



**Bachelor of Social Work (BSW) Program
Academic and Field Education Manual**

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BSW Program Contacts

Patricia Dempsey, D.S.W, LCSW-R

Director of BSW Program

pdempsey@hunter.cuny.edu

(212) 396 -7532

Patricia Gray, Ed. D, LCSW

BSW Field Education Director

Pg202@hunter.cuny.edu

(212) 396 – 7610

e-mail: **bswad@hunter.cuny.edu**

Web-site: **<http://sssw.hunter.cuny.edu/programs/bsw/>**

Table of Contents

Definition of Generalist Practice	
Definition of Generalist Practice	7
BSW Program Mission and Goals.....	7
Mission Statement	7
Program Goals	7
BSW Program Competencies & Practice Behaviors.....	8
Social Work Competencies and Associated Practice Behaviors	8
The BSW Curriculum.....	14
Path to BSW Degree Completion.....	14
Social Work Course Descriptions.....	16
Social Work Course in the Sophomore Year:.....	16
SW 20100: Introduction to Social Work	16
Social Work Courses in the Junior Year:	17
SW 32000: Introduction to Social Work Policy I	17
Social Welfare Policy II-Child Welfare or Care Coordination	17
SW 330 and 3100 Human Behavior and the Social Environment I and II	17
Social Work Practice & Learning Lab I & II	18
Social Work Courses in the Senior Year:.....	18
Social Work Child Welfare Practice I and II	18
Social Work Practice I and II in Care Coordination	19
Integrative Seminar I and II	19
Social Work Research	20
Field Practicum- Fall and Spring	20
Open and Required Electives	20
The BSW Portfolio	20
Field Education: The Profession's Signature Pedagogy	21
Mutual Agreement between the School, Agency, and Student	23
Expectations of the School.....	23
Selection of Field Education Agencies	24
Process for Affiliation with Agencies.....	24

Bridged Field Experience	25
Junior Year Student Placement Process:	25
Senior Year Student Placement Process.....	26
Employment-Based BSW Field Placement	26
Role of the Academic/Field Advisor	27
Academic/Field Advisement in Social Work	27
Teaching (Integration)	28
Educational Consultation	29
Evaluation	29
Contact with the Field Instructor	29
Monitoring of Field Assignments	29
Troubleshooting & Problem-Solving Field-Related Issues.....	29
Student Field Performance Concerns	30
Change of Field Placement.....	30
Assessment of Field Site for Field Education Effectiveness	30
Expectations of Agencies	31
Expectations Field Instructors.....	32
General Expectations.....	32
Seminar in Field Instruction (SIFI).....	33
SIFI Seminar Objectives	34
Orienting Students to the Agency	34
Expectations of Students.....	34
Professional Standards & Ethical Conduct.....	34
Confidentiality	36
Guidelines for Field Assignments, Workload, & Evaluation	39
Educational Plan	39
Internship (Task/Work) Assignments.....	39
Student Workload Distribution	39
Educational Purpose/Value of Recording	40
Time to Complete Assignments.....	41
Confidentiality in Recordings	41
Agenda for Supervision.....	41
Guidelines for Field Performance Evaluation	41

Field Performance Evaluation Due Dates.....	42
The Field Performance Evaluation.....	42
Junior Year Field Education Evaluation	42
Senior Year Field Performance Evaluation Form	42
Evaluation Format.....	43
Section 1: Description of Agency and Assignments.....	43
Section 2: Competency/Professional Behaviors and Skills Rating Scale	43
The Rating Scale includes five evaluative options	43
Summary Competency Rating.....	44
Section 3: Field Instructor Narrative Evaluation.....	44
Section 4: Overall Rating of Student’s Field Performance	44
Section 5: Signatures	45
Field Practicum Grade	45
General Field Education Policies:	45
Days and Duration of Field Education	45
Field Education Hours, Policy about Absences, Religious Observance, and Vacations.....	45
Transportation and Reimbursement	50
Liability Insurance	50
Academic & Professional Performance.....	50
Grading System	50
Academic Integrity	51
Process for Grade Appeals & Professional Performance Grievance	51
Grade Appeals in Social Work Courses.....	51
Professional Performance Grievance.....	52
Policy/Procedures Program Dismissal for Academic or Professional Performance	55
Dismissal Appeal Procedure.....	55
Student Development & Student Support Services.....	56
SSSW Policy on Transfer & Life Experience Credit.....	56
Student Organizations.....	56
Student Support Services.....	57
Appendix 1: The BSW Student Needs	59
Appendix 2-Agency Request	61
Placement Site Database Form.....	61

Appendix 3:	69
CUNY AFFILIATION AGREEMENT APPROVAL FORM.....	69
Appendix 4:	71
BSW Junior year, pre-practicum Field Performance Evaluation	71
.....	75
Appendix 5: BSW Program Senior year, Field Performance	75
Evaluation	75
.....	87
Appendix 6: Employment Based Field Placement Agreement	87
.....	88
Appendix 7	89
Employment-Based BSW Field Placement Agreement.....	89
Appendix 8: Field Instructor's Experience Outline (FIEO).....	91
.....	93
Appendix 9-.....	93
BSW Generalist Practice, Field Educational Plan (EP)	93

Definition of Generalist Practice

The mission and goals of the BSW program are directly related to the definition of Generalist Practice as defined in the Council on Social Work Education's Educational Policy Statement (EPAS, 2015). The standards delineate a definition of Generalist Practice which include: educating students for a range of interventions, to think critically, respond ethically, to advocate for human rights and social justice, to understand and respond to diverse populations, to operate out of a strengths-based and resiliency framework, to respond to changes in the practice context, and to engage in research-informed practice.

BSW Program Mission and Goals

Mission Statement

The mission of the Silberman BSW Program is to prepare knowledgeable, ethical, adaptable and highly competent entry-level social workers for practice aimed at improving the lives of people in New York City, its neighborhoods, and other diverse urban centers. Building upon students' liberal arts foundation, and shaped by an unwavering commitment to human rights, cultural complexity, social, racial, economic and environmental justice, the BSW Program especially seeks to produce generalist practitioners poised to work in service to families and children in the child welfare system and persons in need of care coordination services.

Program Goals

The BSW program goals reflect alignment with the above referenced definition of generalist practice.

- To graduate highly competent, diverse generalist practitioners who identify as professional social workers dedicated to the promotion of human and social well-being within diverse urban communities such as New York City.
- To emphasize urban contexts in the person-in-environment perspective, particularly as it relates to preparation for employment in care coordination and child welfare.
- To educate BSW students in partnership with New York's communities, agencies, and organizations in the domains of care coordination and child welfare.
- To leverage foundational knowledge and skills gained from students' liberal arts education to inform their professional development as generalist social work practitioners.
- To foster lifelong engagement in the processes of cultural humility necessary for competent social work practice and scholarship.

- To prepare BSW graduates to effectively respond to emerging practice challenges in an ethical and research-informed manner, while employing a range of interventions with individuals, families, groups, organizations, and communities.
- To develop entry-level social workers who practice from a strengths-based perspective and within a resiliency framework.
- To instill an abiding commitment to social, racial, economic and environmental justice that empowers graduates to skillfully and assertively advocate on behalf of clients and causes.

BSW Program Competencies & Practice Behaviors

The BSW Program is premised on a competency-based educational paradigm and as such, the entirety of its curriculum is designed to support student movement toward competency attainment. To this end, the program has adopted both the competencies and their operational definitions as articulated in the CSWE EPAS 2015.

They include the following:

Social Work Competencies and Associated Practice Behaviors

COMPETENCY	BEHAVIORS
<p>#1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions</p>	<ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	<ul style="list-style-type: none"> • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	<ul style="list-style-type: none"> • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
	<ul style="list-style-type: none"> • use technology ethically and appropriately to facilitate practice outcomes; and
	<ul style="list-style-type: none"> • use supervision and consultation to guide professional judgment and behavior.

<p>when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p>	
<p>#2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p>	<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p>#3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as</p>	<ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

<p>freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p>	<ul style="list-style-type: none"> engage in practices that advance social, economic, and environmental justice.
<p>#4: Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p>	<ul style="list-style-type: none"> use practice experience and theory to inform scientific inquiry and research. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.
<p>#5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy</p>	<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. assess how social welfare and economic policies impact the delivery of and access to social services.

<p>development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p>	<ul style="list-style-type: none"> • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<p>#6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p>	<ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

<p>#7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p>	<ul style="list-style-type: none"> • collect and organize data and apply critical thinking to interpret information from clients and constituencies. <hr/> <ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. <hr/> <ul style="list-style-type: none"> • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and <hr/> <ul style="list-style-type: none"> • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<p>#8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand</p>	<ul style="list-style-type: none"> • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. <hr/> <ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. <hr/> <ul style="list-style-type: none"> • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

<p>theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</p>	<ul style="list-style-type: none"> • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
<p>#9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p>	<ul style="list-style-type: none"> • facilitate effective transitions and endings that advance mutually agreed-on goals. • select and use appropriate methods for evaluation of outcomes. • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The BSW Curriculum

The BSW degree program is designed as a competency-based, 42-credit major comprised of a pre-requisite Introduction to Social Work course (3 credits) and 13 carefully sequenced social work courses (39 credits). These courses include: two courses in Social Work Practice and Practice Lab, two courses in the Human Behavior and the Social Environment, two in Social Welfare Policy, four Social Work Practice courses, one Social Work Research course, and two Integrative Seminars taken concurrently with two Field Practicum courses requiring 400 hours of formal fieldwork. Students select one of two specializations (Child Welfare or Care Coordination) at the end of the first semester junior year, and then take the second Policy course and the remaining Practice courses tailored to the selected specialization.

