contact you within 2 weeks to set up an interview for the placement. If you have not heard from the agency within 2 weeks, please let Ms. Aquilato know by e-mail.

The matching of students with agencies is based upon interest expressed by the student in specific fields of practice and location, and the availability of an appropriate internship in the desired field of practice and location.

Applications are reviewed in the order in which they are received. Students submitting applications in January and those with greater flexibility will have a better chance of getting a placement in their specified fields of practice and location.

**STUDENT APPLICATION FOR FIELD PLACEMENT**

(This application is available online)

(PLEASE TYPE)

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

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

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

\_\_\_\_\_

TELEPHONE #s (home) \_\_\_\_\_

(work) \_\_\_\_\_ (cell) \_\_\_\_\_

LEHMAN E-MAIL (This is the only e-mail address the Social Work Dept. will accept)

\_\_\_\_\_

Valid Driver's License:  YES  NOWilling and able to drive to a field placement:  YES  NO

Please describe any volunteer or paid social work related experiences. Include type of experience, setting, responsibilities, and length of time in each setting. Use additional paper if necessary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you speak any language(s) other than English? \_\_\_\_\_

Which language(s)? \_\_\_\_\_

Do you feel comfortable providing Social Work services in any language(s) other than English?

\_\_\_\_\_

If yes, which language(s): \_\_\_\_\_

Please specify any disabilities requiring accommodations in your field placement.

\_\_\_\_\_

NAME \_\_\_\_\_

Name of social work faculty advisor (SWK 312 instructor) \_\_\_\_\_

Expected date of graduation \_\_\_\_\_

SWK 311 grade \_\_\_\_\_ Instructor \_\_\_\_\_

List 3 **fields of practice** in which you would like to do your internship.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Is there **ONE** field of practice in which you would prefer not to be placed?

\_\_\_\_\_

Additional comments regarding the assignment of your fieldwork placement: You may note concerns about transportation, child care, employment, scheduling needs, health factors, work-study, etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature

NAME (print)

## EMPLOYMENT-BASED FIELD EDUCATION INSTRUCTIONS

### Employment-Based Arrangements: For Those Already Employed at an Agency

If you already work at an agency and would like your employment to be considered a Work-study placement, please indicate this request when you request your field work application. Additionally, you must fill out a Work-Study application, which is available in B-16. If you plan to complete a Work-study then please arrange a meeting with the Assistant Director of Field Education. You will be given an application at this meeting.

The field education department will contact you in May to arrange an agency visit at your placement. You cannot start your Employment-Based field placement until the placement is approved by the Social Work Department. **Employment-Based field placement applications MUST BE submitted by March 31 and site visits must be completed no later than August 1<sup>st</sup>.** The later the application is submitted, the more difficult it will be to place you if your Employment-Based field placement falls through or is not approved.

### Employment-Based Field Placement Arrangements: For Those Already Employed at an Agency

If you would like the agency where you are employed to be considered an Employment-Based placement, please indicate this request on your application. You must still fill out a regular field application and submit it. Under Fields of Practice, you indicate that you are looking into a Employment-Based field placement arrangement at your agency. **A faculty member will then contact you to discuss your situation and the additional requirements** needed for such placements. Students cannot start their Employment-Based field placement until the placement has been approved by the Social Work Department.

#### Requirements:

- As of the first day of fieldwork, you must be an employee of your agency for *at least* 6 months.
- You cannot be in a probationary period at your agency, including new-hire probation.
- Your proposed internship should preferably take place in a different department than your employment. You should also be assigned different tasks than what you are employed to do.
- Your proposed field instructor must be someone different than you supervisor.
- Your field instructor must be a licensed MSW with at least two years or more post-MSW experience. He or she will be expected to provide 1 hour of supervision per week and review your process recordings. Ideally, they will have also completed the SIFI (Seminar in Field Instruction).

#### Suggested Steps for Employment-Based Field Placement Arrangement:

- Talk to your current supervisor about the possibility of conducting your internship at your agency. From this conversation, you will be able to gauge

how willing he or she and the agency are to consider this.

