

Appendix: Field Education Manual MSW Program



Table of Contents

Foundation-Level Field Practicum Evaluation Form	3
Advanced Field Practicum Evaluation Form: CPIFG	20
Advanced Field Practicum Evaluation Form: COPD	38
Advanced Field Practicum Evaluation Form: OML	56
Sample Verbatim Process Recording: CPIFG	72
Sample Narrative Process Recording: CPIFG	74
Sample Verbatim Process Recording: COPD	76
Sample Narrative Process Recording: COPD	78
Sample Verbatim Process Recording: OML	79
Sample Narrative Process Recording: OML	81
Placement Site/Student Request Letter	82
Placement Site Database Form	83
Field Instructor's Experience Outline Form	89
Foundation-Level Field Practicum Planning Form	91
Advanced Field Practicum Planning Form	93
One-Year Residency (OYR) Agency Executive Agreement	98
One-Year Residency (OYR) Field Practicum Agreement Packet	101
Hunter College Field Placement Entities Letter	107
CUNY Policy on Equal Opportunity and Non-Discrimination	109
CUNY Policy on Sexual Misconduct	118
NASW Code of Ethics	119
NASW Standards and Indicators of Cultural Competence	119



Field Practicum Evaluation Form Foundation-Level

This Evaluation Form is **ONLY** For:

- Full time Program Students in Year #1
- Accelerated Program Students in Year #1
- Advanced Standing Program Students
- OYR Program Time Frame II Students in First Semester of field
- Dual Degree/Bank Street Program Students in First Semester of field

FIELD INSTRUCTORS:

Once you and the student have completed and signed this evaluation form, please upload the form to our database: https://tinyurl.com/SSSWField-YR1-Upload

Student's First and Last Name:
Field Instructor (First and Last Name):
Field Practicum Agency:
Eaculty Advisor (First and Last):

ASSESSMENT SCALE

Use the following scale to assess the student's performance in the ten core areas of social work competency identified by the Council on Social Work Education:

- Excellent: Performance is exceptional and the skill is an integrated part of the student's practice
- Very Good: Performance is above expectations for students at this level
- Good: Performance generally meets expectations for students at this level
- Poor: Performance shows signs of competency, but generally does not meet expectations for students at this level
- Unsatisfactory: Performance is unsatisfactory
- Not Assessed: Assignment did not provide an opportunity to demonstrate the behavior

2.1.1 PROFESSIONAL IDENTITY

The student identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Assess the student's ubility to	Assess	the	student's	ability	v to:
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	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Advocate for client access to social work services.						
2: Practice personal reflection and self- correction to assure continual professional development.						
3: Attend to professional roles and boundaries.						
4: Demonstrate professional demeanor in behavior, appearance, and communication.						
5: View self as being at the start of a lifelong learning process as a professional social worker.						
6: Use supervision and consultation.						

Please provide at least one example of how the student has demonstrated competency in professional identity:

2.1.2 ETHICAL PRACTICE

The student applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Assess the student's ability to:

,	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Recognize and manage personal values in a way that allows professional values to guide practice.						
2: Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.						
3: Tolerate ambiguity in resolving ethical conflicts.						
4: Apply strategies of ethical reasoning to arrive at principled decisions.						

Please provide at least one example of how the student has demonstrated competency in ethical practice:

2.1.3 CRITICAL THINKING

The student applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Distinguish among, appraise, and integrate multiple sources of knowledge (including research-based knowledge) and practice wisdom.						
2: Analyze models of assessment, prevention, intervention, and evaluation.						
3: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.						

Please provide at least one example of how the student has demonstrated competency in critical thinking:

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Recognize the extent to which a culture's structures and values may oppress, marginalize, or alienate, and/or create or enhance privilege and power.						
2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.						
3: Recognize and communicate an understanding of the importance of difference in shaping life experiences.						
4: View self as a learner and clients as informants.						

Please provide at least one example of how the student has demonstrated competency in engaging diversity and difference in practice:

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Understand the forms and mechanisms of oppression and discrimination.						
2: Advocate for human rights and social and economic justice.						
3: Engage in practices that advance social and economic justice						

Please provide at least one example of how the student has demonstrated competency in advancing human rights and social and economic justice:

2.1.6 RESEARCH & PRACTICE

The student engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Use practice experience to inform scientific inquiry.						
2: Use research evidence to inform practice.						

Please provide at least one example of how the student has demonstrated competency in engaging in research-informed practice and practice-informed research:

2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Assess the student's ability to:

Not		D	Cl	Very	F a a II a . a 4
Assessed	Unsatisfactory	Poor	Good	Good	Excellent

- 1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- 2: Critique and apply knowledge to understand person and environment.

Please provide at least one example of how the student has demonstrated competency in applying knowledge of human behavior and the social environment:

2.1.8 POLICY PRACTICE

The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Critically analyze policies that advance social well-being.						
2: Collaborate with colleagues and clients for effective policy action.						

Please provide at least one example of how the student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work service:

2.1.9 PRACTICE CONTEXT

Assess the student's ability to:

that professional social workers play in promoting sustainable changes in service delivery and practice to improve the quality

of social services.

The student responds to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.						
2: Recognize the leadership role						

Please provide at least one example of how the student has demonstrated competency in responding to contexts that shape practice:

2.1.10(a-d) ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

2.1.10a ENGAGEMENT

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.						
2: Use empathy and other interpersonal skills.						
3. Develop a mutually agreed- on focus of work and desired outcomes.						

2.1.10b ASSESSMENT

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Collect, organize, and interpret client data.						
2: Assess client strengths and limitations.						

intervention goals and objectives. 4. Select appropriate intervention strategies.

2.1.10c INTERVENTION

Assess the student's ability to:

3. Develop mutually agreed-on

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Initiate actions to achieve organizational goals.						
Implement prevention interventions that enhance client capacities.						
3. Help clients resolve problems.						
4. Negotiate, mediate, and advocate for clients.						
5. Facilitate transitions and endings.						

2.1.10d EVALUATION

	Assess	the	student's	ability	v to:
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	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Critically analyze, monitor, and evaluate interventions.						

Please provide at least one or two examples of how the student has demonstrated competency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

OVERALL STUDENT RATING
Unsatisfactory
Poor
Good
☐ Very Good
Excellent
STUDENT'S STRENGTHS/LIMITATIONS
DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING
RECOMMENDED GRADE
☐ No Credit
☐ Credit
Honors

STUDENT SELF EVALUATION

How would you rate your:

	Unacceptable	Needs Improvement	Achieves Standard	Exceeds Standard	Outstanding
1. participation in the learning process?					
2. growth in the development of professional values and ethics?					
3. growth in the development of knowledge and skills for agency-based practice.					
4. overall learning experience?					

COMMENTS

SIGNATURES

By **TYPING-IN YOUR FULL NAME** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.

Students please also include your EMPL ID for verification. (*The EMPL ID is located on your Hunter ID card.*)

Field Instructor's First and Last Name:

Student's First and Last Name:

Student's EMPL ID:



Clinical Practice with Individuals, Families & Small Groups Advanced Field Practicum Evaluation

This Evaluation Form is **ONLY** For:

- Full time Program Students in Year #2
- Accelerated Program Students in Year #2
- Advanced Standing Program Students
- OYR Program Time Frame II Students in **Second** Semester of field
- Dual Degree/Bank Street Program Students in **Second** Semester of field

FIELD INSTRUCTORS:

Once you and the student have completed and signed this evaluation form, please upload the form to our database: https://tinyurl.com/SSSWField-YR2-Upload

Student's First and Last Name:
Field Instructor (First and Last Name):
Field Practicum Agency:
Faculty Advisor (First and Last):

ASSESSMENT SCALE

Use the following scale to assess the student's performance in the ten core areas of social work competency identified by the Council on Social Work Education:

- **Excellent:** Performance is exceptional and the skill is an integrated part of the student's practice
- Very Good: Performance is above expectations for students at this level
- Good: Performance generally meets expectations for students at this level
- Poor: Performance shows signs of competency, but generally does not meet expectations for students at this level
- Unsatisfactory: Performance is unsatisfactory
- Not Assessed: Assignment did not provide an opportunity to demonstrate the behavior

2.1.1 PROFESSIONAL IDENTITY

The student identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Demonstrate initiative and innovation in advocating for client access to social work services.						
2: Demonstrate commitment to and application of the values and ethics of the profession in practice.						

Provide at least one example of how the student has demonstrated competency in professional identity:

2.1.2 ETHICAL PRACTICE

The student applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Apply differential use of self in engaging a variety of client systems or organizational stakeholders in professional helping relationships.						
2: Apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent.						

Provide at least one example of how the student has demonstrated competency in ethical practice:

2.1.3 CRITICAL THINKING

The student applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
Collect and interpret information from multiple sources of data.						
2: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation.						
3: Demonstrate capacity to effectively communicate findings with a broader audience.						
4: Think critically about practice approaches and decisions.						

Provide at least one example of how the student has demonstrated competency in critical thinking:

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Assess	the	stud	ent's	ahil	ity to:
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	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Formulate differential intervention strategies in verbal and written form that reflect recognition of client motivation, capacity, and opportunity.						
2: Demonstrate use of self in implementing intervention models for specific case parameters.						
3: Individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development.						

Provide at least one example of how the student has demonstrated competency in engaging diversity and difference in practice:

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Critically assess how your CPIFG practice advances social and economic justice.						
2: Address the service needs of oppressed and vulnerable populations.						
3: Use social justice framework in advancing clinical practice with individuals, families, and groups.						

Provide at least one example of how the student has demonstrated competency in advancing human rights and social and economic justice:

2.1.6 RESEARCH & PRACTICE

The student engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize practice experience to develop research agenda.						
2: Conduct research to inform practice.						
3. Utilize research to inform practice.						
4: Evaluate and modify effectiveness of interventions in practice.						

Provide at least one example of how the student has demonstrated competency in engaging in research-informed practice and practice-informed research:

2.1.7 HUMAN BEHAVIOR INTHE SOCIAL ENVIRONMENT

The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation.						
2: Comprehensively assess the factors that influence human development and behavior (biological, psychological, social, spiritual and environmental).						

Provide at least one example of how the student has demonstrated competency in applying knowledge of human behavior and the social environment:

2.1.8 POLICY PRACTICE

The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize impact of CPIFG policy or policies to advance social wellbeing.						
2: Critically evaluate relevant city, state, and federal social policies and programs that govern service delivery.						