Students generally take their first BSW course, *Introduction to Social Work*, in their sophomore year, and apply for the BSW program for entry in the Fall of their junior year. The remaining BSW courses required for degree fulfillment are taken in the junior and senior years.

In order to facilitate timely progression toward degree completion, interested transfer students must complete the *Introduction to Social Work* course during the first semester of enrollment at Hunter College.

Students are encouraged to complete the General Education requirements in their first two years of undergraduate education. At CUNY there are required core courses for all students, a flexible core of courses, and Hunter College Focus required courses. The program also affords students six “free” elective courses (18 credits) that may be taken in any discipline anytime during their college years.

An overview chart of the “Path to BSW Degree Completion” is provided on the next page.

Path to BSW Degree Completion

Year	Arts & Sciences	CRS	Silberman SSW	CRS
Freshman/Sophomore	General Education Requirements Required Core Courses (12 credits) Flexible Core (18 credits)	42		

	College Options (12 credits)			
Sophomore	Six open elective courses	18	Introduction to Social Work <i>*Required elective prior to applying to the BSW Program.</i>	3
Junior	Fall		Fall	
			Practice Lab 1	3
			SW Policy 1	3
			HBSE 1	3
	Spring		Spring	
	One or more elective courses if needed. <i>*Recommend, courses relevant to Social Work.</i>	----	Practice Lab II	3
			SW Policy II (Either Child Welfare or Care Coordination)	3
			HBSE II	3
Senior	Fall		Fall	
	One or more elective courses if needed. <i>*Recommend, courses relevant to Social Work.</i>	----	SW Practice in Child Welfare I or SW Practice in Care Coordination I	3
			Field Practicum I	3
			Integrative Field Seminar I	3
			Social Research	3
	Spring		Spring	

	One or more elective courses if needed. *Recommend courses, relevant to Social Work.	-----	SW Practice in Child Welfare II Or SW Practice in Care Coordination II	3
			Field Practicum II	3
			Integrative Field Seminar II	3
				39
Total	120 Credits			

* Electives may be taken at any time from sophomore to senior year.

* Number of electives vary based on student's individual Arts and Sciences course requirements, plus pre-requisite SW course (3 credits) and Social Work major, (39 credits) to complete 120 credits for the BSW Liberal Arts degree.

Social Work Course Descriptions

As noted, there are 14 required social work courses:

Social Work Course in the Sophomore Year:

SW 20100: Introduction to Social Work

The Introduction to Social Work course is offered as an open elective to all Hunter undergraduate students and is offered in both the fall and spring semesters. Students interested in pursuing the BSW degree take **Introduction to Social Work** as a required course prior to applying to the BSW program. The course offers a broad overview of the social work profession, the populations with whom we work, the problems that we encounter, and some of the interventions that we use to ameliorate the problems. The course carries a requirement for a volunteer experience with a human service agency, school or hospital setting. Based on their success in the course (i.e., final grade of "B" or better) and a reference from the supervisor at their volunteer experience, students are eligible to apply for admission to the BSW program.

At the point of application, students are asked to select an area of interest: Child Welfare or Care Coordination if accepted to the program.

Social Work Courses in the Junior Year:

SW 32000: Introduction to Social Welfare Policy I

The course is designed to teach students to analyze, formulate, and advocate for policies that advance social well-being; and to collaborate with colleagues and clients for effective action. In this course, BSW students learn about the history and development of social welfare in the United States, some of the major themes and arguments that have historically been part of policy development, the major social welfare systems that emerged from the New Deal and the War on Poverty, and the subsequent retreat from these policies beginning in the 1980s. Students learn to analyze current policies in regard to equity, opportunity, and ability to alleviate social problems.

Social Welfare Policy II-Child Welfare or Care Coordination

We offer two Social Welfare Policy II courses: Social Welfare Policy II: Child Welfare (SW 34000) and Social Welfare Policy II: Care Coordination (SW 35000) which students enroll based on the area of interest that they indicated on their application.

The Social Welfare Policy course in Child Welfare focuses on the major social policies that impact children and families including Temporary Aid to Needy Families (TANF), Food Stamps and other nutrition programs, welfare to work programs, and policies relevant to child abuse and neglect, foster care, adoption, and family permanency (e.g. Title IVE).

The Social Welfare Policy in Care Coordination focuses on social security and disability, the Older Americans Act, and the Affordable Health Care Act, Medicaid or Medicare health benefits and services. It is the goal of these two courses to encourage students to become intimately familiar with the benefit systems that inform human service agencies in those arenas and undergird the services and need for advocacy by social workers in these domains.

SW 33000 and 33100 Human Behavior and the Social Environment I and II

SW 33000 Human Behavior and the Social Environment (HBSE) I and SW 33100 Human Behavior in the Social Environment II are designed to teach students to utilize conceptual frameworks that guide the process of assessment, intervention, and evaluation, and to critique and apply knowledge to understand both people and their environments.

These courses introduce students to the major psychological, biological, and sociological frameworks used to understand systems, culture, families, organizations, and people. The courses also help students understand the ways in which diversity and difference influence problem presentation and social work practice. And, to recognize the extent to which ones'

cultural structures and values may oppress, marginalize, alienate, create, or enhance power and privilege.

Finally, the courses include research, theory and evidence-based content related to development throughout the lifespan from pre-natal to older age and death.

Social Work Practice & Learning Lab I & II

SW31000 Social Work Practice & Learning Lab I and SW 31100 Social Work Practice & Learning Lab II are designed to introduce students to the basic assumptions about social work roles and functions, i.e., the person-in- environment perspective, the strengths perspective, and the resiliency framework. These courses are responsible for introducing students to several core competencies, including the application of social work ethics and values; principles to guide professional practice, increasing awareness self and mitigating the influence of personal biases, to recognizing and communicating their understanding of the importance of difference, and how to listen and engage others who appear different from us. Together, they introduce students to the core processes of social work practice: acceptance, engagement, assessment, intervention, and evaluation. These courses provide the foundation for teaching students how to practice social work. The Social Work Practice and Learning Lab courses require a field practicum; 100 hours per semester, doing a field work assignment in an agency or school setting. The junior year field placement is a graded major assignment, with the goal of preparing the student for a formal field placement in their senior year.

Social Work Courses in the Senior Year:

Two Field Practicum courses are added to the curriculum in the senior year. BSW students are in a formal two-day a week field internship to deepen mastery of social work practice competencies. Students take two semesters of social work practice courses in their area of selected interest: **child welfare or care coordination**. Students are placed in field internship in their area of interest, and a two semester Integrative Field Seminar course that helps students synthesize and apply theory and practice knowledge from course work and field assignments.

Social Work Child Welfare Practice I and II

SW 41000 Social Work Practice in Child Welfare I and SW 41100 Social Work Practice in Child Welfare II are designed to educate students to use a range of prevention and

intervention methods in their practice with individuals, families, groups, organizations, and communities as they apply to Families and Children's Services.

Students are introduced to the major psychological and sociological theories about attachment, trauma, and development; relevant policy frameworks; evidence-informed practices in the child welfare arena; and how best to manage the ethical dilemmas that emerge in practice.

These courses emphasize the multiple level interventions used in: child safety and risk, foster care and adoption, at risk adolescents. Emphasis is placed on teaching students to intervene swiftly and systematically, work with traumatized children and mandated parents, to craft permanency plans, counseling and service approaches, and advocacy strategies that support well-being, using the most current evidence-informed models.

Social Work Practice I and II in Care Coordination

SW42000 Social Work Practice in Care Coordination I and SW 42100 Social Work Practice in Care Coordination II are designed to educate students to use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities, as they apply to Care Coordination with older adults, those with chronic illness, disabilities, mental health, and substance abuse.

Students are introduced to the major psychological and sociological theories about illness and disease, policy frameworks and benefit systems that are utilized; and evidence-informed practices to care coordination for the elderly, the disabled, the mentally ill, and persons with chronic health issues.

The courses emphasize provision of service benefits, advocacy skill building to promote clients access to health care, prevention strategies that divert people from acute care, coordination during transitions from home to hospital, and community supports for medical compliance. Students learn the most current and evidence-based models of care coordination for those with mental illness, older adults, health disparities, and substance abuse. Students learn how to assess service needs for different demographic groups and populations as well as how to manage some of the ethical dilemmas that can emerge in this type of work.