- If it seems possible, ask your current supervisor who she or he might suggest as field instructor, keeping in mind the requirements (licensed MSW, etc.).
- Schedule an appointment with Julie Aquilato to discuss the Employment-Based field placement and to receive and application. ([julie.aquilato@lehman.cuny.edu](mailto:julie.aquilato@lehman.cuny.edu) or (718-960-7249))
- Talk with this field instructor in depth. This person and you should review the employment-based application and complete it together.
- Submit the application to Julie Aquilato. She will then contact you to set up a meeting between the proposed field instructor, you, and himself or a representative of the Social Work Field Education Department. Your current supervisor is welcome to attend as well.
- Following this meeting, Ms. Aquilato will either make suggestions for your internship or sign the agreement. **The agreement must be signed by the field work department or the internship is NOT approved.**

### **THINGS TO REMEMBER ABOUT EMPLOYMENTN-BASED ARRANGEMENTS**

1. The tasks that you should be assigned at your agency should be the equivalent of those assigned to First-Year MSW students: direct practice, case management, group work, etc. Field instructors will be responsible for providing at least one hour of supervision per week as well completion of an educational plan, fall mid-semester evaluation, fall end-of-semester evaluation, and spring end-of-semester evaluation. They might also be encouraged to complete the SIFI (Seminar in Field Instruction), which is offered at Lehman and runs from September through May. If the field instructor has taken the SIFI at another social work school in the greater NYC area, he or she does not need to retake the course.
2. While preferable, Lehman College CANNOT dictate or suggest to agencies that they provide students comp time or time off to complete their internship. This is entirely up to your agreement with your place of employment. Keep in mind: this might result in students working their regular 35 hour work week along with an additional 15 hours for their internship.
3. If you work at an agency that has not had Lehman interns before, the organization might require an Affiliation Agreement. This is a document that must be executed, negotiated, and signed by both CUNY and your agency's legal departments. Please know that completing this document takes time, so the sooner you make your internship arrangements, the faster the fieldwork department will be able to handle this.

<b>EMPLOYMENT-BASED FIELD PLACEMENT AGREEMENT 2014-2015</b>
---

**This application is for students who are interested in using their current job in Social Work as their field instruction site.**

**Requirements:**

1. The student must be an employee of the agency for *at least 9 months prior* to applying for an Employment-Based position.
2. The proposed internship should take place in a different department than the student's place of employment. The student should also be assigned different tasks than what they are employed to do.
3. The proposed field instructor must be someone different than the supervisor.
4. The field instructor must be a MSW with at least two years or more post-graduate experience. He/she will be expected to provide 1 hour of supervision per week and review the student's weekly process recordings. Ideally, they will also have completed the SIFI (Seminar in Field Instruction) or be willing to take the course.

**Student Information:**

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

E-Mail: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

**Agency Information:**

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

Name of student's current supervisor:

\_\_\_\_\_

Student's current job responsibilities:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Proposed Field Instructor:

\_\_\_\_\_  
 (Please attach completed Curriculum Vitae or a copy of Field Instructor's resume)

Proposed Task Supervisor:

\_\_\_\_\_

Field Instructor’s Contact Information:

Address:

---

E-mail: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Has the Field Instructor completed a Seminar in Field Instruction in New York?

---

Describe the proposed fieldwork assignment (Please **be specific**; attach additional paper if needed):

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Will the Field Instructor and/or student both be at the above address? Yes \_\_\_\_\_  
No \_\_\_\_\_

**IF NO**, where will the student be for field placement? (If the student will be at the above current work address please leave blank)

Site Name: \_\_\_\_\_ Site Telephone: \_\_\_\_\_

Department (If applicable):

---

Address:

---

City, State, Zip:

---

Where will the Field Instructor be? (If not at the agency address above or in different location from the student)

Site Name: \_\_\_\_\_ Site Telephone: \_\_\_\_\_

Department (If applicable):

\_\_\_\_\_

Address:

\_\_\_\_\_

City, State, Zip:

\_\_\_\_\_

\_\_\_\_\_  
Please list the **Educational Coordinator** of the agency's field work program if one exists. If there is no Educational Coordinator, please list the Director of the Agency or the person who would have final approval of the planned arrangement.