Provide at least one example of how the student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work service:

2.1.9 PRACTICE CONTEXT

The student responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Contribute to the knowledge base of how context impacts practice.						
2: Work with a range of client populations and in a variety of community contexts.						

Provide at least one example of how the student has demonstrated competency in responding to contexts that shape practice:

2.1.10(a-d) ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

In the following questions the term "clients" can refer to *individuals, families, groups, organizations, and communities* as relevant to the assessment of the particular student and their work.

2.1.10a ENGAGEMENT

Assess the student's ability to: Very Unsatisfactory Excellent Not Assessed Poor Good Good 1: Differentially engage diverse П individuals, families, and groups. 2.1.10b ASSESSMENT Assess the student's ability to: Not Very Unsatisfactory Good Excellent Poor Assessed Good 1: Conduct a differential assessment of clients through the integrated use of П theoretical concepts in examining the dynamic interplay of bio-psycho-social variables. 2: Formulate a differential treatment plan of clients that is enhanced by clients' input in examining their cognitive formulations of personal constructs, schemas and world views.

2.1.10c INTERVENTION

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Identify, critically evaluate, select, apply evidence-based change strategies across the stages of Clinical Practice with clients.						
2: Adapt change strategies and treatment applications across stages of Clinical Practice with clients.						
3. Select, integrate and apply appropriate interventions from various theoretical models in practice with clients of diverse backgrounds.						

2.1.10d EVALUATION

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Engage in self-monitoring and self- reflection in differential practice with clients of diverse backgrounds.						
2: Recognize and assess personal and professional ethical dilemmas in differential assessment and intervention with clients of diverse background.						
3: Use multidimensional bio-psychosocial-spiritual assessment tools.						
4: Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.						
5: Use differential and multi-axial diagnoses.						
6: Critically evaluate, select, and apply best practices and evidence-based interventions.						
7: Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.						
8: Contribute to the theoretical knowledge base of the social work profession through practice-based research.						

2.1.10(a-d) Examples of how the student evinces proficiency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

OVERALL STUDENT RATING

Unsatisfactory	
Poor	
Good	
Very Good	
Excellent	

STUDENT'S STRENGTHS/LIMITATIONS

DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING
RECOMMENDED GRADE No Credit Credit Honors

STUDENT SELF EVALUATION

How would you rate your:

	Unacceptable	Needs Improvement	Achieves Standard	Exceeds Standard	Outstanding
 participation in the learning process? 					
2. growth in the development of professional values and ethics?					
3. growth in the development of knowledge and skills for agency-based practice.					
4. overall learning experience?					

COMMENTS

36

SIGNATURES

By **TYPING-IN YOUR FULL NAME** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.

Students please also include your EMPL ID for verification. (*The EMPL ID can be found on your Hunter ID Card.*)

Field Instructor's Name:	
Student's Name:	

Student's CUNYFirst ID:



Community Organizing, Planning, & Development Advanced Field Practicum Evaluation

This Evaluation Form is **ONLY** For:

- Full time Program Students in Year #2
- Accelerated Program Students in Year #2
- Advanced Standing Program Students
- OYR Program Time Frame II Students in Second Semester of field
- Dual Degree/Bank Street Program Students in Second Semester of field

FIELD INSTRUCTORS:

Please complete this evaluation form with your student. Once completed and signed, please upload the form to our database: https://tinyurl.com/SSSWField-YR2-Upload

Student's First and Last Name:
Field Instructor (First and Last Name):
Field Practicum Agency:
Faculty Advisor (First and Last):

ASSESSMENT SCALE

Use the following scale to assess the student's performance in the ten core areas of social work competency identified by the Council on Social Work Education:

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- Good: Performance generally meets expectations for students at this level
- Poor: Performance shows signs of competency, but generally does not meet expectations for students at this level
- Unsatisfactory: Performance is unsatisfactory
- Not Assessed: Assignment did not provide an opportunity to demonstrate the behavior

2.1.1 PROFESSIONAL IDENTITY

The student identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1.Demonstrate flexibility in assessing tactical choices and community members' roles and responsibilities.						
2: Further enhance their comfort in their organizing role and those roles of community leaders in the process of cocreation of democratic strategy formation.						
3: Demonstrate commitment to and application of the values and ethics of the profession in practice.						

Provide at least one example of how the student has demonstrated competency in professional identity:

2.1.2 ETHICAL PRACTICE

The student applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Understand and act upon core personal values so that become operational and concrete.						
2: Help other understand and work with the dilemmas between means and ends.						
3: Apply ethical standards, ethical laws, and ethical reasoning in promoting human rights and social justice in the assessment, intervention, and evaluation of organizational and community practice.						
4: Apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent.						

Provide at least one example of how the student has demonstrated competency in ethical practice:

2.1.3 CRITICAL THINKING

The student applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Assess the student's ability to:

·	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Use logic, critical thinking, creativity, and synthesis of multiple frameworks and sources of information to make professional judgments regarding your own planning style and the style of your field placement agency.						
2: Collect and interpret information from multiple sources of data.						
3: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation.						
4: Demonstrate capacity to effectively communicate findings with a broader audience.						
5: Think critically about practice approaches and decisions.						

Provide at least one example of how the student has demonstrated competency in critical thinking:

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

The student engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning, and implementing.						
2: Individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development.						

Provide at least one example of how the student has demonstrated competency in engaging diversity and difference in practice:

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Critically assess how their COPD practice advances social and economic justice.						
2: Address the service needs of oppressed and vulnerable populations.						
3: Use social justice framework in advancing clinical practice with individuals, families, and groups.						

Provide at least one example of how the student has demonstrated competency in advancing human rights and social and economic justice:

2.1.6 RESEARCH & PRACTICE

The student engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Utilize theories of community and organizational behavior and evidence-informed research to develop, implement, and evaluate a plan of action for community or organizational intervention in your field placement agency (or other setting).						
2: Synthesize practice experience to develop research agenda.						
3: Conduct research to inform practice.						
4: Utilize research to inform practice.						
5: Evaluate and modify effectiveness of interventions in practice.						

Provide at least one example of how the student has demonstrated competency in engaging in research-informed practice and practice-informed research:

2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation.						
2: Comprehensively assess the factors that influence human development and behavior (biological, psychological, social, spiritual and environmental).						

Provide at least one example of how the student has demonstrated competency in applying knowledge of human behavior and the social environment:

2.1.8 POLICY PRACTICE

The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize impact of COPD policy or policies to advance social well-being.						
2: Critically evaluate relevant city, state, and federal social policies and programs that govern service delivery.						

Provide at least one example of how the student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work service:

2.1.9 PRACTICE CONTEXT

The student responds to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Contribute to the knowledge base of how context impacts practice.						
2: Work with a range of client populations and in a variety of community contexts.						

Provide at least one of how the student has demonstrated competency in responding to contexts that shape practice:

2.1.10(a-d) ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

For the following questions, the term "client" refers to *individuals, families, groups, organizations, and communities as relevant to the method.*

2.1.10a ENGAGEMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Model leadership behaviors and beliefs in others' capacities to lead.						
2: Develop capacities to discern and develop leadership with those who have less power and privilege.						
3: Engage with coalitions, their constituencies, and the organizations that comprise them to assess and analyze their capacities, strengths, strategies/tactics, needs, and outcomes, as well as to make recommendations to them for appropriate future actions.						

2.1.10b ASSESSMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Demonstrate 'respect and challenge" in decision-making in community groups.						
2: Practice 'where the people are at plus one."						
2.1.10c INTERVENTIO Assess the student's ability to:	N					
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Create agendas that are of interest to and involve all levels of membership.						
2: Run meetings as arenas for democratic leadership development.						

2.1.10d EVALUATION

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Demonstrate an openness to evaluate and consider strategic options that are innovative and emerge from community-based, non-traditional sectors so that you and the people with whom you work attempt spiritual, emotional, visual, and Internet-based actions needed for 21st century effectiveness.						
2: Use multidimensional bio-psychosocial-spiritual assessment tools.						
3: Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.						
4: Use differential and multi-axial diagnoses.						
5: Critically evaluate, select, and apply best practices and evidence-based interventions.						
6: Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.						
7: Contribute to the theoretical knowledge base of the social work profession through practice-based research.						

2.1.10(a-d)

Provide at least one or two examples of how the student evinces proficiency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

OVERALL STUDENT RATING
Unsatisfactory
Poor
Good
☐ Very Good
Excellent
STUDENT'S STRENGTHS/LIMITATIONS
DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING
RECOMMENDED GRADE
□ No Credit
☐ Credit
Honors

STUDENT SELF EVALUATION

How would you rate your:

	Unacceptable	Needs Improvement	Achieves Standard	Exceeds Standard	Outstanding
1. participation in the learning process?					
2. growth in the development of professional values and ethics?					
3. growth in the development of knowledge and skills for agency-based practice.					
4. overall learning experience?					

COMMENTS

SIGNATURES

By TYPING-IN YOUR FULL NAME you certify that the information in this evaluation is true and
correct to the best of your knowledge and that all necessary parties have been informed of this
evaluation.

Students please also include your EMPL ID for verification. (The EMPL ID can be found	on your
Hunter ID card.)	

Field Instructor's Name:

Student's Name:

Student's EMPL ID:



Organizational Management and Leadership Advanced Field Practicum Evaluation

This Evaluation Form is **ONLY** For:

- 1. Full time Program Students in Year #2
- 2. Accelerated Program Students in Year #2
- 3. OYR Program Time Frame II Students in Second Semester of field
- 4. Dual Degree/Bank Street Program Students in Second Semester of field

FIELD INSTRUCTORS:

Please complete this evaluation form with your student. Once completed and signed, please upload the form to our database: https://tinyurl.com/SSSWField-YR2-Upload

Student's First and Last Name:
Field Instructor (First and Last Name):
Field Practicum Agency:
Faculty Advisor (First and Last):

ASSESSMENT SCALE

Use the following scale to assess the student's performance in the ten core areas of social work competency identified by the Council on Social Work Education:

- Excellent: Performance is exceptional and the skill is an integrated part of the student's practice
- Very Good: Performance is above expectations for students at this level
- Good: Performance generally meets expectations for students at this level
- Poor: Performance shows signs of competency, but generally does not meet expectations for students at this level
- Unsatisfactory: Performance is unsatisfactory
- Not Assessed: Assignment did not provide an opportunity to demonstrate the behavior

2.1.1 PROFESSIONAL IDENTITY

The student identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Demonstrate initiative and innovation in advocating for client access to the services of social work.						
2: Demonstrate commitment to and application of the values and ethics of the profession in practice.						