Integrative Seminar I and II

SW 43000 Integrative Seminar I and SW 43100 Integrative Seminar II are designed to help students integrate theory and practice. To help students master the skills of engagement, assessment, intervention, and evaluation within a generalist practice, systems framework, and within their particular practice area focus. Students will present case examples from their field internship that will be used to explore, understand application of theory, and best practice approaches. Other means of deepening learning may include class projects, guest speakers, and assignments aimed at helping students to demonstrate competency attainment.

Social Work Research

SW 44000 Social Work Research provides students with an introduction to basic research methods within the context of social work practice. Major concepts and the steps of empirical research are examined, including problem identification and formulation, literature review, research design, sampling, definition and measurement of variables, and instrument construction.

Emphasis is placed on the use of empirical research to inform practice as well as on the development of knowledge from practice. The major goal is to enhance the student's capacity to identify problems, interventions and reach valid and reliable conclusions about their practice through research. Quantitative, qualitative, and mixed method research approaches are given equal emphasis as strategies for making sense of casework and case management.

Field Practicum- Fall and Spring

SW 45000 Field Practicum (Fall) and SW 45100 Field Practicum (Spring). Based on declared interest area, students are placed in child welfare settings, family services agencies, social services agencies, schools, health care settings, or substance abuse agencies. Students intern two days a week for two semesters in the same agency in order to develop depth of experience and opportunities to work with multi system cases.

Open and Required Electives

Students in the BSW program take liberal arts electives along with their social work courses to complete Hunter College requirements for the liberal arts degree. During their upper sophomore, junior, and senior years they complete **Core** and **Hunter Focus** courses and take open electives to satisfy Hunter College writing intensive requirements.

The BSW program makes available to students a list of suggested elective course options offered by related disciplines at Hunter colleges such as Psychology, Sociology, Urban Studies, African and Latino Studies, etc., as well as the Silberman SSW undergraduate course in Community Organizing to assist BSW students select electives that both meet the college requirements, and that are also relevant to care coordination and child welfare.

The BSW Portfolio

Over the course of their time in the program, each student develops an individual and unique BSW Portfolio comprising a compilation of papers, artifacts, videos, etc., representing their overall learning throughout the program.

Each social work course has an identified competency-based, graded Signature Assignment. The Signature Assignments from all courses, over the two years in the BSW program help establish the student's individual journey to mastering the social work competencies and become part of students' portfolios. Integral to the Signature Assignments is the requirement for students' reflections on what they've learned in completing the particular assignment and how they view the assignment as contributing to their movement toward attainment of the competency/practice behaviors with which it is associated.

At its culmination in spring of senior year, the BSW Portfolio serves as a demonstration of students' emerging competence as beginning BSW practitioners and provides a canvas for faculty to conduct a summative assessment of student competency. As such, the BSW Portfolio dually serves as a mechanism for ongoing, reflective student learning, as well as a programmatic assessment tool.

Field Education: The Profession's Signature Pedagogy

A primary purpose of field education is to enable students to develop practice competency, within the framework of social work values and ethics. Field education provides opportunities for students to perform social work tasks under the supervision of a field instructor and encourages the integration and application of concepts and principles learned in both the classroom and the field placement site. The agency or community-based field instructor provides educational supervision; the Academic/Field Advisor plays an integrating and monitoring function between the school and the agency; and the field education staff coordinates and has oversight for the field experience, in collaboration with the agency partners.

Another fundamental purpose of field education is to provide practice opportunities so that students can attain the objectives of the program, to develop, demonstrate and deepen practice behaviors within the following areas:

- Identification as a professional who adheres to the core values and ethics of the profession
- Application of social work ethical principles and tolerance for ambiguity in practice
- Critical thinking in the formation and communication of professional judgments
- Respect for and acceptance of difference associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities
- Application of knowledge from the study of human behavior and the social environment to practice

- Advocacy in the advancement of human rights and social and economic justice through the provision of social services in human service organizations which serve the diversity of communities within the New York City urban environment and its surrounding areas
- Advocacy for the needs of the poor, oppressed, vulnerable and stigmatized groups in society through promotion of economic and social justice for clients and communities
- Utilization of research evidence to inform practice and practice experience to inform research as assessed through performance in the classroom, Field Education, and research courses.
- Practice competencies in generalist social work practice including child welfare and care coordination with individuals and families.
- Advocacy for human rights and economic and social justice in agency and community practice
- Ability to respond to the contexts in which practice occurs, in organizations and the community
- Understanding of the contexts that shape practice, including local, state and federal policy, organizational policies, the political and social organization of communities
- Development of the habits of life-long learning and on-going professional development.
- Effectiveness in assessment, intervention, and evaluation of individuals, families, groups, organization, and communities

As the profession's signature pedagogy, field education is expected to provide the forum for creating an explicit and intentional connection between the theoretical and conceptual contributions of classroom and the practice settings that foster the implementation of generalist practice.

The integration of theory and practice begins prior to beginning the formal BSW curriculum with the Introduction to Social Work elective in the sophomore year. This course is required for all students applying to the BSW program. The course has as its major assignment a volunteer field assignment where students are exposed to multiple systems and levels of service within which social workers practice. Students complete a minimum of 32 hours of volunteer field experience in an agency setting approved by the course instructor. Students reflect on these experiences in the course through written assignments.

In their junior year in the BSW program students begin a pre-practicum field work year that is an integral part of their two-semester Social Work Practice & Learning Lab course sequence. Student assignments introduce them to generalist practice and begins the process of helping the BSW student identify with the profession, the ethics and values that guide social work practice and learn about the work. Students are placed in the field by the BSW Field Education

Director based on their declared area of interest at the time they applied to the program. They are assigned to a field instructor, and work on organizational, community and group assignments. Students are in placement one hundred hours per course semester, a total of two hundred hours for the academic year. The field work assignment is the major assignment in the student's Social Work Practice & Learning Lab courses.

In the senior year micro level generalist practice, with an emphasis on developing competencies and application of skills in child welfare and care coordination is the primary focus. Courses include learning how to assess the systems that may present when working with clients; creating and using a biopsychosocial to critically analyze, monitor, advocate on behalf of clients, and evaluate interventions.

The Field Practicum, through its supportive and integrative nature creates the environment for student practitioners to use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities to ground themselves in generalist practice.

It is also the responsibility of field instructors, as taught in the SIFI, to assist students in identifying theoretical and conceptual connections in their field assignments.

Mutual Agreement between the School, Agency, and Student

The field education portion of the BSW Academic & Field Education Manual serves to document the expectations and responsibilities of all the field education participants, i.e., the student, the field agency, the Silberman School of Social Work, and Hunter College. The School seeks to develop and maintain relationships with agencies that will assure a field education of high quality for BSW students and foster the acquisition of generalist practice competencies. Close cooperation based on mutual trust and clarity about expectations is essential for effective collaboration between the School and its affiliated agencies. Readiness to share and review the teaching and learning relationship is a requisite for strengthening the field education experiences of students.

Expectations of the School

The School establishes an affiliation with a field placement agency on the basis of mutual exploration of the agency's accord with the School's educational mission and the appropriateness of the agency setting, projected assignments, and a designated field instructor for the supervision and instruction of students.

- The BSW Field Education Director will send information about assigned students to the agency prior to the beginning of each academic year.
- The Field Education Director will keep the agency informed of the academic calendar, and

- curriculum developments, orientation workshops and special events for field educators.
- Orientation meetings and workshops focus on informing field instructors about various aspects of the curriculum, including the teaching of core/foundation generalist practice and possible assignments that support building generalist practice competencies.
- The Academic/Field Advisor will guide the educational development of the student, provide consultation to the field instructor, and assign a grade for a student's performance in the field.
- The BSW Field Education Director will provide a Seminar in Field Instruction required of all first-time Field Instructors, relevant for senior year students at no cost to the agency or the field instructor,

Selection of Field Education Agencies

The School has the responsibility for selecting agencies based on the agency's ability to support the School's educational objectives. Agencies are also selected because they extend the range of learning opportunities to students. The School is concerned with providing an appropriate and rich agency environment for its students. The School considers the following criteria when selecting placements (see also Expectations of Agencies).

- The agency, whether public or not-for-profit, has a commitment to serving a diverse clientele, with particular attention to members of poor, oppressed, vulnerable and stigmatized groups.
- The agency adheres to the values, ethics, and standards for cultural awareness and humility for the profession.
- The agency is providing services in a new or developing area of practice that is consistent with the School's mission and vision.
- The agency designates a person qualified to serve in the capacity of Field Instructor and supports them in fulfilling their educational role (see expectations of field instructor).
- The agency designates an Educational Coordinator, who may also be the field instructor in some agencies, to maintain administrative liaison with the Field Education Director or Academic/Field Advisor.
- The agency can provide the physical space and resources conducive to student learning and professional practice.

Process for Affiliation with Agencies

The process of affiliation with agencies for the placement of BSW students begins, most commonly, with a request by the agency. Agencies interested in serving as a field placement site contact the BSW Field Education Director or BSW Program Director. The BSW Field Education Director may also reach out to agencies in developing areas of practice. If inquiring agencies meet the School's basic criteria for affiliation, they are asked to complete an Agency Data Base Form and Field Instructors' Experience Outline Form which provides the Field Education Director with a description of the agency's programs, projected learning opportunities, and the qualifications of prospective field instructors. Agencies accepted as

placement sites may also complete an Agency Request Form indicating the number and type of assignments available in a given year.