**SIGNATURES:**

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

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

Lehman Fieldwork  
Representative \_\_\_\_\_ Date: \_\_\_\_\_

Educational  
Coordinator \_\_\_\_\_  
Date: \_\_\_\_\_

**LEHMAN COLLEGE/CUNY  
SOCIAL WORK DEPARTMENT**

**Fieldwork Educational Plan for Undergraduate Placement**

An educational plan serves several purposes for the school, student, and field instructor. It should help the student discover the agency's mission, services, and functions, as well as aid the field instructor in formulating the student's learning objectives and goals. It should outline both the student's and field instructor's expectations, however, should also be considered a fluid document. This means while the plan itself should be initially constructed collaboratively from the first meeting between student and agency, it can and should be discussed throughout the first and subsequent supervision sessions. Please refer to the Field Education Manual for additional assistance.

The educational plan should be completed the first week of field work. Copies of this document will be provided to the student, field instructor, and field advisor.

**Student Name:**

**Agency:**

**Date of Plan:**

**Length of Plan** (Eg. Fall 2009):

**Field Instructor:**

**Field Advisor:**

**I. Assignments:**

- Eg. John will conduct ongoing supportive counseling to three clients.

**II. Professional and Interdisciplinary Relationships**

- Eg. John's field instructor is Ms. Smith. However, on Mondays, Mr. Jones will be his task supervisor.

**III. Meetings**

- Eg. John will attend staff meetings on Wednesday mornings at 9 a.m.

**IV. Supervision (Undergraduate students receive a minimum of 1 hour of individual supervision per week.)**

- Eg. John will have individual supervision with his field instructor every Friday at 10 a.m. He will also have group supervision every other Wednesday at 3 p.m.

**V. Process Recordings (Undergraduate students are required to write a minimum of 1 process recording per week). Please note: Students are required to submit process recordings complete with field instructors' comments to their field advisors throughout the semester.**

- Eg. John is responsible for one process recording per week. He will submit this to his field instructor two days before individual supervision.

**VI. Work Schedule (Undergraduate students must have 14 hours of field work per week.)**

**VII. Special Considerations or Arrangements (eg. Equipment, bilingual services)**

---

**Student**

**Date**

---

**Field Instructor**

**Date**

---

**Faculty Field Advisor**

**Date**

Process Recording #: \_\_\_\_\_

received by: \_\_\_\_\_  
received on (date): \_\_\_\_\_  
for: seminar \_\_\_\_\_ practice \_\_\_\_\_  
FI comments: yes \_\_\_\_\_ no \_\_\_\_\_

**Lehman College**  
**Department of Social Work**

**Process Recording**

This is an educational tool used in supervision and not to be used in agency records. It is the property of the student and should be handled confidentially. All identifying information of clients should be disguised (For example: use Ms. J for Ms. Jones).

**Your Name:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

**Date of Contact:** \_\_\_\_\_ **Length of Contact (in minutes):** \_\_\_\_\_

**Type of Contact:**  Individual  Family  Group  Collateral  Supervision  Other \_\_\_\_\_  
 Initial  On-going

**Nature of Contact:**  In Person  Telephone  Other \_\_\_\_\_

**Location of contact** (home visit, agency, hospital room, etc.): \_\_\_\_\_

**Language(s) of interview:** \_\_\_\_\_ **Was an interpreter used?** \_\_\_\_\_

**Brief Description of Client(s)** (age, gender and other relevant information and presenting issue):

**What are the long-term goals with this client?**

**What are the short-term goals with this client?**

**Purpose of this particular contact** (What did you want to achieve in this contact?):

**Pre-engagement** (Describe what you did to prepare for the contact):







**LEHMAN COLLEGE  
DEPARTMENT OF SOCIAL WORK  
GROUP PROCESS RECORDING**

Name of student: \_\_\_\_\_

Name of agency: \_\_\_\_\_

Date and time of **this** group meeting: \_\_\_\_\_

**I. DESCRIPTION OF THE GROUP**

Name and type of group: \_\_\_\_\_

Stated purpose of the group session (attach any agenda and/or handouts):