Provide at least one example of how the student has demonstrated competency in professional identity:

2.1.2 ETHICAL PRACTICE

The student applies social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Assess the student's ability to:	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Apply differential use of self in engaging organizational stakeholders in professional helping relationships.						
2: Apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent.						
Provide at least one example of how the	e student has de	emonstrated co	mpetend	cy in ethic	cal practi	ce:

2.1.3 CRITICAL THINKING

The student applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Assess the student's ubility to	Assess	the	student's	abilit	v to:
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	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Collect and interpret information from multiple sources of data.						
2: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation.						
3: Demonstrate capacity to effectively communicate findings with a broader audience.						
4. Apply critical and strategic thinking to decisions concerning the financial management of social service organizations and programs.						
5: Demonstrate knowledge about how a board of directors and an executive can create and/or operate a mission driven organization.						
6: Apply knowledge of organizations to critically strategize organizational change, including the ability of organizational actors to achieve the change they desire.						
7: Think critically about practice approaches and decisions.						

Provide at least one example of how the student has demonstrated competency in critical thinking:

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

The student engages diversity and difference in practice.

physical characteristics; and social/emotional development.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Formulate differential interventions that engage multiple stakeholders.						
2: Individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age;						

Provide at least one of how the student has demonstrated competency in engaging diversity and difference in practice"

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

The student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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Assess	me	stua	ent s	abii	ιιν	lO:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Critically assess how their OML practice advances social and economic justice.						
2: Address the service needs of oppressed and vulnerable populations						
3: Use social justice framework in advancing clinical practice with individuals, families, and groups.						

Provide at least one of how the student has demonstrated competency in advancing human rights and social and economic justice:

2.1.6 RESEARCH & PRACTICE

The student engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize practice experience to develop research agenda.						
2: Conduct research to inform practice.						
3: Utilize research to inform practice.						
4: Apply the knowledge of human behavior and the social environment to the development of resources for social service organizations and programs. Resource development is a dynamic interpersonal process requiring knowledge of human behavior and complex organizational and interorganizational environments.						
5: Awareness and understanding of how organizational change affects various stakeholder constituencies of the organization.						
6: Evaluate and modify effectiveness of interventions in practice.						

Provide at least one of how the student has demonstrated competency in engaging in research-informed practice and practice-informed research:

2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

The student applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Assess	the	stud	ent's	ability	v to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Apply the knowledge of human behavior and the social environment to the development of resources for social service organizations and programs. Resource development is a dynamic interpersonal process requiring knowledge of human behavior and complex organizational and inter-organizational environments.						
2: Demonstrate awareness and understanding of how organizational change affects various stakeholder constituencies of the organization.						
3: Comprehensively assess the factors that influence human development and behavior (biological, psychological, social, spiritual and environmental).						

Provide at least one of how the student has demonstrated competency in applying knowledge of human behavior and the social environment:

2.1.8 POLICY PRACTICE

The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Δςςρςς	the	student's	ahility	to
ASSESS	uie	student s	upility	ιo.

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize impact of OML policy or policies to advance social well-being.						
2: Critically evaluate relevant city, state, and federal social policies and programs that govern service delivery.						

Provide at least one of how the student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work service:

2.1.9 PRACTICE CONTEXT

The student responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Apply knowledge and skills of how technology affects the organization, its employees, and its service users. Social service organizations, their service users, and their staff are all affected by the rapid and constant changes in the technical environment. Technology is utilized in managing the organization, in delivering services, and in marketing. While managing social services does not require expertise in the technical aspects of technology, it does require understanding how changes in the technology affect all aspects of the organization.						
2: Demonstrate knowledge about the planning, design, and implementation of human services and systems.						
3: Work with a range of client populations and in a variety of community contexts.						

Provide at least one of how the student has demonstrated competency in responding to contexts that shape practice:

2.1.10(a-d) ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

For the following questions, the term "client" refers to *individuals, families, groups, organizations, and communities as relevant to the method.*

2.1.10a ENGAGEMENT

Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Develop capacities to discern and develop leadership with those who have less power and privilege.						
2.1.10b ASSESSMENT						
Assess the student's ability to:						
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Demonstrate knowledge about how to assess the processes used to determine new employee-organization fit and the other tasks of human resource management.						

2.1.10c INTERVENTION

communities:

Assess the student's ability to:									
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent			
1: Apply skills and knowledge of individual behavior in groups, group behavior, and organizational dynamics.									
2.1.10d EVALUATION									
Assess the student's ability to:									
	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent			
1: Contribute to the theoretical knowledge base of the social work profession through practice-based research.									
2.1.10(a-d) Provide at least one or two examples of how the student evinces proficiency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and									

OVERALL STUDENT RATING
Unsatisfactory
Poor
Good
☐ Very Good
Excellent
STUDENT'S STRENGTHS/LIMITATIONS
DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING ——
RECOMMENDED GRADE
□ No Credit
☐ Credit
Honors

STUDENT SELF EVALUATION

How would you rate your:

	Unacceptable	Needs Improvement	Achieves Standard	Exceeds Standard	Outstanding
1. participation in the learning process?					
2. growth in the development of professional values and ethics?					
growth in the development of knowledge and skills for agency- based practice.					
4. overall learning experience?					

COMMENTS

70

SIGNATURE

By **TYPING-IN YOUR FULL NAME** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.

Students please also include your CUNYFirst ID for verification. (*This is the ID you use to log into Blackboard, register for classes, etc.*)

Field Instructor's Name:	
Student's Name:	
Student's CUNYFirst ID:	



Sample Verbatim Process Recording: Clinical Practice with Individuals, Families, and Small Groups

Verbatim recording should only be used for selected parts of an interview.

Student name: Linda Talbot Date of session: Dec. 1 Number of session: 3

Client Identifying Info: Ms. B. is a 58-year-old West Indian woman. She is the biological mother of a nine-year-old boy, Kenny, in the Residential Treatment Center.

Reason(s) for referral, presenting problem(s or relevant background information): Kenny has a history of psychiatric hospitalization and was allegedly abused by his father. He arrived at our program in September. The agency requires that I see Ms. B. twice a month, however she only comes monthly and she offers different reasons why she cannot come more frequently.

Focus of this session:

In this excerpt, I'm talking with Ms. B. on the <u>telephone</u> regarding her visits to the Agency. In the first part of the call, she expressed her disappointment that she came all the way from Brooklyn (a 2 hour trip) to the agency to see Kenny, but a unit supervisor denied her the right to see her son because she didn't follow the correct visiting procedure. Then we spoke about her future visits to Kenny and other agency requirements. I began by telling her that she has to visit Kenny more frequently and that she has to contact us beforehand.

Selective Verbatim Dialogue/Content	Thinking/Feelings and Reactions
Ms. B: I'm a little disappointed because I did not see my son after making such a long trip.	I feel very badly for Ms. B., but I am scared to hear her anger.
Worker: I'm really sorry that this happened but the agency has specific visitation procedures. I want to remind you that you are not allowed to walk to the cottage without contacting with my supervisor or me. You have to call before you come.	I also feel annoyed with Ms. B. because she should have called ahead of time. I told her the rules and hopefully this will solve the problem.
Ms. B: I'm an old lady. I cannot make such a long trip every week.	
Worker: I understand your situation but your son Kenny needs to see that his mother is giving him the support that he needs right now.	I don't want to hear how hard it is for Ms. B. I am

He needs to see that his family cares about him.

Ms. B: (sounding very upset) I cannot go to the agency so many times because I have doctors' appointments and I need time for myself too.

Worker: I understand what you're going through, but my job is to inform you about the agency requirements.

Ms. B: I cannot visit my son every Sunday because I have to go to church. God is the only one that gives me the support I need. I can only come every other Sunday.

Worker: I understand that God is very important to you, but right now your son Kenny needs all your support and I know God will understand this.

Ms. B: I will come to the agency next week. I will call you with the date and time.

Worker: Goodbye now. I look forward to your call.

upset for Kenny and I want her to understand his needs.

I don't understand why she is upset with what I said and I guess I do not want to know why.

I am feeling impatient with her excuses. Why won't she do what I tell her to do. I feel incompetent that I can't convince her.

Still another reason! I feel myself getting more angry and insistent.

I really came on strong. I see now that I am cutting her off and not trying to listen to her struggle i.e. what makes it painful for her to visit.

At the moment I felt satisfied that I had convinced her. But I think she is very upset and just trying to end the conversation by "yessing" me.

PROFESSIONAL & PERSONAL IMPRESSIONS/REFLECTIONS

I was really very upset after this call. I felt the unit supervisor made a very unkind decision. Finally Ms. B. comes and she keeps her out and does not let Kenny see her. He could have been flexible just this one time.

I also felt pulled in two directions during this telephone call. I felt pressured to handle the rules with Ms. B. but at the same time I felt the agency was unfair. I became so preoccupied that I did not try to explore what was going on for Ms. B. and instead I turned on her.

QUESTIONS/ISSUES for DISCUSSION

- 1. I would like to use the record to discuss what triggered my impatience with Ms. B.
- 2. I want to follow up with the unit supervisor on his decision. Can you help me develop a strategy for speaking with him?
- 3. I want to call Ms. B. back. We ended on a bad note. Can you help me to prepare for the call? I need to "tune in" into her perceptions and feelings.
- 4. Theoretical perspectives used with the client.



Sample Narrative Process Recording: Clinical Practice with Individuals, Families, and Small Groups

Background Information

Jasmin is a pregnant 14 year old Hispanic female who attends a junior high school in upper Manhattan. Jasmin has been in a special education class for children with learning disabilities for the past 6 years. She lacks reasoning and social skills. She currently lives with her mother and 7 year old brother.

Date of Contact: Nov 1st Initial Interview

Pre-engagement comments:

Jasmin and her mother were referred to the school social worker by her teacher who contacted the Social Work Department to report that Jasmin is pregnant and the alleged father was a 14 year old boy at a neighboring school. The teacher told us she offered Jasmin and her mother a chance to meet with a social worker. After some hesitation, they reportedly agreed and the teacher brought them to our office.

Narrative:

I went to the waiting area and asked Jasmin and her mother to come into my office. They both seemed agitated and sat down at a distance from each other, without speaking. I introduced myself as the social worker intern in the school. I told them, "I talk to lots of kids and families in the school who are having problems with school or in their families." I added that the teacher had told me a little about their situation; I could imagine the family must be going through a really hard time.