Students are **not** encouraged to seek their own placements since the School has a varied complement of affiliations with educationally approved agencies. However, student input about agencies which meet special educational needs will be considered.

Bridged Field Experience

In order to create enhanced field learning opportunities in the BSW program, the Silberman School of Social Work has engaged community partners to establish a new paradigm for delivery of field education. This design is premised on students transitioning from their junior year to their senior year experience in the same agency, creating a “bridged” experience with enhanced responsibilities and exposure, deepening their understanding of Child Welfare or Care Coordination within the agency context.

Process for Assignment of Students to Agencies

The BSW Field Education Director is responsible for placing students in appropriate agencies. The director refers students to agencies on the basis of the student's interest, prior experience, learning needs, location, and other special needs.

Junior Year Student Placement Process:

Juniors are required to do pre-practicum field assignment; a minimum of 200 hours for the academic year. Students complete seven (7) hours per week as a major assignment in the Social Work Practice & Learning Lab I & II (Practice Lab) courses. Students take Practice Lab I in the fall semester, and Practice Lab II in the spring.

The student's education planning form and resume information is reviewed by the Field Education Director shortly after the student is accepted into the BSW program in the junior year. The student is contacted to discuss a possible pre-practicum placement opportunity and to set up the initial contact by the agency to the student. Students are informed that most agencies require an interview, and the placement decision is based upon feedback from the agency, student's performance at the interview, and the student's feedback. After the interview, if the agency does not feel the student would be a good match for the agency, they notify the Field Education Director.

Junior year students have limited input regarding the selection of the agency setting. However, if a student raises valid concerns about a particular placement, the Field Education Director will explore a different agency setting for the student. The Field Education Director will also make every effort to find a placement that does not require more than one hour minutes travel time from the student's home.

If a student declines a field placement opportunity, the Field Education Director will review the rationale and assess if another placement opportunity is indicated. If a student declines or is declined by three (3) agencies after interviewing, the Field Education Director may conclude that the student is not ready to undertake the rigors of undergraduate social work education, and she/he is counseled to meet with their academic advisor at Hunter College to consider an alternative major.

Senior Year Student Placement Process

Unless there has been a need for re-placement, students remain in the same field placement agency they were assigned to in their junior year. The senior year field practicum consists of a minimum of 400 hours for the year, two days per week, totaling 14 hours/week. The senior year field practicum is expected to deepen generalist practice and offer more direct practice and group work and community experiences. Through field assignments and their Integrative Field Seminar courses students learn to connect theory and practice and how to apply this knowledge in their work with individuals, groups and communities.

The Education Coordinator or Field Instructor in the agency will develop a new Education plan for the student's senior year reflecting goals for more advanced learning experiences and further integration of social work competencies and professional skills.

Employment-Based BSW Field Placement

Work-study programs are designed to provide access to social work education to full-time social service workers by allowing employees to complete field education hours in their agency as a benefit to the student learner. The challenge, however, is to ensure that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment. There are significant challenges to maintaining boundaries when a student occupies dual roles as employee and student learner.

In acknowledging these complexities, we require the agency Executive Director to agree in writing before a student learner's site may be considered for field placement. In order to arrange for an employment-based placement, the Field Education Director requires an Employment-Based Field Placement Agreement to provide the employee with a fieldwork assignment. By signing the document, agency personnel acknowledge the requirements of allowing the student a significantly different learning experience change from the employee's current work responsibilities, consistent with the educational goals of the social work program. Signing the form represents a commitment on the part of the agency to cooperate with the School in working out an appropriate educational plan for the student

The following criteria are those which must be met for approval for an employment-based learning environment:

- The agency must agree to provide the employee with a field instructor who meets the following criteria: the field instructor must have the MSW degree and a current NYS license (either the LMSW or LCSW), three years of post-MSW agency-based experience, and completion (or willingness to complete) the Seminar in Field Instruction.
- The field instructor CANNOT be the employee's current or past supervisor. The field instructor must provide 1 hour of weekly educationally focused supervision. The student must fulfill the School's requirement for completion of process recordings and other assignments appropriate to their area of interest, child welfare or care coordination.
- The practicum field days must be defined and separated from the regular working days. One or two days (7 or 14 hours weekly) are required with a minimum of 200 or 400 hours to be completed during the academic year (based on junior or senior year).
- The practicum assignments must be defined and separated from the regular work assignments. Approximately half of the field placement hours should be devoted to generalist practice, with the remaining hours allocated to supervision, trainings, conferences, student seminars, staff meetings, completion of recordings and agency documentation.

The BSW Field Education Director reviews each executed Employment-Based Field Placement agreement for appropriateness before submitting to the BSW Program Director for approval.

BSW Student Orientation to Field Education

The School provides an orientation to field education to students prior to the first day in field placement. The aim of the orientation includes making certain students: know the name of the agency, Education Coordinator or Field instructor, the correct address and contact information for the agency' provides students with instructions on how to access information to help prepare them for, and learn about the agency, how it functions, the social worker role in the agency, and types of issues client seek help for. Students also learn about what field training is: the role of the field instructor, how to access student resources, supports, how to use other agency consultations, and their responsibility to acquaint themselves with field education policies and expectations. During orientation students are also provided with the link to the Academic/Field manual.

Role of the Academic/Field Advisor

Academic/Field Advisement in Social Work

BSW students are assigned a Hunter College academic advisor on the main campus at the time they are accepted into Hunter College which may be in their freshman year, or at the time they transfer into Hunter from a community college or another 4-year educational institution. Academic Advising is a department in Hunter colleges' office of Student Services. It is responsible for guiding students through an 'Academic Map' that ensures undergraduate

students will meet all requirements for obtaining a Liberal Arts degree. The Hunter college advisor can also help connect students to financial aid services which is located on the Hunter campus but is not part of Student Services or academic advising.

BSW students are assigned an academic/field advisor when they are accepted into the BSW program which generally happens in their sophomore or lower junior undergraduate year. The Academic/Field advisor is responsible for assisting students navigate the professional curriculum and field work placements in the social work program. The goals and purpose of the two advisors are different. However, they have in common the same student as a result the Director of The BSW Director and the Director for academic advisement at Hunter work closely together to ensure open communication and transparency in advisement, to make sure that students receive clear and supportive messages from their advisors. Hunter advisors are available to students by e-mail and by appointment. BSW Academic/Field Advisors hold regularly scheduled virtual or in person group or individual meetings and are also available by phone, e-mail, and by appointment.

Students meet with their Academic/Field advisors at least once each semester to monitor their progression through the social work program, and to plan for both pre-practicum field experiences and the formal practicum of the senior year. Academic/Field Advisors visit students in their field settings at least once/semester. They are available for support and to assist students in troubleshooting any life-related or financial issues that may interfere with continuous matriculation and program completion.

The junior year field learning assignments are coordinated by the BSW Field Education Director. All junior students are assigned an Academic/Field Advisor based on the section of the Social Work Practice and Learning Lab section they are registered in. The field learning assignments are designed to support and integrate macro and mezzo level generalist theory and practice presented in the Practice & Learning Lab courses.

In the senior year, when students complete the formal field practicum, each is assigned to a new Academic/Field Advisor. The primary objective of the field advising process is to support, monitor, and evaluate student progress in the field practicum; And to ensure that assignments are deepening generalist practice theory and skill building in micro and mezzo casework. The Academic/Field Advisor monitors and evaluates student learning in the field agency and supports students with academic or personal challenges that may arise.

The Academic/Field Advisor collaborates with the agency field instructor to ensure a quality experience in the field placement. The Academic/Field Advisor is responsible for assigning the Field Practicum course grades (fall and spring).

Teaching (Integration)

The Academic/Field Advisor assists the student in integrating knowledge from the classroom and the field, particularly as it pertains to the attainment of the program competencies. The BSW program promotes the use of resources that advance learning, be they within the agency, the School, or in the profession.

Educational Consultation

The Academic/Field Advisor refers students to their Hunter college academic advisor or student services for assistance in selecting and registering for courses, in completing a degree audit prior to graduation, if financial aid issues arise, and when additional academic or writing resources are identified in the classroom or in the placement.

Evaluation

The Academic/Field Advisor is responsible for monitoring and assessing student field performance. The Academic/Field Advisor assists students who need to increase their competence in the field or the classroom by developing or revising the educational plan for completion of work. The Academic/Field Advisor reviews recordings (logs, journals, etc.) to assess the learning process. The Academic/Field Advisor meets with the student and field instructor in order to advance opportunities for student learning during Field Education. The Academic/Field Advisor reviews the evaluation of student performance and submits a grade for *Field Practicum* course at the end of each semester.

Contact with the Field Instructor

When the student is in field, the Academic/Field Advisor maintains contact with the field instructor by telephone and/or e-mail and through a scheduled site visit, preferably, in the first semester. The Advisor is expected to respond in a timely manner to all student or field instructor concerns and questions.