\_\_\_\_\_

\_\_\_\_\_

Name of facilitator(s): \_\_\_\_\_ Position at agency \_\_\_\_\_

When and how frequently does the group meet? \_\_\_\_\_

How long is each session? \_\_\_\_\_

What are the criteria for membership in this group? \_\_\_\_\_

\_\_\_\_\_

Who was present at this session? (Include initials of clients, gender, [M/F/T] and age.)

\_\_\_\_\_

\_\_\_\_\_

Is this an open-ended or closed-ended group? \_\_\_\_\_

If this is a closed-ended group, this is session \_\_\_\_ of \_\_\_\_\_. What is the total group membership? \_\_\_\_\_

Indicate which individuals are mandated and which are voluntary. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where does the group meet? \_\_\_\_\_

What did you do to obtain space for the group?

---

Draw a diagram of where you and each group member sat during this session and indicate any other significant physical arrangements for the group and/or session.

---

**II. DESCRIPTION OF SESSION**

A. How did you prepare for this group session? What was your role during this session?

B. Describe and discuss the behaviors of group members and the group dynamics that you observed directly before the beginning of the group session.

C. Write a detailed narrative of what occurred in the group from the beginning to the end of the session. Identify any norms and rules the members develop as well as the roles the group members take on. Include interactions among group members such as leadership patterns, alliances, competition, conflict resolution, etc.

D. Discuss what you think you did well as a group facilitator during this session; evaluate your strengths in group practice. Discuss areas that you feel could be strengthened or further developed in your role(s) with the group?

**FIELDWORK INSTRUCTORS' EVALUATION FORMS  
MID-SEMESTER EVALUATION**

**Lehman College/CUNY  
SOCIAL WORK PROGRAM**

**Undergraduate Mid-Term Fieldwork Evaluation – Fall Semester**

**STUDENT'S NAME** \_\_\_\_\_

**FIELD INSTRUCTOR'S NAME** \_\_\_\_\_

**FIELD INSTRUCTOR'S Phone #** \_\_\_\_\_

**FIELD INSTRUCTOR'S Email Address** \_\_\_\_\_

**AGENCY** \_\_\_\_\_

**UNIT/DEPARTMENT** \_\_\_\_\_

**ADDRESS OF AGENCY** \_\_\_\_\_

**DIRECTIONS:** Please indicate the students performance in the following areas using the following scale:  
Above Satisfactory ("AS"), Satisfactory ("S"), Problematic ("P") or Not Yet Determined ("NYD")

**I. Direct Services to Clients**

<b>Beginning Skills In:</b>	<b>Individuals</b>	<b>Families</b>	<b>Groups</b>	<b>Organizations</b>	<b>Communities</b>
<b>Engagement</b>					
<b>Assessment</b>					
<b>Contracting</b>					
<b>Interviewing</b>					

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

## **II. Agency as Service Delivery System**

- A. Beginning to understand agency function. \_\_\_\_\_
- B. Beginning to use Community resources. \_\_\_\_\_
- C. Beginning to fulfill administrative responsibilities in a timely manner. \_\_\_\_\_
- D. Beginning to show/develop capacity to collaborate with agency staff. \_\_\_\_\_

## **III. Supervisory Process**

- A. Regular attendance at scheduled weekly supervisory meetings. \_\_\_\_\_
- B. Preparation of agenda. \_\_\_\_\_
- C. Identifying learning needs/problems. \_\_\_\_\_
- D. Developing self-awareness. \_\_\_\_\_
- E. Accepting constructive criticism. \_\_\_\_\_
- F. Use of Process recordings:
  - a. Does the student submit process recordings in time for use in the weekly supervisory conference? Yes \_\_\_\_\_ No \_\_\_\_\_
  - b. Is the student beginning to reflect upon his/her interventions and role in the process recordings? Yes \_\_\_\_\_ No \_\_\_\_\_