I asked if they could tell me how they viewed the problem. In angry tones, Mrs. C. told me that Jasmin was pregnant; she was too young to have a baby and should have an abortion. Jasmin sat with her head down and hands in her lap. I gently asked her to tell me what her thoughts were about this. Looking away, she said, "I don't want to have an abortion." When I asked her what bothered her about having an abortion, she shrugged and said, "It just doesn't seem right." Her mother interrupted by saying that she was too young and that such an attitude was foolish. I pointed out to Mrs. C. that, even though Jasmin was not far along in the pregnancy, she was already feeling attached, which might account for her reluctance to have an abortion. I acknowledged that they were both in a rough position and faced with a very difficult decision. While I couldn't make the decision for them, I wanted to ask them some questions to understand their situation better. I asked Mrs. C. how she and Jasmin got along. She shrugged and said, "All right. But she doesn't trust me. She doesn't confide in me or tell me about her problems."

I turned to Jasmin and asked, "Is what your Mom says true, that it's hard for you to talk to her? She looked down and softly said, "I don't know." I asked Mrs. C. if she had known about Jasmin's relationsip with her boyfriend. Looking somewhat embarrassed and helpless, she shrugged and said, "Yes, I knew. He was a nice boy." She quickly changed the subject and repeated that Jasmin

should have an abortion I commented that I could see how strongly she felt about this. She said, "Yes, I had one and it's not so terrible." I was somewhat surprised. I commented, "So you feel from your own experience that sometimes that is the best choice." She nodded in agreement.

She then stated, "Jasmin's not even fourteen and not developed enough." With her hand, she gestured toward her own abdominal area and asked, "Couldn't it be dangerous for her?" I said that, with young girls of Jasmin's age, there was a somewhat higher rate of problems but many young girls could give birth without any difficulty. I added that, if she were to have the baby, she would need regular medical attention to watch for any possible problems.

I then asked Jasmin how she was feeling during the pregnancy and whether she had been sleeping and eating well. She said that she didn't sleep too well because she had been hearing voices at night. She said softly, I hear my grandmother who died. She tells me to have the baby." I asked Mrs. C. what she thought about what Jasmin had described. She responded in a rather off-handed way that an aunt believed in spirits and had scared Jasmin by telling her that if she had an abortion, the grandmother's ghost would come back to haunt her. I commented, "So your family is involved in spiritualism." Mrs. C. said that they were. I told her that I felt this was probably why Jasmin was "hearing voices" but if this increased, it would be important for them to let me know, so that I could decide if she needed any further medical attention.

I then asked Jasmin if she had thought much about how she would manage with a baby. She answered, "not really." I asked her who would take care of the baby when she returned to school. She glanced at her mother, saying, "I don't know." When I asked Mrs. C. if she would be willing to take care of the baby, she said, adamantly, looking away from Jasmin, "No, I wouldn't." I asked Jasmin if she understood what her mother said. Looking down at her hands folded in her lap; she shrugged, and seemed unable to respond.

I could see how hard this was on both of them and suggested that they think about what we had discussed; I offered to meet with them a second time if they thought that would help. Mrs. C. abruptly asked me, "What do you think she should do?", leaning forward in her chair. I said Jasmin was young to have a baby, but I conveyed that I couldn't tell them what to do. Mrs. C. asked, "Couldn't I insist, you know, force her to have an abortion?" I told her that I didn't see how that would be possible and I didn't think that would be a good idea. Mrs. C. seemed ready to reconsider her position and said that if Jasmin were to continue with the pregnancy, she would want her to continue at her school.

The interview ended by my making an appointment to meet individually with Jasmin the following day to discuss her concerns further.

Impression: I felt uncomfortable with the tension between Jasmin and her mother. My thoughts kept drifting to my worry about how Jasmin could manage as such a young mother, especially since her own mother did not seem willing to offer support to her daughter. Mrs. C. came on strong and that seemed to make it harder for Jasmin to talk and reflect more openly. I understood her position, but I think I felt she should be less harsh.

Questions/Issues: I have a lot of reactions and questions to address in conference. On the whole, I felt I tried to show both Jasmin and her mother that I was interested in hearing about where each of them was in regard to the pregnancy at this moment. Yet, I wonder if either felt if I might be taking sides. I wanted them to try to talk together without so much tension, but I don't think I did a very good job at facilitating that dialogue. I also became anxious when Jasmin said she was "hearing voices" and in looking back, I think I didn't listen well. Can we look at that part of my record?

Record excerpted from "Jasmin," prepared by Susan Concecaio for Social work practice with maternal and child health: Populations at risk, a Casebook



Sample Verbatim Process Recording: Community Organizing, Planning and Development

Student's Name:

Date of Submission:

Date of the Event:

Community Member/Group (Pseudonym) and Background:

As you understand it, what was the purpose of the event:

Interaction* *In your reflection of this event, please choose a segment that was the most significant, challenging *In your reflection of this event, please choose a segment that was the most significant, challenging *In your Agendas What were you feeling then? What were you thinking identities influenced the encounter of the encounter of the encounter Now? *In your reflection of this event, please way intersecting identities influenced the encounter? *In your reflection of this event, please way intersecting identities influenced the encounter? *In your feelings What were you then related to the encounter? *In your reflection of this event, please way intersecting identities influenced the encounter? *In your feelings What were you then related to the encounter? *In your feelings What were you then related to the encounter? *In your feelings What were you feeling then? *Now? Apply then related to the encounter? *In your feelings What were you then way intersecting identities influenced the encounter? *In your feelings What were you then way intersecting identities influenced the encounter? *Now? Apply taken and the properties of the encounter? *In your feeling then? *Now? Apply then related to the encounter? *In your feeling then? *Now? Apply then related to the encounter? *In your feeling then? *Now? Apply then related to the encounter? *In your feeling then? *Now? Apply then related to the encounter? *In your feeling then? *Now? Apply then related to the encounter? *In your feeling then? *Now? Apply then related to the encounter? *In your feeling then? *Now? Apply then related to the encounter? *Now? Apply then related to the encounter	
reflection of this event, please choose a segment that was the most significant, What did you observe now? Apply then? Now? Apply tactical self awareness to the encounter of the encounter? feeling then? you thinking then related to the encounter? awareness to effectiveness of the encounter?	
event, please choose a segment that was the most significant, observe 'beneath the surface of the awareness to encounter, if anything? Now? Apply then related to the encounter? awareness to the encounter of the encounter?	
choose a segment that was the most significant, beneath the surface of the anything? tactical self awareness to the encounter of the encounter encounter?	
segment that surface of the encounter of the significant, surface of the encounter of the encounter?	
was the most encounter, if significant, encounter anything? the encounter encounter?	
significant, anything? encounter?	
Leballonging Now2	
and/or	
memorable to	
analyze: explain	
its identified	
strategic	
purpose and what did or did	
not happen to enhance that	
purpose.	
purpose.	

Who was present in the event? (instructor, researched client's history, collateral contacts, etc.):

Reflect on and briefly give response to these items below:

Summarize the event.

What led you to select this segment of the event to review? At what point during the encounter did this occur - beginning, middle or end?

What techniques and skills were used during and/or incorporated into the event? In reflecting on the skills you employed, please explain why you chose to use them. What worked and what did not work? What would you do differently?

Please continue to reflect on how themes of power, privilege, and social identity have affected and continue to influence your work with this client.

Next Steps in working with this client:

Your Questions:



Sample Narrative Process Recording: Community Organizing, Planning and Development

Date of Submission:
Student's Name:
Date of the Interview:
Community or Group's Name (Pseudonym) and Background:
Purpose of the Interview (SW's Point of View):
Student's Thoughts and Feelings before the Interview:
Interview Content from Your Point of View (Include beginning, middle and end of interview):
Interview Content from the Client or Constituent's Point of View (Include beginning, middle and end of interview):
Skills/Technique Used /Applied During the Interview. Please make sure to comment on why you used them:
What Worked/Didn't Work? What Would You Do Differently?
Next Steps:
Interview (Case) Summary: Questions:
นนธรแบทร.



Sample Verbatim Process Recording: Organizational Management and Leadership

Student's Name:

Date of Submission:

Date(s) of the activity/project:

Name of the organization or unit and Background:

As you understand it, what was the purpose of the activity/project?:

Who was involved in the activity/project?

Written/verbal Communication* *In your reflection of this activity/project, please choose something that was the most significant, challenging and/or memorable to analyze: Include its importance to the organization in its operations or strategy, and any stakeholders who were affected or involved.	Apparent & Latent implications What outcomes are expected? Have you identified any difficulties?	Student's Feelings What were you feeling during the activity/project? Now? Were there constraints or limitations that affected your work?	Student's Thoughts How could you have approached or completed the activity/project differently or more effectively?	Reflect on the way your intersecting identities influenced the activity/project?	Instructor's Comments
---	--	---	---	--	--------------------------

How did you prepare for the activity/project (i.e. took suggestions or asked questions of your field instructor, researched the organization's history, consulted course material, etc.)?

Reflect on and briefly give response to these items below:

Summarize the activity/project.

What led you to select this segment of the activity/project to review? At what point during the activity/project did this occur - beginning, middle or end?

What techniques and skills were used during and/or incorporated into the activity/project? In reflecting on the skills you employed, please explain why you chose to use them. What worked and what did not work? What would you do differently?

Please continue to reflect on how themes of power, privilege, and social identity have affected and continue to influence your work with this activity/project, especially as these issues affect the different stakeholders that are affected.

Next Steps in working on this activity/project:

Your Questions:



Sample Narrative Process Recording: Organizational Management and Leadership

Date of Submission:
Student's Name:
Date of the Interview:
Organization's or Unit's Name (Pseudonym) and Background:
Purpose of the Interview (SW's Point of View):
Student's Thoughts and Feelings before the Interview:
Interview Content from Your Point of View (Include beginning, middle and end of interview):
Interview Content from the Client's Point of View (Include beginning, middle and end of interview):
Skills/Technique Used /Applied During the Interview. Please make sure to comment on why you used them:
What Worked/Didn't Work? What Would You Do Differently?
Next Steps:
Interview (Case) Summary:
Questions:



Dear Agency Representative:

Thank you for your interest in becoming a field practicum site for the Silberman School of Social Work at Hunter College/CUNY.

We ask that you complete the attached forms and return them to the Field Education Office at <u>SSWFIELD@HUNTER.CUNY.EDU</u>. While there is no deadline for submission of these forms, returning completed forms to our office as soon as possible makes it easier to take your request into consideration.