Monitoring of Field Assignments

The Academic/Field Advisor monitors the quantity, diversity, and appropriateness of the assignments to ensure the quality of the field education experience during the student's field placement. An Educational Plan, collaboratively constructed by the student and the field instructor, should be submitted to the Academic/Field Advisor by the end of the sixth week of the semester.

In the event that the Academic/Field Advisor, after extensive discussion with the agency field instructor, determines that the assignments in the placement are not adequate to meet the student's educational needs, a recommendation for change in placement may be made.

Troubleshooting & Problem-Solving Field-Related Issues

When students encounter difficulties in placement, the first step is for the student to raise the issue with the field instructor. The School encourages self-advocacy. However, if the student's efforts do not lead to a resolution of the problem, the student should notify the Academic/Field Advisor to secure support, coaching, and to discuss problem-solving strategies.

It is the student's responsibility to contact the Academic/Field Advisor immediately with unresolved concerns in the field placement or problems affecting performance in the program. The Academic/Field Advisor may contact the field instructor by telephone or, if necessary, will coordinate a three-way meeting (Academic/Field Advisor, student, field instructor) to discuss the concerns. The student and the Academic/Field Advisor may need to meet with the BSW

Program Director for further assistance if necessary. If the situation cannot be resolved or remedied, the Academic/Field Advisor may need to develop a new educational plan.

If the student is encountering problems affecting academic performance, the student should notify the Academic/Field Advisor and also seek help from an Academic Advisor or Student Services at the College.

Student Field Performance Concerns

When there are concerns about the student's field performance, the Academic/Field Advisor is expected to be proactively involved in working with the field instructor to provide opportunities to affect significant improvement. The Academic/Field Advisor has the responsibility to coordinate a three-way conference including the field instructor and student to develop a written plan with recommendations for remedying the situation. All parties should review the recommendations and establish a reasonable timeframe for re-assessment of the situation.

In some cases, a significant extension of the field placement may be indicated. If the performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete is given at the end of the semester. Based on student's performance, the grade will be changed accordingly upon completion of the extension period.

Change of Field Placement

Requests for a change of field placement may be made by a student, Field Instructor, or the Academic/Field Advisor. It may be useful for all parties to meet to discuss the request in a three-way meeting. If the request derives from an administrative issue in the field (e.g., the field instructor is leaving the agency) or an inability to meet the goals of the original educational plan (e.g., the student has insufficient practice assignments), the Academic/field Advisor will consult with the Field Education Director as to the best course of action (e.g. change of field placement agency; extension of field practicum).

If a student has been asked to leave two placements for reason of poor performance, they will not be placed in a third field agency until the issues that were raised have been satisfactorily resolved. Such student situations will be referred to the Educational Review Committee (ERC) for further recommendations and disposition determination.

Assessment of Field Site for Field Education Effectiveness

The Academic/Field Advisor plays a vital role in monitoring the effectiveness of the delivery of field education to the student. The Academic/Field Advisor reviews all of their assigned agencies each via the Agency Evaluation form that is submitted to the Field Education Director. In the event that any issues or concerns are identified, the Academic/Field Advisor is expected to notify the Field Education Director to follow up with the agency with the intent to address and resolve them. At times, it may be necessary for the Academic/Field Advisor to meet with an individual Field Instructor, agency's Educational Coordinator, or agency director to address concerns and to suggest ways in which the agency or field instructor might enhance

their delivery of social work field education.

Expectations of Agencies

The agency will select qualified staff to serve as field instructors. Field instructors must be competent and are expected to be licensed to supervise within the particular scope of practice of the student's assignment and have adequate time to carry out their educational functions.

To provide for the educational needs of students in field education, the School expects that the agency and its administrators will accept and support arrangements for the field education made between the School's field director and the agency's designated Educational Coordinator. Other expectations include:

- The agency maintains policies and procedures that are consistent with those of the School including non-discrimination and sexual harassment policies.

For Statement of Nondiscrimination please see link and then click on Field Education, and then Field Practicum Manual:

<http://www.hunter.cuny.edu/socwork/field-education/field-Education-manual.html>

For Sexual Harassment Policy and Procedures please see link:

<http://www.hunter.cuny.edu/publicsafety/policies-and-procedures/sexual-harassment-policy>

- The agency maintains policies, procedures, and practices in accord with the **NASW Code of Ethics and NASW Standards for Cultural Competence**

For NASW Code of Ethics and NASW Standards for Cultural Competence please see link:

<http://www.silbermanssw.org/ssw/field-education/field-practicum-manual/>

- The agency provides a program that has a clear purpose, sufficient stability, and a structure that enables it to carry out its mission and conveys this to the student.
- The agency is committed to developing the competence of its staff and improving its services through means such as staff development, self-evaluation, and the establishment of professional personnel practices and policies.
- The agency agrees to treat all information about students as confidential, including evaluations.
- The agency provides a range of assignments on an on-going basis that are consistent

with the objectives of the School, including practice opportunities that should enable students to acquire core competencies and generalist practice skills.

- The agency provides privacy and physical supports for a student to carry out their professional role and responsibilities including office and storage space, access to a telephone, and reimbursement for expenses incurred in the performance of assignments.
- The agency will select qualified staff to serve as field instructors (See Criteria for Selection of Field Instructors) and provide them with adequate time to carry out educational functions (See also Expectations of Field Instructors).
- In the event of student performance which does not achieve the standard for competence in the field practicum, the School expects full participation of the agency in educational assessment and in the mechanisms established for review of problems in academic standing.
- The agency recognizes the importance of timely submission of a written Field Education evaluation prepared by the field instructor for both the ongoing educational experience of the student and as a major reference for the Academic/Field Advisor assigned by the School in determining a grade for the Field Practicum courses.
- Relative to the “Bridge” experience, students transitioning from their junior year to their senior year field experience in the same site, agencies are under no obligation to maintain a student if they feel doing so is not in the best interests of their client population, or is the best learning environment for the student. In this case, a change in field site for the senior year is planned by the Field Education Director.

Expectations Field Instructors

General Expectations

The Field Instructor (FI) plays a key role in the development of professionally competent graduates and careful consideration is given to their selection. Basic criteria include an MSW degree from an accredited social work program, three years of post-master’s social work experience, a high level of professional competence, and licensure and current registration as either a licensed master social worker (LMSW) or a licensed clinical social worker (LCSW), or its equivalent (unless exempt by New York State Education Law, effective September 1, 2004).

Additional criteria include the desire and ability to teach students, including the capacities for conceptualization and articulation of knowledge and assessment of competency, self-awareness, and discipline to function as a professional role model, and adherence to the values, ethics, and standards for cultural competence of the profession.

Field instructors are asked to adhere to the following:

- If new to field instruction, willingness to fulfill the requirements of the Seminar in Field Instruction (See Section on SIFI below)
- Familiarity with the educational philosophy of the School
- Knowledge and skill in generalist social work practice, and ability to teach and assess foundational competencies
- Readiness to supervise a student's practice throughout the period of the Field Education
- Preparation for a student's entry into an agency, including selection and development of beginning practice assignments for the student
- Orientation of the student to the agency's policies, services, and the student's responsibilities within it
- Engagement of the student in a learning process and establishment of clear expectations for the student's participation in the process including the development of appropriate ongoing assignments designed to acquire core and advanced practice behaviors
- Provision of regularly scheduled formal supervisory conferences of one hour weekly. Instructors are expected to be prepared for supervision by having read recordings, logs or journals prior to the meeting and to provide students with feedback. Topics for field instruction include both educational and administrative/task issues
- Together with the student, development of a competency-based Educational Plan in the first six weeks of the semester, based on an educational assessment of the student. The Plan should include goals, teaching method, and range of learning opportunities for the student
- Participation in an ongoing evaluative process with the student which includes a mid-semester formal oral evaluation with the student to discuss the student's work; progress, areas of strength and areas that need improvement. The oral evaluation may also include suggestions for improvement, additional resources or a modification or change in field assignments. Written field evaluations at the end of each semester may reference improvements or field assignment adjustments based on the mid-semester evaluation.
- Collaboration with the assigned Academic/Field Advisor to enhance the student's educational experience in the field placement
- Acknowledgement of the student's status as an intern and identification of the student as such to agency personnel and clients

Seminar in Field Instruction (SIFI)

Potential field instructors are required to have the MSW degree from a Council on Social Work Education accredited social work program, three years of post-master's work experience in the field, competence in the area of practice which they will supervise, the ability to allocate time to field instruction, and hold a current license and registration as either a LMSW or LCSW, or its state equivalent.

Another requirement is SIFI Certification. The SIFI, developed and approved by the Greater NY Area Directors of Field Education, involves twelve two-hour sessions, with written assignments and readings. Upon successful completion of the SIFI, field instructors receive a

SIFI Certificate at a graduation ceremony held at the School. The SIFI Certificate is accepted by other schools of social work in the greater New York area.

SIFI Seminar Objectives

- To help social work practitioners acquire competence as field instructors for social work interns related to relevant educational principles and methodology, the BSW curriculum and expectations for field instruction, and the criteria for evaluation of field education performance.
- To provide a forum for learning and the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching.