## **IV. Professional Issues**

- A. Responsiveness to agency policies and regulations. \_\_\_\_\_
- B. Use of time, punctuality, and attendance. \_\_\_\_\_
- C. Maintaining current records, compiling statistical data, performing other routine tasks. \_\_\_\_\_
- D. Adherence to professional values and ethics (NASW Code of Ethics); for example: confidentiality, client self-determination, non-judgmental approach. (Note: Breaches of professional values and ethics should be brought to the attention of the faculty advisor when they happen) \_\_\_\_\_

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

V. A. Please indicate any other significant strengths:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Please indicate any other significant areas of concern:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Field Instructor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

(Note: Student's signature indicates that the student has read this evaluation. It does not indicate the student's agreement with the evaluation. The student may write and attach an addendum to this evaluation.)



## FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP      Insufficient Progress**  
**Student does not meet the expectations of a student completing this course.**
- EC      Emerging Competence**  
**Student is beginning to meet the expectations of a student completing this course.**
- AC      Approaching Competence**  
**Student is approaching the expectations of a student completing this course**
- C        Competent**  
**Student meets the expectations of a student completing this course.**

### Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.  
*Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.*
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

**COMPETENCY I: Demonstrate ethical and professional behavior**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use technology ethically and appropriately to facilitate practice outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use supervision and consultation to guide professional judgment and behavior.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY II: Engage diversity and difference in practice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	IP	EC	FC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Evidence to support rating and strategies to increase competence:****COMPETENCY III: Advance human rights and social, economic, and environmental justice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<b>Spring Semester Only</b>				
10. Engage in practices that advance social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY IV: Engage in practice-informed research and research-informed practice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

11. Use practice experience and theory to inform scientific inquiry and research.	<b>Spring Semester Only</b>			
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<b>Spring Semester Only</b>			
13. Use and translate research evidence to inform and improve practice, policy and service delivery.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:****COMPETENCY V: Engage in policy practice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<b>Spring Semester Only</b>			
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<b>Spring Semester Only</b>			

**Evidence to support rating and strategies to increase competence:****COMPETENCY VII: Assess individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<b>Spring Semester Only</b>				
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

28. Select and use appropriate methods for evaluation of outcomes.	Spring Semester Only			
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

## SUMMARY OF STUDENT ACHIEVEMENT

### **FALL SEMESTER**

**Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.**

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience:

III. Student's Comments:

\_\_\_\_\_  
Signature of Field Instructor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Advisor

\_\_\_\_\_  
Date



## FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

- IP**     **Insufficient Progress**  
**Student does not meet the expectations of a student completing this course.**
- EC**     **Emerging Competence**  
**Student is beginning to meet the expectations of a student completing this course.**
- AC**     **Approaching Competence**  
**Student is approaching the expectations of a student completing this course**
- C**       **Competent**  
**Student meets the expectations of a student completing this course.**

### Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.  
*Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.*
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

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**COMPETENCY I: Demonstrate ethical and professional behavior**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use technology ethically and appropriately to facilitate practice outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use supervision and consultation to guide professional judgment and behavior.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY II: Engage diversity and difference in practice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	IP	EC	FC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:****COMPETENCY III: Advance human rights and social, economic, and environmental justice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Engage in practices that advance social, economic, and environmental justice.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY IV: Engage in practice-informed research and research-informed practice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

11. Use practice experience and theory to inform scientific inquiry and research.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Use and translate research evidence to inform and improve practice, policy and service delivery.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY V: Engage in policy practice**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:****COMPETENCY VII: Assess individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Evidence to support rating and strategies to increase competence:**

**COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities**

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence;  
C = Competent

**Behaviors**

28. Select and use appropriate methods for evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Evidence to support rating and strategies to increase competence:**

## SUMMARY OF STUDENT ACHIEVEMENT

### **SPRING SEMESTER**

**Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.**

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience:

III. Student's Comments:

\_\_\_\_\_  
Signature of Field Instructor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Advisor

\_\_\_\_\_  
Date