- I. The *Placement Site Database* form provides us with valuable information about your agency, the type of learning opportunities available, and certain requirements that may be necessary for students.
- II. The *Field Instructor's Experience Outline* form is required of each person proposed as a field instructor from your agency and provides us with contextual information about the person who may supervise our students.

The requirements for field instructors include three years of post-MSW agency practice experience and the readiness to participate in a Seminar in Field Instruction (SIFI) if the proposed field instructor does not have SIFI certification. It is important that the new field instructors indicate their licensure.

Once we have received the completed forms and review the information you submit, we will give your agency serious consideration as a field practicum site. If your agency's learning opportunities and service needs match the learning needs of one of our students, we will contact you to further explore the placement of a student with you.

Once again, thank you for your interest in affiliating with the Silberman School of Social Work at Hunter College/CUNY.

Sincerely, Kanako Okuda, MSW, LCSW-R Director of Field Education



Silberman School of Social Work at Hunter College Field Education Department 2180 Third Avenue (at 119th Street) New York, NY 10035

Placement Site Database

TYPE-IN INFORMATION THEN E-MAIL FORM TO SSWFIELD@HUNTER.CUNY.EDU Today's Date: Main Agency Name: Placement Site Name: City: **Placement Site Address:** Zip: State: Agency/Placement Website: **Educational Coordinator:** Phone: E-mail: AFFILIATION AGREEMENT: MUST COMPLETE TO PROCEED WITH **REQUEST** Agency Legal Representative (or person designated to sign off on such documents): Name: E-mail: Phone: Briefly describe agency mission and population served. Please also give an example of student assignments at your site. (Number and type of cases or groups assigned, examples of community organization or management projects)

EACH Practice Method that you can accommodate from Hunter in the coming year:

Please fill out the grid below indicating the NUMBER of First Year and/or Second Year Students in

Method:	Individuals, Families and Groups	Organizing & Development	Management and Leadership
First Year	32.0 G20 GP0		2000020111
Second Year			

TOTAL Number of Students you can accommodate from Silberman SSW in the year.

Language: - Please indicate language(s) preferred or required, if any:

Language	Preferred	Required	Language	Preferred	Required
Spanish			Cantonese		
French			Russian		
Mandarin			Other:		

PROPOSED FIELD INSTRUCTOR:

Field Instructor	Phone	E-mail	Completed Required Seminar (SIFI)?	New to Supervising Hunter students?
			Yes □ No □	Yes □ No □
			Yes □ No □	Yes □ No □

Tools	C	pervisor:
1 ask	Su	pervisor.

Name:	Number:	E-Mail:	

SERVICES PROVIDED

(Check all that apply)

Administration	
Advocacy	
Affordable housing development	
After-school program	
Aging/Gerontology	
Alternatives to incarceration	
Alcohol, drug, substance abuse treatment	
Ambulatory/primary health care	
Child guidance clinic	
Child welfare	
College-based program	
Community development	
Community education	

HIV/AIDS services	
Homeless services	
Hospice	
Hospital - inpatient psychiatry	
Hospital - inpatient medicine	
Housing services	
International/Global – Immigrant/Refugee services	
Legal services	
LGBTQ focused services	
Long term/nursing care facility	
Mental Health/Out-patient psychiatry clinic	
Occupational	
Political/Constituent services	

Community organization/planning
Continuing day treatment program
Corrections/Criminal justice
Court setting
Developmental Disabilities
Domestic violence/victims services
Early childhood development center
Employee assistance program (EAP)
Family service agency
Food pantry/Food security
Group services
Health

Preventive/Permanency planning services	
Program evaluation	
Public welfare/Public assistance(not child welfare)	
Rehabilitation Services	
Residential treatment center	
School social work	
Settlement house/Community based organization	
Shelter/Transitional Housing	
Social policy	
Veteran's Services	
Union-sponsored program (MAP)	
Other	

FOCUS OF INTERVENTION

(Check all that apply)

Academic/behavioral issues -children	
Alcohol and chemical dependency/substance abuse/MICA	
At risk-early intervention (ages 0-5)	
Child abuse and neglect	
Chronic medical/psychiatric illness	
Death and dying	
Developmental disability	
Disability	
Domestic violence	
Education/special education	
Elder abuse	
Family relationships	
Foster Care	
Frail/homebound elderly	
Gender identity/coming out	

Homelessness	
Immigration/Refugee issues	
Incarceration	
Leadership development	
Medical illness	
Parole/probation	
Preventive services/permanency planning	
Psychiatric illness	
Social justice	
Unemployment/Employment	
Victims of crime or violence	
Welfare rights	
Well elderly	
Wellness/Prevention	
Women's rights/issues	

HIV/AIDS	Other
DD A	ACTICE FOCUS
	eck all that apply)
Administration	Group (supportive, therapeutic)
Individual counseling	Leadership development
Family counseling	Legislative advocacy
Case management	Play therapy
Coalition Building	Program Planning /Education
Community Education	Rehabilitation
Creative Arts and Social Work	Social policy analysis
Crisis intervention	Spirituality and Healing
Grant writing	Staff development/training
Grassroots organizing	Supervision
Group (activitypsychoeducational)	Other
Group (psychoeducational)	
	LATION GROUPS eck all that apply)
Adolescents	Families

Adolescents		Families
Adults		Groups
Adults - Older		Individuals
Children		Intergeneration
Children – early childhood (0-3)		Organization
Communities		

Families	
Groups	
Individuals	
Intergenerational	
Organizations	

ADDITIONAL LEARNING EXPERIENCES (Check all that apply)

Case conference	
Grand rounds	
Inter-disciplinary teams/collaboration	

Practice-based Research	
Staff Meetings	
Student seminars	

In-service training								
		AGENCY (Check al.		_				
Public (City)				For Prof	t/Proprietary			
Public (State)]]	Not-for-	Profit/Voluntary			
Public (Federal)								
	CLIE	NTS SERVE (Check al			ГЕ			
Voluntary Clients	only] [1	Mandate	d Clients			
Children, Youth ar Health and Menta World of Work		AND SECU		rants and	d Global Social Work			
Do you require s	tudents to have a pl	nysical exa	minatio	n prior t	o placement?		Yes □	No 🗆
Do you require e	vidence of immuniz	zation agaiı	nst the f	ollowin	g? (check all that app.	ly)		
(a) Tuberculosis	(b) Rubella	(c) Mea	asles		(d) Varicella Titer	(e) DPT	
Do you provide the resources for these tests/physical?				Yes □	No 🗆			
Does your agency expect students to show proof of these tests prior to the start of the practicum?			e	Yes □	No 🗆			
Does your agency require a background check?				Yes □	No 🗆			
Does your agency require a drug screen?			Yes □	No □				
Does your agency require fingerprinting of students?				Yes □	No 🗆			
If yes, does your agency pay for these tests?				Yes □	No □			
Name/phone of	person to contact fo	or further in	nformati	on abo	ıt these:	I		

ADDITIONAL QUESTIONS

If students are expected to make home visits, do you provide					
(a) Escorts	Yes □ No □				
	Yes □ No □				
Does your agency provide	Yes □ No □				
If yes, (a) Number of s	stipends:	(b) Amount			



Current dates (MM/DD/YYYY):

Silberman School of Social Work at Hunter College
Field Education Department

Experi

Field Instructor's Experience Outline (FIEO)

REQUIREMENTS:	 MSW degree from an accredited school of social work 3 years of post-MSW agency practice experience NYS license (or another state's equivalent) and current registration either as a Licensed Master Social Worker (LMSW) or a Licensed Clinical Social Worker (LCSW) SIFI (Seminar In Field Instruction)-Certification The field instructor for the Community Organizing and Organization, Management, & Leadership student must meet the criteria above, however, NYS licensure is not required. 						
	TVT3 HECHSUIC	is not require.	ч.				
Name (Last, First):		Title in A	gency:				
Agency:							
Address :							
Telephone:	E-mail:		We	ebsite:			
MSW Graduate Experien	ce:		,		1		
School:			Degree:		Year:		
Practice method or area	of study:						
Seminar in Field Instructi	on (SIFI):						
Certification status:	SIFI Certified: YE	S NO D					
Year received:	School:		SIFI Instructor:				
Professional License:							
State:		LMSW 🗆	Year:	LCSW □	Year:		
Are you currently regist	ered under this lice	nse? YES □	NO 🗆				
Is your agency exempt u	ıntil 2018? YES 🗆	NO 🗆					
Professional Social Work	Experience:						

Agency:

Prior Dates (list chr. MM/DD/YYYY):	onologically			Agency:					
Prior Dates (list chr. (MM/DD/YYYY)):	onologically			Agency:					
Experience as a Figure 5 Expervised	eld Instruct	or						Number of stu	dents
Date (MM/DD/YYYY)	Agency		Schoo	ol		BSV	٧	MSW 2 yr	MSW OYR
Demographics (op	tional):								
Gender:	A	ge:	R	acial/Ethnic I	dentity:				
Languages other	than Englis	h:							
Task Supervisor:									
Name:		Number :				E- Mail:			
By <u>typing</u> my nam information is true a		the best of			<u> </u>	-		DATE:	

Louis V. and Samuel J. Silberman School of Social Work at Hunter/CUNY Office of Field Education & Advisement 2180 Third Avenue (at 119th Street) New York, NY 10035 ssw.field@hunter.cuny.edu

First Year Students (TYP)

Field Practicum Planning Form

•	This is not a confidential document. Information, including the advisors' summary, may b
	discussed with the assigned agency to provide basic information about a student's background
	and first year field experience.
	If your property address about the control of the start of the Fall assessment of the Fall

• If your present address changes at any point prior to the start of the Fall semester, please notify our office immediately at sswfield@hunter.cuny.edu. We cannot confirm your placement without your school-year address.

IMPORTANT

- Please note that there may be processing requirements for certain internships, such as: background checks, medical screening, fingerprinting, etc. The student is responsible to pay for any costs associated with these requirements
- Every attempt will be made to assign you to a placement that is within 1.5 hrs. one-way. Due to unknown variables, travel time may be longer.
- IMPORTANT: Increasingly, agencies are requiring background checks for employees and interns. If there is anything in your background that you would like us to consider in placing you, please contact the Director of Field Education or one of the Assistant Directors to discuss this.
- Please submit this form with your resume.