Continuing Education Opportunities for Field Instructors

The Silberman School of Social Works offers a 15% discount to our field instructors for its post masters training courses. The School's continuing education opportunities, range from advanced clinical and trauma-related coursework, organizational management and leadership skills, to Spanish for social workers and can be reviewed and accessed through the following link and clicking on Programs, and Professional Development:

<http://www.hunter.cuny.edu/socwork/pmp-workforce-dev/post-masters-programs.html>

Orienting Students to the Agency

An orientation program in the agency/community program should be viewed as an ongoing process during the first few weeks in placement, concurrent with students' movement into beginning assignments. It is helpful if students are provided information about agency function, services, and procedures, but not overwhelmed with data. The student will especially want to know "What will I be doing here?" Therefore, information about the kinds of assignments and specific tasks they will be carrying out will be useful and should be provided in uncomplicated and understandable terms. Students should feel welcomed. The student's office space and supplies should be prepared and ready for use. Students should have the opportunity to meet individually, in conference, with their field instructor on the first day in placement.

Expectations of Students

Professional Standards & Ethical Conduct

Students are expected to maintain high levels of performance relative to (1) both academic coursework and the tasks of field practicum as well as (2) professional comportment in relationships with faculty, staff, peers, clients, and Field Education personnel.

Social work students are expected to conduct themselves according to the National Association of Social Workers Code of Ethics (NASW, 2008). The full Code of Ethics may be found on the Silberman School of School of Social Work website at the following site address: <http://www.silbermanssw.org/ssw/field-education/field-practicum-manual/>. Violation of this code may be reason for-disciplinary action (including the possibility of dismissal from the BSW program).

Examples of violations include:

1. Conduct that is potentially dangerous to current or future clients.
2. Unprofessional behaviors as covered by the NASW Code of Ethics. Violations include but are not limited to:
 - Sexual harassment
 - Sexual interaction with clients
 - Physical threats and actions directed at clients, students, faculty or staff
 - Acceptance of gifts or money from clients
 - Plagiarism and other forms of academic dishonesty

Social work students are expected to act in accordance with professional social work ethics and values. Students should demonstrate tolerance and respect for human diversity. Social work students are also expected to strive to attain the NASW Standards outlined in Cultural Competence in Social Work Practice (Appendix D).

Students are expected to comply with Hunter College's policies and regulations outlined in the Campus Code of Conduct (<http://www.hunter.cuny.edu/publicsafety/policies-and-procedures/campus-code-of-conduct/henderson-rules>) and Student Handbook.

In accordance with the emphasis on ethical conduct in the social work profession, students are expected to incorporate the highest ethical standards in every aspect of their work and to conduct themselves in ways that manifest the maturity and emotional stability necessary to function as professionals.

Examples of poor academic performance and/or misconduct that may subject the student to disciplinary action (including the possibility of dismissal from the program) include the following:

- Violations of the College policy on Academic Integrity (e.g., plagiarism).
- Behavior determined to be a violation of College or School policies or regulations.
- Behavior determined to be a violation of the profession's ethics (e.g., the NASW Code of Ethics).
- Behaviors that do not meet professional expectations and standards, which include generally, accepted standards of professional conduct, personal integrity, or emotional

stability.

- Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff

Beyond the above noted expectations, all Silberman School of Social Work BSW students are expected to demonstrate:

- Active and responsible participation in an ongoing learning process in field education, including the preparation of an agenda and timely presentation of required recordings, logs or journals. Availability for learning as evidenced by attention to time and attendance and standards for professional dress and behavior as required by the agency
- Readiness to become a self-reflective learner and to be able to evaluate both use of self and the learning opportunities afforded by the agency
- Accountability to the School and agency for achieving learning goals, objectives, and foundational competencies and their associated practice behaviors in the field practicum
- Adherence to the policies and procedures of the agency, which are consistent with the ethics, values, and standards of the profession
- Accountability to the School and agency for completion of hours required for field education (a minimum of 200 hours in the junior year and 400 hours in the senior year)
- Participation in the advisement process including attendance at regular meetings with the Academic/Field Advisor and presentation of recordings (logs, journals, etc.) to the Academic/Field Advisor (as requested)
- Maintenance of professional confidentiality in all of the student's activities. Agency material being used for class assignments should be disguised. Audio and video tapes of practice can be used for teaching in the classroom only with written permission of clients and the agency
- Adherence to the values, ethics, and standards for cultural competence embodied in the NASW Code of Ethics and NASW Standards for Cultural Competence
For NASW Code of Ethics and NASW Standards for Cultural Competence please see link:
<http://www.silbermanssw.org/ssw/field-education/field-practicum-manual/>
- **It is the policy of the School and a professionally ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.**

Confidentiality

While the expectation is for students to act in accordance with the full *NASW Code of Ethics*, special emphasis is noted here on the ethical principle and standard of confidentiality. Strict adherence to confidentiality is essential to ethical social work practice. The confidential nature of all information about clients or community members must be respected whether provided orally, in writing (such as a medical or agency record), or in an agency's electronic information system. If placed in a hospital, medical or other similarly regulated setting, students must comply with all applicable Federal, State and local laws and regulations governing the

confidentiality of patient information and medical records, including but not limited to HIPAA regulations. Access to recordings and the content in recordings needs to be considered in relation to protecting clients' privacy. All information which could compromise the client's confidentiality must be obliterated or disguised.

The NASW Code of Ethics approved by the 1996 NASW Delegate Assembly, and subsequently revised by the 2008 NASW Delegate Assembly, requires that standards of confidentiality be maintained and describes how so in the following section:

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones, and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standard.

Guidelines for Field Assignments, Workload, & Evaluation

Educational Plan

On or before the sixth week of the first semester, each student and her/his field instructor should complete an Educational Plan signed by both the field instructor and the student and submitted to the Academic /Field Advisor (a copy will also be shared with the Field Education Director). The Plan should describe the type of assignments, projected number of assignments (cases, groups, projects) for the academic year. In addition, the Educational Plan will identify the manner in which competencies will be attained, that is, how assignments will contribute to the student's incremental progress toward effective demonstration of professional social work behaviors and skills as described in the Field Performance Evaluation. The Plan should also identify anticipated challenges to learning or completing assignments that will have an impact on successful performance in the field.

Internship (Task/Work) Assignments

Internship Field assignments can include direct client contact, telephone calls, meetings and preparation for groups, collateral work, completion of agency paperwork, home visits, organizing and administrative assignments). Time will also be allotted within the timeframe of a student's tenure at an agency weekly for individual supervision, process recordings, and staff/team meetings, conferences, or trainings.

Field instructors should prepare students for each new assignment, helping them to "tune into" and anticipate client's perceptions and feelings or those of other staff or community representatives. Students should not be asked to meet with clients on the first day of field placement and should be moved into assignments gradually. However, it is advisable that students meet with their first client or begin with an assigned project no later than the 4th day of field placement. Field instructors should initiate contact with the Academic/Field Advisor if there are delays in making assignments. Students learn from doing and delays in beginning work may affect the ability to integrate class material with practice experiences, or to course complete assignments.

Student Workload Distribution

The distribution of work within the scope of a student's junior year pre-practicum field experience is guided by the competency-based course assignments of the Practice/Learning Lab courses.

In the formal field practicum year senior students' field work assignments increase and offer a variety of experiences to deepen multi-system practice experiences and to strengthen behaviors in all nine foundational competencies.

The Integrative Field seminar course assignments and class work focus on the integration of theory and practice by drawing heavily on the students' field work assignments and providing opportunities for students to demonstrate the application of competencies.

Junior year students complete one hundred hours (100) pre-practicum field experience each semester. The field assignments are guided by the expectations of the Practice Lab course which is taken concurrently. The macro and mezzo level assignment within Practice Lab I affords students guided instruction and exposition to agency auspices. Practice lab II introduces students to micro level practice and course assignments that address micro and mezzo system practice.

Senior year students complete a formal 400-hour field practicum (14 hours/week) over the course of the academic year. Below is a sample workload for students in their senior year field practicum. Note that the majority of student field experiences should be grounded in direct client contact.

Client Contact Activities- Micro, Mezzo, Macro	9-10 hours
Individual Supervision	1 hour
Process Recording	1-2 hours
Staff/team Meetings, Conferences, Trainings	2-3 hours

As the major assignment, in the Integrative field seminar course seniors will create a Portfolio. This is a cumulative work assignment completed in the 2nd semester of the Integrative Field seminar courses. It showcases their field practicum learning and their BSW course work over the two years in the program. The portfolio reflects a compilation of field work experiences and course work including research material, journal articles, class assignments and presentations with the ultimate goal of self- discovery as a professional and acclimation to NYC agency-based generalist social work practice.

Educational Purpose/Value of Recording

Recording is an essential social work practice tool that furthers accountability in learning while enhancing social service delivery. Recording is an educational tool available to students and field instructors to be used purposefully with specific learning objectives in mind. Recording allows the student to demonstrate both core and advanced competence in many aspects of practice under the supervision of the field instructor. Recording is a method of communication between the student and field instructor and between the student and herself. The process of writing itself stimulates an internal dialogue. It reflects the full range of a student's activities in the agency from telephone calls, collateral contacts, agency meetings as well as client/worker interactions.