Practice Method (a	s indicated in Letter	of Acceptance):		
Student's Name:				
	(Last)	(First)	(M	iddle)
Present Address:	(Street)		(City/State)	(Zip)
Cell Phone:	E-mail:		Phone :	
Emergency contact:	Phone (cell):		Phone (alt.)	
		o the start of the Fall semester, edu). We cannot confirm your		
Neighborhood (e.g., or County, if outside	•			
Nearest subwline(s):	/ay/metro/LIRR			
Closest subw stop(s):	/ay/metro/LIRR			
Nearest bus routes:				
Will you have a car	to drive to your place	ment Yes No		

Languages spoken fluent			G 4:
<i>ptional:</i>	in using this language i	n your placement? Yes No	Sometimes
Age: Gender:		Racial/Ethnic background:	
		NAL BACKGROUND	
	School	Major	Degree/Date
Undergraduate:			
Graduate:			
Other Education:			
S	SOCIAL WORK AN	D RELATED EXPERIENCE	
0	D. W.	D'1 V1	D. (
<u>Organization</u>	<u>Position</u>	Paid or Voluntary	<u>Dates</u>
	WORK EXPERIE	ENCE IN OTHER FIELDS	
Organization	<u>Position</u>	Paid or Voluntary	<u>Dates</u>
	11.00		
ndicate any special conce	rns that would affect yo	our placement:	

If you have any need for accommodations you must register with the **Office of AccessABILITY** at Hunter College, 695 Park Avenue, Room 1214B, East Building, NY, NY 10065. Phone: 212 772-4857. E-mail: accessABILITY@hunter.cuny.edu or www.hunter.cuny.edu/studentservices/access. All disability-related accommodations should be discussed with our office in advance so that we may plan your placement accordingly.

rev. 3/3/2014

Second Year Students (TYP) - Field Practicum Planning Form 2018-2019

Submit Between: December 22, 2017 - January 12, 2018

YOU MUST SUBMIT A COPY OF YOUR RESUME WITH THIS FORM ONLINE TO: https://ww3.hunter.cuny.edu/ssw/view.php?id=58552

- This is not a confidential document. Information, including the advisors' summary, may be discussed with the assigned agency to provide basic information about a student's background and first year field experience.
- If your present address changes at any point prior to the start of the Fall semester, please notify our office immediately at sswfield@hunter.cuny.edu. We cannot confirm your placement without your school-year address.

IMPORTANT

- Please note that there may be processing requirements for certain internships, such as: background checks, medical screening, fingerprinting, etc. The student is responsible to pay for any costs associated with these requirements
- Every attempt will be made to assign you to a placement that is within 1.5 hours one-way travel from your home. Due to unknown variables, travel time may be longer.
- IMPORTANT: Increasingly, agencies are requiring background checks for employees and interns. If there is anything in your background that you would like us to consider in placing you, please contact the Director of Field Education or one of the Assistant Directors to discuss this.

PRACTICE METHOD (neck only one box):		
COP&D	CPIFG (CLINICAL)	OML DUAL MSW/BANK ST	
Student's Name: (Last, First)			
Name changed since	you began at SSSW?	Yes No	
If yes, list any other records:	name that might appear in our		
Current Address:			
Hunter Email	1		
Mobile Phon Number:	е	Home Number:	
Closest Subway/Bus/	Metro North/LIRR line(s):		
Will you have a car to	drive to your placement agency	? Yes No	
Language(s) spoken	fluently (other than English):		
Can you read this/the	ese Language (s): Yes No	Can you write this/these Language(s): Yes	No

PRACTICE SPECIALIZATION (Please mark one box)

Child Welfare	Gerontology	
Health and Mental Health	Immigrants and Global Social Work	

OTHER SPECIALIZATION (Please mark one box)

Are you applying for the Child Trauma Program?	Yes	No
Are you applying for the Policy Track (CO Students ONLY)?	Yes	No

FIRST YEAR FIELD EXPERIENCE

(Briefly describe your current field placement)

Agency:		
Agency's Address:		
Field Instructor:		Hunter Field Advisor:
Task Supervisor(s):		
Type of Setting:		
Population:		
		-
Responsibilities:		
F		
Describe your		
experience:		
experience.		
		-
If your placement was ch	anged during the 1st year list th	e original agency and the reason for change:

ndicate the factors(i.e. skills, practice focus, pop our second year placement:	oulation, setting) that are of greatest importance in
ndicate any special concerns that would affect y	our placement(i.e. financial, medical, childcare,
ldercare):	
FIELD PRACTICUM INT	TERESTS FOR SECOND YEAR
POPULATION GROUPS	(Choose as many that apply)
Adolescents	Families
Adults	Groups
Adults – Older	Individuals
Children	Intergenerational
Children – early childhood (0-3)	Organizations
Communities	Undocumented Individuals
TYPE OF SETTI	NG (<i>Please choose 5</i>)
Centers for the Aging	LGBTQ Organizations
Child Welfare Agency	Hospital
Substance Abuse Treatment Center	Juvenile Diversion Programs
Child Guidance Center	Legal/Social Justice Settings
Community Based Mental Health Clinic	HIV/AIDS Programs
Correctional/Detention Centers	Long Term/Nursing Care Facility
Court Setting	Programs for Immigrants/Refugees
Domestic Violence Program/Shelter	Parole/Probation

Political Office

Residential Treatment Center

Schools pre-K-12th Grade

Early Childhood Development Center

Employee Assistance Program (EAP)

Employment/Job Readiness

Evidence Based-PROS, ACT Programs	
Family Service Agency	
Higher Education/Universities	
HIV/AIDS Programs	
Hospice	

Settlement House/Community Based Organization	
Shelter, Transitional and/or Supportive Housing	
Union Sponsored Member Assistance Programs	
Other:	

SERVICES PROVIDED (Choose as many that apply)

	1
Administration	
Advocacy	
After-school programming	
Aging Wellness	
Alternatives to Incarceration	
Ambulatory/Primary Health Care	
At risk early intervention (0-3)	
Care Coordination	
Child Abuse and Neglect	
College-Based Services	
Community Development	
Community Education	
Constituent Services	
Corrections/Criminal Justice	
Discharge Planning	
Domestic Violence/Victim Services	
Employee Assistance Services	
Emergency Care	
Food Pantry	
Grassroots Organizing and Planning	
HIV/AIDS Services	
Homeless Services	

Hospice/palliative care	
Housing Services	
Inpatient Medicine	
Inpatient Psychiatry	
Immigrant/Refugee Services	
International/Global Issues	
Legal Services	
LGBTQ services	
Outpatient Psychiatric Services	
Preventive/Foster Care	
Program Evaluation	
Rehabilitation Services	
Residential Treatment	
School (Pre-K to 12th) Based Supportive Services	
Social Policy	
Substance Abuse Recovery	
Supportive Housing Services	
Union Sponsored Members' Support Services	
Veteran's Services	
Public Assistance/ Benefits Counseling	
Other	

PRACTICE FOCUS (Choose as many that apply)

Addiction: Abstinence	Harm Reduction		
Administration			
Affordable Housing			
Care Coordination			
Case Management			
Coalition Building			

Food Justice	
Grant Writing	
Grassroots Organizing	
Group Services	
Immigration/Refugee Issues	
Individual Counseling	

Community Education	
Creative Arts and Social Work	
Crisis Intervention	
Developmental Disabilities	
Discharge Planning	
Educational Justice	
Elder Abuse	
Evidence Based	
Family Counseling	

Leadership Development	
Legislative Advocacy	
Organizational Development	
Play Therapy	
Program Planning/Education	
Rehabilitation	
Spirituality and Healing	
Staff Development/Training	
Other	

Occasionally, agencies request students on the basis of specific identifiers, which make the following information useful/relevant. (Completion is optional):

Age:		Gender Identification:		Racial/Ethnic Identification:	
Emerg	gency Conta	act Name:	Relatio	nship to Student:	
Emerg	gency Conta	act's Phone Number:			

ACCOMMODATIONS

• If you wish to have accommodations in the field placement, you must register with the:

Hunter College Office of AccessABILITY

695 Park Avenue, Room 1214E, East Building

New York, NY 10065

Phone: 212. 772.4857

E-mail: accessABILITY@hunter.cuny.edu

Website: http://www.hunter.cuny.edu/studentservices/access



One Year Residency (OYR) Program (Work Study Program) Agency Executive Agreement

The OYR Program has provided increased access to professional career ladders for many qualified baccalaureate level agency workers since its inception in 1971. The program is open to applicants who meet all admission requirements and have a minimum of two years experience employment in a social service agency. The applicant must have provided supervisory or direct care with individuals, families, groups, or communities. Admission is available to either a standard OYR program with admission in the fall (two and one half years in duration), or a 24 month accelerated program with admission in the spring for student who are applying for the Clinical Practice with Individuals and Families method only.

The program sustains the same requirements, educational challenges, and demands as the Two Year Program. However, in this work-study model of social work education, the student's field work requirements maybe met at the agency of employment. As a result the student is able to remain employed full time while completing the 60 credits required for the MSW degree.

Applicants must be sponsored by their employers for admission to the OYR Program. Sponsorship requires the collaboration with the agency and school to provide the student with an educationally sound field work assignment. The agency must also provide a field instructor that is a licensed social worker, if the agency cannot provide an instructor the school will work with the agency to offer assistance. The "residency" year, occurs during the second year of matriculation.

Practicum Requirements: The School will collaborate with the agency to create a mutually acceptable plan for the field practicum. The field work experience must provide opportunities for new learning in a distinctly social work role, and consistent with method choices. Field Instruction must be provided by a qualified field instructor who is not the student's current supervisor. The field instructor must be a licensed master social worker (LMSW) or clinical social worker (LCSW) or its equivalent if not in New York State. Completion of the Seminar in Field Instruction (SIFI) is also a requirement (the SIFI may be taken concurrently with the student's practicum).

OYR Program Agency Executive Reference Cover Page

TO BE COMPLETED BY THE APPLICANT

Please provide your evaluator with a stamped, self-addressed envelope, so that the recommendation can be returned directly to you and included in your application packet. Applicants who waive their right of access must submit recommendations in an envelope that is sealed and signed by the evaluator.

Name of Applicant	Phone:	
	Date	<u></u>
Current Number of Hours Worked Per Week:		
I hereby waive my right of access, under the Family Education Right recommendation in connection with my application for graduate a	•	
Signature of Applicant	Date	

Note that signing this statement is optional. Under law, refusal to sign the statement cannot be used against you in the admission process.

TO BE COMPLETED BY THE EVALUATOR

I. One Year Residence Agreement:

Acceptance into the OYR One-Year Residence Program is contingent upon agency sponsorship. Sponsorship is a commitment from the agency to provide an educationally sound field placement with a certified field instructor who meets the criteria of the program, and flexible scheduling for the student/employee to attend classes during the residency year. The signing of this form will represent the agency's commitment to cooperate with the Silberman School of Social Work at Hunter College in developing and implementing an appropriate field placement plan. (Please see enclosed form for complete program description). Given the requirements of the residency year listed on the attached form, please check one:

- The agency can fulfill the school's requirement of the residency year ____
- The agency **cannot** fulfill the school's requirement of the residency year ____

II. Practice Method Declaration:

The development of competence is required in one or more of the following social work practice methods: individuals and family, group work, management and community organization and planning. Every student majors in one of these methods. OYR students choose their methods based on their employment responsibilities. Please indicate from the list below which method best describes the majority of your employee's current work responsibilities. Selecting a method indicates the agency's capacity to support the student/employee in this method during their field placement. Please Select One:

 Clinical Practice with Individual, Families and Small Groups Case management/service coordination, Individual, pair an Development and facilitation of group interventions, Provid 	d/or family interventions	
Organizational Management and Leadership Supervisory responsibilities	Community Organizing , Planning a	and Developme
Planner, analyst, manager	Community based activities and or Community/neighborhood advocation	
Please Print		
Name Title/Position		
Agency		
Agency Contract #:		
Telephone and Email	(Grant apps only)	
<u>—</u>		_
Address		
Signature_	_	
Date		

Please attach a separate recommendation letter for the applicant.



OYR Field Practicum Agreement Packet 2017-2018

PLEASE READ → DIRECTIONS: THIS PACKET MUST ONLY BE SUBMITTED ONLINE TO

https://ww3.hunter.cuny.edu/ssw/view.php?id=39780 TO AVOID DUPLICATES/CONFUSION, DO NOT SEND TO OTHERS IN DEPARTMENT, PACKET IS DUE NO LATER THAN APRIL 11TH (OR MAY 2ND FOR ACCELERATED OYR STUDENTS ONLY), IT MUST STAY AS ONE FILE IN THIS ORIGINAL WORD DOC. FORMAT (NO PDFs OR SCANNED COPIES) WITH ALL INFORMATION TYPED ONTO THIS FILE IN THE SPACES PROVIDED ("SIGNATURES" = TYPED-IN NAMES). DO NOT SUBMIT ADDITIONAL/SEPARATE FILES (SUCH AS RESUMES, CERTIFICATES, OR JOB DESCRIPTIONS).

PART I: TO BE COMPLETED BY STUDENT

EXPLANATION OF TERMS:

Main Agency – (if applicable) This is the umbrella organization; i.e. City University of New York is the Main Agency for the Placement Site Silberman School of Social Work

Placement Site – The specific site where you work

Agency Education Coordinator – (if applicable) This is the person at your agency who oversees all internships and interns Employment Supervisor – Your current and direct supervisor

Field Instructor - Licensed MSW social worker assigned to provide you with field instruction and supervision at your Placement Site who is not your Employment Supervisor

Agency Representative –	Fleid instructor or Ag	jency Education	Coordinator.			
Student Name (last , first):						
Phone (home or cell):				Phone (office):		
Hunter e-mail address:				Major Method:		
	1					
Main Agency Name:						
Your Placement Site Name:						
Placement Site Address:						
City, State, & Zip code:					 	
Placement Site Phone:						
Placement Site Website:						
Agency Executive who signed Admi	ssion's OYR Sponsor	rship form:		Work Phone:	E-mail:	
	I					
Agency Education Coordinator:						
Work Address:						
City, State, & Zip code:						
Work Phone:					 	
E-mail:						
Employment Supervisor:						
E-mail:						
	T					
Field Instructor:						
Work Address:						
City, State, & Zip code:						
Work Phone:						
E-mail:					 	
SIFI Certified (type 'X' by one):	YES:	NO:				

FIELD OF PRACTICE SPECIALIZATION (Please check ONE box)

Children, Youth and Families	Gerontology
Health and Mental Health	Immigrants and Global Social Work
Health and Mental Fleatin	Infinigrants and Global Social Work
PART II: TO BE COMPLETED BY	AGENCY REPRESENTATIVE
	FIELD PRACTICUM AGREEMENT
e field practicum proposal is to be dever school's field placement coordinator,	eloped jointly and signed by the agency person responsible for developing field placement, and the student.
scribe the student's current employee	responsibilities:
onosed Fieldwork Assignment	
oposed Fieldwork Assignment	
eld Practicum is an educational experie ange in focus from those carried as a v	nce and the assignments used for leaning must be educationally appropriate and reflect a vorker. Briefly describe the plan for the student's assignment, and explain how the distinct in-depth practice opportunities within the student's chosen method of practice, field fferings within the agency.
eld Practicum is an educational experie ange in focus from those carried as a v signments will provide the student with	rorker. Briefly describe the plan for the student's assignment, and explain how the distinct in-depth practice opportunities within the student's chosen method of practice, field fferings within the agency.
eld Practicum is an educational experie ange in focus from those carried as a v signments will provide the student with truction, as well as other educational o	worker. Briefly describe the plan for the student's assignment, and explain how the distinct in-depth practice opportunities within the student's chosen method of practice, field fferings within the agency.
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eld Practicum is an educational experie ange in focus from those carried as a visignments will provide the student with truction, as well as other educational of ferences in assignments can include, l (if applicable) Placement in a different Different clients and/or different types	worker. Briefly describe the plan for the student's assignment, and explain how the distinct in-depth practice opportunities within the student's chosen method of practice, field fferings within the agency. But are not limited to: unit of the agency.
eld Practicum is an educational experied ange in focus from those carried as a valignments will provide the student with truction, as well as other educational offerences in assignments can include, law (if applicable) Placement in a different Different clients and/or different types of Different modes of interventions (e.g.,	worker. Briefly describe the plan for the student's assignment, and explain how the distinct in-depth practice opportunities within the student's chosen method of practice, field fferings within the agency. But are not limited to: Junit of the agency.
eld Practicum is an educational experied ange in focus from those carried as a visignments will provide the student with truction, as well as other educational offerences in assignments can include, lift applicable) Placement in a different Different clients and/or different types of Different modes of interventions (e.g., Other new activities, such as participations)	worker. Briefly describe the plan for the student's assignment, and explain how the distinct in-depth practice opportunities within the student's chosen method of practice, field fferings within the agency. But are not limited to: unit of the agency. of clients. working with families, crisis intervention).

PART III: AGREEMENT ACCEPTANCE - STUDENT & AGENCY REPRESENTATIVE MUST BOTH TYPE-IN NAMES

Agreement for Student Assignment

I understand that the OYR field placement must meet the following criteria:

- 1. OYR Student will follow OYR Field Practicum Calendar which starts September and ends in May. OYR Field Practicum is 28 hours per week for the academic year.
- 2. The field placement must reflect a change in focus and provide student with new opportunities that provide advanced learning. The developed assignment must follow the approved plan throughout the academic year. It must be different from your current job assignment and must be consistent with you Practice Method and Field of Specialization. Your assigned Assistant Director at the Field Education Office must be contacted if there are any changes.
- 3. The assignment <u>must</u> allow for 90 minutes per week of field instruction.
- 4. A qualified field instructor <u>must</u> be someone who is not serving as the employee's supervisor and must be a licensed MSW with SIFI (or SIFI eligible) instructor.

By <u>TYPING-IN YOUR NAME</u> you certify that the above information is true and correct to the best of your knowledge and that all necessary parties have been informed of this agreement.

Student Signature:	Dat	e:
Agency Representative Signature:	Dat	e:
Agency Representative Title:		
Hunter Director's Signature:	Dat	e:
		_
FOR SILBERMAN USE ONLY		
Agreement Modification Reason(s):		
Hunter Director's Signature:		Date:
Hunter Director's Signature:		Date:

PART IV: TO BE COMPLETED BY FIELD INSTRUCTOR- & MUST TYPE-IN HIS/HER NAME

OYR Field Instructor's Experience Outline 2017-2018

REQUIREMENTS	:	•	3 yea NYS Mast SIFI The	V degree from a ars of post-MSV license (or ano er Social Worke (Seminar In Fie field instructor f lership student ired.	V agency protection of the state's erection of the comment of the	actice equiva or a Lic n)-Cer nunity	experier lent) an ensed (tificatior Organiz	nce d cu Clinio n ting a	rrent regist cal Social V and Organi	Vorke zatio	er (LCSW n, Manag	/) jement, &	
Name:					Title i	in Ager	ıcy:						
Agency Name :	(Last)			(First)									
Agency Address:	(Street)				(City/S	State)					(Zip))	
Agency Telephone:	,			Agency Fax:			Е	-mai	l:		() ,		
Name of student you	سروط النس	on doings											
Name of student you		bervising.	-								<u>-</u>		
MSW Graduate Exp	enence.				Dograo:					Yea	or:		
School:	araa af atud	h.a.			Degree:					1 6	di.		
Practice method or a	area oi siuu	у.											
Professional License	e:			State:	LMS	SW: 🗆	Year:			L	CSW: □	Year:	
Are you currently reg	gistered und	der this lic	ense?	YES I NO D]								
Is your agency exen	npt until 201	18? YE	S D N	10 🗆									
Professional Social	Work Exp	erience	:										
Current dates: Agency:													
Prior Dates (list chronologically): Agency:													
Prior Dates (list chronologically): Agency:													
Seminar in Field Ins	truction (SIFI) Cei	rtificati	on status:									
SIFI certified:	Yes:		No:										
Requires SIFI:	Yes:		No:										
			chool:		SIFI Instructor:								
							•						
Experience as a Fie	ld Instruc	tor:		T		ı	Num	ber e	of students	supe	rvised:		
Year Agency				School			BSW	BSW MSW 2yr			MSW OYR		

ח	Demographics (optional):								
ט	Jeniographics (optional).								
	Gender: A	ge:	Racial/Ethnic Identity:						
	Languages other than English:								
	By TYPING IN YOUR NAME you certify that above information is true and correct to the bof your knowledge.			DATE:					



HUNTER COLLEGE

Field Placement Entities Letter

1/24/17

As you may know, Hunter College is committed to providing a quality and affordable education to all students. We are pleased to be affiliated with [agencies, institutions, organizations] such as [name of recipient of letter] who share this value, help us pursue this commitment and work with us to provide Hunter students with [clinical, field, intern] placements relevant to their discipline, academic interests or field of study and which fulfil an academic requirement. Hunter and its parent organization, the City University of New York (CUNY) are committed to fostering a learning and working environment where all students and members of the academic community can achieve their highest potential, free from any kind of discrimination, including sexual harassment of any kind. CUNY's Policy on Sexual Misconduct prohibits sexual misconduct of any kind, including but not limited to sexual harassment, gender-based harassment and sexual violence. Pursuant to this Policy, Hunter encourages the prompt reporting of any such act, promptly responds to and investigates any such allegation, makes effort to prevent the recurrence of any sexual misconduct and provides appropriate support and service to affected students. The CUNY Policy on Sexual Misconduct can be found at the following link: http://www2.cuny.edu/wp-content/uploads/sites/4/pageassets/about/administration/offices/legal-affairs/POLICY-ON-SEXUAL-MISCONDUCT-10.1.2015with-links.pdf

The CUNY Policy on Sexual Misconduct applies to Hunter students and members of the CUNY community while they are at your organization engaged in an educational program, activity or service, such as [clinical, field, intern] placements. We recognize that your organization may have its own organizational policies which govern discrimination or sexual misconduct and we want to make sure that you understand and appreciate the reach of the CUNY Policy on Sexual Misconduct and that it extends to cover Hunter students placed at your organization.