There are some important educational goals for recording in field instruction: (1) to provide information which furthers the student's understanding of client needs and available resources; (2) to provide written documentation which serves as a stimulus for reflective practice; (3) to provide information about the student as a practitioner and learner which is the basis for the educational assessment of competencies and learning plan; (4) to provide information about the student's collaboration with other practitioners; (5) to provide content for teaching about communication within the profession, with other disciplines; (6) to provide content for teaching about ethics including privileged communication, informed consent and confidentiality; (7) to

provide an opportunity for a student to learn systematic accountability for practice; (8) to provide materials for classroom teaching.

Recording requirements in terms of format and quantity vary according to the student's educational needs and stage of development as a social worker, the agency's accountability needs, service goals, and the social work program's goals and objectives.

Time to Complete Assignments

Students will need the appropriate and expected period of time to complete recordings at the agency and a quiet place to prepare them. Pressing agency records may need to be completed outside of the agency, but student should not be required to do so on a regular basis. Any difficulties in meeting this requirement should be discussed with the Academic/Field Advisor.

Confidentiality in Recordings

Adherence to confidentiality is essential in all recordings. Access to recordings and the content in recordings needs to be considered in relation to protecting clients' privacy. All information which could compromise the client's confidentiality must be obliterated or disguised thoroughly in recordings which will be viewed outside the agency by the faculty, Academic/Field Advisor, or the classroom teacher. The name of a client should not appear on a recording that will leave the agency. Furthermore, it is advisable to utilize a generic means of identifying the agency in which the client was seen (e.g., a large metropolitan hospital, a community-based organization, a family service agency) when the material is brought outside the agency. Students should adhere to agency protocols and HIPAA regulations when working on agency documents. While the recording is a learning tool and is not part of the agency record or client record, it should be destroyed at the end of the academic year.

Agenda for Supervision

Students should prepare an agenda that includes questions or topics for discussion in supervisory conferences. Agenda items can be focused on engagement, assessment, interventions, evaluation of practice as well as information about resources and general practice concerns or student's particular learning needs. The agenda is primarily student-generated but field instructors can contribute additional topics for discussion. Beginning students will need help in learning how to formulate an agenda.

Guidelines for Field Performance Evaluation

The evaluation of student performance for the BSW degree is the culmination of a process which begins with placement of the student in the field agency and continues through the ongoing planning, orienting, and teaching that takes place in the agency, in the supervisory relationship, in the classroom, and with the Academic/Field Advisor. The written evaluation should not be a surprise to the student.

Field Performance Evaluation Workshop

At mid-semester, all field instructors are invited to attend an Evaluation Workshop. The workshop is an opportunity for field instructors, whether new to the school or experienced, to gain assistance in completing the competency-based Field Performance Evaluation.

Field Performance Evaluation Due Dates

The first semester written evaluation is due the second week in December; the second semester written evaluation is due the second week in May. The written evaluation should be the occasion for additional contact between faculty Academic/Field Advisor and Field Instructor.

The Field Performance Evaluation

Junior Year pre-practicum Field Education Evaluation

The required two semester pre-practicum volunteer experience is undertaken as a major assignment of the two semester Social Work and Practice Lab course. Practice Lab exposes students to foundational social work skills and knowledge, with an emphasis on the interface between essential concepts and skills of generalist social work practice. The junior year provides field practice assignments that support the Practice Lab curriculum and foundational macro and mezzo level experience in the fall semester and micro and mezzo level assignments in the spring semester.

The BSW program employs a model of Field Performance Evaluation in which the field instructor renders ratings of the student's demonstrable movement toward mastering competencies, accompanied by a narrative that serves to substantiate/support for the scale ratings. Utilizing the designated 5-point rating scale, field instructors assign ratings based on the student's CURRENT performance level with the expectation that by the end of the field practicum, the student will have reached the target rating of "3" (Performance on par with expectations for the BSW student practitioner) for ALL practice behaviors (unless there has not been an opportunity for the student to demonstrate such within the context of the field placement). The evaluation also includes descriptions of the student's field assignments, illustrative examples to support the competency/practice behavior ratings, a summary rating of the student's overall practice competency in the generalist concentration area, and, on conclusion of the field practicum, an assessment of the student's employment viability in the designated practice area.

Senior Year Field Performance Evaluation Form

The evaluation is used to assess social work skills and behaviors in the formal year of field instruction.

Instructions for Completing the Field Performance Evaluation Form

Evaluation Format

The Field Performance Evaluation (see Appendix) is based on student performance with respect to competencies and their associated practice indicators.

Section 1: Description of Agency and Assignments

The field instructor should provide, in brief narrative form, information describing the student's learning opportunities during the semester which the Field Performance Evaluation covers. The learning

Opportunities should align with the Educational Plan submitted in October. In the event that there has been some change in assignments since then, please indicate this in Section 1.

Section 2: Competency/Professional Behaviors and Skills Rating Scale

Field instructors are requested to render a rating of the student's current field performance relative to EACH social work behavior and skill set associated with the nine competencies. The Field Instructor's rating should be based on observations of the semester covered by the Field Performance Evaluation. In instances where a learning opportunity to demonstrate a given behavior has not been present in the context of the field placement in the first semester, a rating of NA should be assigned. In such instances, it may be beneficial for the Field Instructor and Academic/Field Advisor to collaboratively brainstorm ideas for creating learning opportunities that will allow the student to engage in the identified practice indicators in second semester. This sort of planning is important to ensuring that a student's development can be assessed on all nine competencies by the end of the field practicum year.

Note: The expected level of competency attainment is situated in rating option "3", Field performance meets standard of emerging competence, which means students must minimally achieve this level by the end of the yearlong field practicum. There will likely be some professional behaviors and skills attained in first semester (i.e., rating of 3 or higher), and others that may not be attained until second semester. Much of this will depend upon the nature of the student's Educational Plan and the learning opportunities presented in a given semester. In instances where competency behaviors have been demonstrated in first semester, it should be rated again in second semester as a final record of the student's performance and progress.

The Rating Scale includes five evaluative options

- 5 = Field performance considerably exceeds standard. (The student expertly demonstrates knowledge, awareness, and skills in this area with superior proficiency).
- 4 = Field performance exceeds standard (The student consistently demonstrates knowledge, awareness, and skills in this area; does so with confidence and as an integral part of

her/his practice).

- 3** = Field performance meets standard of emerging competence. (The student demonstrates Beginning knowledge, awareness, and skills; this area becoming more integrated into her/his practice).
- 2** = Field performance needs improvement; there has been limited progress in developing Competency in this area. (The student inconsistently demonstrates knowledge, awareness, and/or skill).
- 1** = Progress toward practice behavior/competency not yet observed (though learning Opportunities have been provided).
- NA** = Not applicable as student has Not Yet had the opportunity to demonstrate this practice behavior competency in the context of the field placement.

Summary Competency Rating

After rating each individual practice indicator, the field instructor should also assign an overall rating to the Competency. The summary rating is based on an assessment of the student's general performance on all of the practice behaviors – there is some discretion in giving a summary rating. Not all items must be rated as **(3)** in order to receive a summary rating of **(3)**, for example.

Section 3: Field Instructor Narrative Evaluation

After rendering ratings for each of the practice behaviors along with summary ratings for each of the nine competencies, field instructors are asked to provide a brief summary of the student's field performance over the course of the semester. Please reference the focus of the student's Educational Plan and discuss student strengths as well as particular areas for further learning. If this is a first semester evaluation, please comment on the plan for addressing the areas for learning in second semester; if it is a final evaluation, please comment generally about areas the student might consider for focus as part of their commitment to career-long learning.

Section 4: Overall Rating of Student's Field Performance

At the end of the evaluation, the field instructor must provide an Overall Rating of Student's Field Performance using the First Semester and Second Semester rating scales provided on the form.

The Second Semester Overall Rating of Student's Field Performance also includes a Statement of Employment Viability that is completed by either an Agency Executive or Human Resources Representative. This statement provides information to the School about whether

the organization deems the graduating senior as possessing the qualities that would lead them to consider her/him as a viable candidate for employment within the child welfare or care coordination organization where she/he completed their field practicum.

Section 5: Signatures

The field instructor and the student are required to sign the last page of the evaluation. The student's signature indicates that he/she has read and discussed the evaluation with the field instructor; signature by the student does not necessarily imply agreement with the contents of the evaluation. Students have the option of attaching their own addendum to the Field Performance Evaluation if they disagree or hold a different perspective than that reflected in the Evaluation which they would like to share with the Academic/Field Advisor.

Field Practicum Grade

The Academic/Field Advisor has the sole responsibility for assigning the *Field Practicum* grade. The grade is based on the Academic/Field Advisor's review of the written evaluation, the field instructor's recommendation, as well as the Academic/Field Advisor's review of student assignments and recordings.