We expect a coordinated effort in responding to allegations or incidents that may arise at you [agency, organization, institution] during the course of the student placement. To the extent we at Hunter learn of an incident or allegation, we will promptly inform you, providing such particulars and details as we are aware as well as our decision as to what appropriate protective action is required to keep the student safe (including removal from the placement). We would look to your [agency, organization, institution] to assist us in reviewing and

investigating the incident or allegation based on the information we provide (as well as such additional information you may develop) and to advise us of information you gather and/or conclusions you reach. To the extent that your [agency, organization, institution] learns of an incident or allegation involving a Hunter student, we would appreciate your promptly notifying [who?-designated field coordinator – fine as long as that person is required to report it to the Title IX Coordinator. Otherwise, require them to report to Title IX Coordinator] so we can assess the situation and provide support to the student pending the investigation. In either event, we stand ready to fully cooperate with you to provide for the safety of the student, stop the offending conduct, prevent its recurrence and, where appropriate, pursue appropriate disciplinary action or other remedial measures. If you have any questions or wish to disc this further, please do not hesitate to contact me or the Hunter College Title IX Coordinator, John Rose, who can be reached at: john.rose@hunter.cuny.edu.

THE CITY UNIVERSITY OF NEW YORK POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION

I. Policy on Equal Opportunity and Non-Discrimination

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.¹

It is also the University's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

Prohibited Conduct Defined

<u>Discrimination</u> is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, sex, gender, national origin, or any of the other bases prohibited by this Policy.

<u>Harassment</u> is a form of discrimination that consists of unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be spoken, written, visual, and/or physical. This policy covers prohibited harassment based on all protected characteristics

¹ As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

other than sex. Sex-based harassment and sexual violence are covered by <u>CUNY's</u> <u>Policy on Sexual Misconduct.</u>

Retaliation is adverse treatment of an individual because he or she made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

II. Discrimination and Retaliation Complaints

The City University of New York is committed to addressing discrimination and retaliation complaints promptly, consistently and fairly. There shall be a Chief Diversity Officer at every college or unit of the University, who shall be responsible for, among other things, addressing discrimination and retaliation complaints under this Policy. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

III. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

IV. Responsibility for Compliance

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School, Graduate School of Journalism, School of Public Health and School of Professional Studies and Macauley Honors College, have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each vice president, dean, director, or other person with managerial responsibility, including department chairpersons and executive officers, must promptly consult with the Chief Diversity Officer at his or her college or unit if he or she becomes aware of conduct or allegations of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination or retaliation complaint.

Part of Policies and Procedures adopted and approved effective November 27, 2012, Cal.No.4; and revised policy amended and adopted December 1, 2014, Cal. No. C., with effective date of January 1, 2015; Cal. Item *C*

COMPLAINT PROCEDURES UNDER THE CITY UNIVERSITY OF NEW YORK'S POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION¹

1. Reporting Discrimination and/or Retaliation

The University is committed to addressing discrimination and/or retaliation complaints promptly, consistently and fairly.

Members of the University community, as well as visitors, may promptly report any allegations of discrimination or retaliation to the individuals set forth below:

- A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.
- B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct (include link).
- C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation. (include link)

2. Preliminary Review of Employee, Student, or Visitor Concerns

Individuals who believe they have experienced discrimination and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss their concerns, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or the college conducting a full investigation. Based on the facts of the complaint, the Chief Diversity Officer may also

These Procedures are intended to provide guidance for implementing the University Policy on Equal Opportunity and Non-Discrimination. These Procedures do not create any rights or privileges on the part of any others.

The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.

¹ These Procedures govern any complaint of discrimination and/or retaliation, except complaints of sexual harassment and sexual violence, which are covered by CUNY's Sexual Misconduct Policy. These procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

3. Filing a Complaint

Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination and/or retaliation should be provided with a copy of the University's complaint form. Complaints should be made in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

4. Informal Resolution

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including but not limited to modification of work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the respondent and suspends the complaint process for up to thirty (30) calendar days, which can be extended upon consent of both parties, at the discretion of the Chief Diversity Officer.

Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any time, prior to the expiration of thirty (30) calendar days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is reached, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

5. Investigation

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

a. <u>Interviewing the complainant</u>. In addition to obtaining information from the complainant (including the names of any possible witnesses), the complainant should be informed that an investigation is being commenced, that interviews of the respondent and possibly other people will be conducted, and that the

President² will determine what action, if any, to take after the investigation is completed.

b. <u>Interviewing the respondent</u>. In addition to obtaining information from the respondent (including the names of any possible witnesses), the respondent should be informed that a complaint of discrimination has been received and should be provided a copy of the complaint unless circumstances warrant otherwise. Additionally, the respondent should be informed that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. A respondent employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The respondent must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under this policy and federal, state, and city laws. The respondent should be informed that if retaliatory behavior is engaged in by either the respondent or anyone acting on his/her behalf, the respondent may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the respondent is a student.

c. Reviewing other evidence. The Chief Diversity Officer should determine if, in addition to the complainant, the respondent, and those persons named by them, there are others who may have relevant information regarding the events in question, and speak with them. The Chief Diversity Officer should also review documentary evidence that may be relevant to the complaint.

6. Withdrawing a Complaint

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer. The University reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the respondent must be notified in writing that the complainant has withdrawn the complaint and whether University officials have determined that continuation of the investigation is warranted for corrective purposes.

² References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School, Graduate School of Journalism, CUNY School of Public Health, School of Professional Studies and Macauley Honors College, wherever those units are involved, rather than a college.

7. Timeframe

While some complaints may require extensive investigation, whenever possible, the investigation of a complaint should be completed within sixty (60) calendar days of the receipt of the complaint.

8. Action Following Investigation of a Complaint

- a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President. In the event that the respondent or complainant is a student, the Chief Diversity Officer will also report his or her findings to the Chief Student Affairs Officer.
- b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing action to discipline the respondent under applicable University Bylaws or collective bargaining agreements.
- c. The complainant and the respondent should be apprised in writing of the outcome and action, if any, taken as a result of the complaint.
- d. The President will sign a form that will go into each investigation file, stating what, if any, action will be taken pursuant to the investigation.
- e. If the President is the respondent, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor. The Chancellor will determine what action will be taken. The Chancellor's decision will be final.

9. Immediate Preventive Action

The President may take whatever action is appropriate to protect the college community in accordance with applicable Bylaws and collective bargaining agreements.

10. False and Malicious Accusations

Members of the University community who make false and malicious complaints of discrimination, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

11. Anonymous Complaints

All complaints will be taken seriously, including anonymous complaints. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

12. Responsibilities

- a. Responsibilities of the President:
- Appoint a Chief Diversity Officer responsible for addressing complaints under this Policy
- Ensure that the Chief Diversity Officer is fully trained and equipped to carry out his/her responsibilities.
- Ensure that managers receive training on the Policy.
- Annually disseminate the Policy and these Procedures to the entire college
 community and include the names, titles and contact information of all
 appropriate resources at the college. t Such information should be widely
 disseminated, including placement on the college website.

b. Responsibilities of Managers:

Managers must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Managers must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate the Policy.

For purposes of this policy, managers are employees who either (a) have the authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) have the authority to make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

- c. Responsibilities of the University Community-at-Large:
- Members of the University community who become aware of allegations of discrimination or retaliation should encourage the aggrieved individual to report the alleged behavior.
- All employees and students are required to cooperate in any investigation.

Some Relevant Laws Concerning Non-discrimination and Equal Opportunity

Section 1324b of the Immigration and Nationality Act prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or "document abuse" relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a "green card", to establish the employee's identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9 process; and improperly treating groups of applicants differently when completing the I-9 form.

Executive Order 11246, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

Title VI of the Civil Rights Act of 1964 prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

Equal Pay Act of 1963, as amended, requires that men and women performing substantially equal jobs in the same workplace receive equal pay.

Title IX of the Education Amendments of 1972 prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

Age Discrimination in Employment Act, as amended, prohibits discrimination against individuals who are age 40 or older.

Section 504 of the Rehabilitation Act of 1973 defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

Section 503 of the Rehabilitation Act of 1973 requires federal contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

Vietnam Era Veterans' Readjustment Act of 1974, as amended, requires government contractors and subcontractors to take affirmative action to employ and advance in employment disabled and other protected veterans.

Uniformed Services Employment and Reemployment Rights Act of 1994, as amended, prohibits employment discrimination based on military status and requires reemployment following military service in some circumstances.

Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability.

Genetic Information Nondiscrimination Act of 2008 prohibits employment discrimination based on genetic information.

New York City Human Rights Law prohibits discrimination based on age (18 and older), race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, unemployment status, or status of an individual as a victim of domestic violence, sex offenses or stalking.

New York City Workplace Religious Freedom Act requires an employer to make accommodation for an employee's religious needs.

New York State Education Law Section 224-a requires institutions of higher education to make accommodations for students who are unable to attend classes or take examinations due to their religious beliefs.

New York State Human Rights Law prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age (18 and older), marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior arrest or conviction record.

THE CITY UNIVERSITY OF NEW YORK POLICY ON SEXUAL MISCONDUCT

Please find the most updated City University of New York Policy on Sexual Misconduct here:

http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf

NASW Code of Ethics

The most updated National Association of Social Workers (NASW) **Code of Ethics** can be found here: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

NASW Standards and Indicators of Cultural Competence

The most updated National Association of Social Workers (NASW) **Standards and Indicators of Cultural Competence** can be found here:

https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0