General Field Education Policies:

Days and Duration of Field Education

As noted throughout the Manual, field education for students in the BSW program consists of 632 hours of agency-based practice, divided into three field opportunities, each concurrent with coursework;

As previously noted, BSW field education begins with the *Introduction to Social Work* course where students complete a volunteer field experience for a minimum of 32 hours in a social service agency setting.

In the junior year, the field education experience consists of a pre-practicum agency-based field assignment aligned with their Social Work Practice & Learning Lab I & II courses, a minimum of 200 hours for the academic year.

Continuing to deepen their field experience, the formal field work practicum in the senior year is two days per week (14 hours) totaling 400 hours for the academic year.

Field Education Hours, Policy about Absences, Religious Observance, and Vacations

Regular attendance in the field placement agency is expected of all students. Chronic lateness (or leaving early) is unacceptable. Students must inform the agency of planned absences or lateness.

Students adhere to agency hours and the calendar followed by agency staff. However, students follow the BSW Field Education calendar, in regard to major holidays and winter or spring recesses. Note: students who need to make up field hours may use official school holidays and school recesses, if their field placement agency is open during those times.

Students may be excused for the observance of major religious holidays that fall during field placement days. If absences due to religious observance cause the student to fall short of the Field Education requirement, the student must make up the time in accord with the agency's schedule.

If absences for illness, religious observance or personal emergencies exceed three days during an academic year, the additional time should be made up in order to meet the Field Education hour requirements.

SAFETY POLICIES AND PROCEDURES- CONCERN FOR SAFETY

The Silberman School of Social Work/Hunter College is concerned for the safety of all students during field placement experiences. While serious threats to students' safety are rare, there is a need for care, vigilance, and taking seriously the potential risks when carrying out social work responsibilities in agencies and in communities. Social work interns cannot be completely insulated from the realities of professional life, nor should they be. However, we recognize that in addition to having access to safety policies and procedures in the Academic/Field manual, students must have some of the experiential knowledge and skills that assist seasoned practitioners to assess danger and take appropriate precautions, and is adding a formal safety training component to Student Field Orientations.

Role of the Agency in Promoting Safety

In order to prepare students, all field agencies should include as part of their internship orientation a review of all agency policies, practices, and protocols related to personal safety for those working there and for those receiving services, including safety policies, practices, and protocols for those students engaged in their internship in the community environment.

Students who have concerns about their safety in any field related situation are encouraged to discuss them promptly with their Field Instructors, and, as appropriate, with their Academic/Field Advisors, to find satisfactory resolutions.

Any students who experience direct threats or actual harm should immediately notify their Field Instructor and Academic/Field Advisor (or Agency Director and the BSW Field Education Director) if other appropriate agency staff are not available to assure that appropriate services and supports are received.

Students must not be asked to assume responsibilities that require special skills or knowledge or that put them at increased risk not appropriate for a student intern (e.g., use of restraints or dispensing medications). If responsibilities are assigned that are outside the typical scope of practice of a BSW intern, the Field Instructor should notify the student's Academic/Field Advisor about these assignments and explain how they fit into the student's social work education plan and how they have assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their Field Instructor and confer with their Academic/Field Advisor. The Advisor should alert the Field Education Director of any concerns or questions regarding a student's assignments or safety as issues arise. At any point, the Director of the BSW Program may be contacted for inclusion of discussion.

EXPECTED AGENCY SAFETY GUIDELINES

An agency should have a policy and /or procedures on safety covering the following matters:

- Building and office security.
- How to contact the Field Instructor or other relevant party if a client discloses risk or the possibility of harm to self or others.
- Emergency procedures, including when and how to summon security or police assistance.
- Staff responsibilities and procedures governing the management of violent clients.
- Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided.
- Alcohol and drug use policy formulated and posted.
- Guns and other weapons policy formulated and posted.
- Procedures for logging and communicating with staff and students all incidents or threats of violence.
- Policy for aftermath of assault and threat of assault.
- Provision of support services for victim's family and/or staff and clients who may have witnessed the assault.
- Relationship with police should be established and protocol set for their involvement if needed.
- Disaster preparedness protocol; response and follow up.
- Emergency procedures, including when and how to summon security or police assistance.
- Staff responsibilities and procedures governing the management of violent clients.
- Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided.

The agency should provide each student with a copy of the above policies as part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients and violent situations outside the agency. The agency and each of its program should have a well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has a right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriate should be reached by the student, Field Instructor, and Academic/Field Advisor.

The following types of activities should not be assigned to students:

- Physical restraint of clients.
- Transportation of clients.
- Transportation of clients accompanied by one agency employee, driving vehicle.
- Treatment of a client with a history of violence.

Students should never work in the agency at times when and/or in areas where other staff is not present.

Consideration should be given to the following features pertaining to the agency facilities:

- Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- Arrangement of office furniture for easy exit of client and worker.
- Minimization of unescorted traffic within the agency.

The student's Field Instructor should know, or be able to easily ascertain, the student's location during fieldwork hours and should discuss with the intern any activities that require special planning with regard to safety.

Students must not be asked to assume responsibilities that require special skills or knowledge or that put them at increased risk not appropriate for a student intern (e.g., use of restraints or dispensing medications). If responsibilities are assigned that are outside the typical scope of practice of a BSW intern, the Field Instructor should notify the student's Academic/Field Advisor Field about these assignments and explain how they fit into the student's social work education plan and how they have assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their Field Instructor and confer with their Academic/Field Advisor. The advisor should alert the Field Education Director of any

concerns or questions regarding a student's assignments or safety as issues arise. At any point, the Director of the BSW Program may be contacted for inclusion of discussion

Home Visits

- Selection of clients and home environments that are not assessed to be dangerous to the student.
- Discussion of neighborhoods, including any potentially dangerous areas.
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in clients' homes.
- Clarification of the purpose and development of a specific plan for a home visit.
- Discussion of what to do should the client or anyone else, or anything else, such as animals, that present a threat to the student.
- Provision of appropriate support and back-up. Depending on the situation and the student's experience with home visits, this may range from accompaniment by another worker or security person to immediate availability of telephone consultation. The student's Field Instructor should know when a visit is to take place and, at a minimum, telephone consultation must be available. In some situations, the student should be given permission not to make home visits; that is, the responsible parties should ascertain if the home visit is necessary.

Proper training for home visits must occur before students assume this responsibility. Thorough preparation should be made for student home visits with consideration given to the following elements:

The provision of effective service implies that students be prepared to undertake all activities necessary to understand a client's life situation and to intervene appropriately toward a resolution. Home or community visits are important aspects of service provisions. The following guidelines are intended to ensure that they continue to be utilized when indicated under reasonable safeguard:

- Students should consider visits between the hours of 9 AM and 4 PM
- Visit with an escort or co-worker in high-risk areas
- Plan a route in advance. Use main streets for walking and stay away from entrances
- In subway travel, enter the middle car of the train where the conductor is present
- Consider meeting a client in a community meeting place (e.g., church, community center) if it is appropriate and also feasible for the client
- If it is unsafe to enter a building alone, ask a community member or client to meet and accompany you
- Carry official identification or a letter that establishes your status as an agency representative
- Use care in carrying purses and avoid wearing expensive jewelry
- Use caution in entering empty elevators
- In planning trips for client groups, arrangements should be made to have persons available to help in emergencies, (e.g. another worker)

Transportation and Reimbursement

Some agencies provide car service or escort service for home visits. Be sure to check the agency policy on transportation. Agencies are expected to reimburse students for expenses incurred as part of any field assignment if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the BSW Field Education Director. Students should not use their own vehicle to transport clients. Students may, however, drive an agency owned vehicle if they have the appropriate license, agency approval, and appropriate insurance coverage.

Liability Insurance

The SSSW on behalf of the students enrolled in field education purchase liability insurance from an outside Liability Insurance vendor; a small fee is attached to the tuition bill during the semesters when students are enrolled in courses associated with field experiences (i.e. *Social Work Practice & Learning Lab I & II; Field Work Practicum I & II*).

Academic & Professional Performance

Grading System

Evaluations of students' academic performance in courses and in the field are based on competencies and criteria articulated in course syllabi. Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F).

As an undergraduate major of Hunter College, the Silberman School of Social Work BSW Program adheres to the undergraduate grading system/structure established by the CUNY Board of Trustees. The Board has mandated uniform student retention standards for all the colleges that are part of the City University system. Under these standards, decisions about whether or not students may continue in a CUNY college are made on the basis of the grade point average (GPA).

In order to make these decisions, course grades are assigned quality points (which count toward the GPA), as illustrated in the following table:

Quality Points (Letter Grade)	Grade Definition	GPA Index
A+	97.5-100%	4.0
A	92.5-97.4%	4.0
A-	90.-92.4%	3.7
B+	87.5-89.9%	3.3
B	82.5-87.4%	3.0

B-	80.0-82.4%	2.7
C+	77.5-79.9%	2.3
C	70.0-77.4%	2.0
D	60.0-69.9%	1.0
F	0.0-59.9%	0.0

Incomplete is considered as an interim grade given at the discretion of the instructor for required work which has not been completed where all other work has been satisfactory up to that point.

Academic Integrity

All SSSW students are expected to maintain the highest levels of academic integrity. Academic dishonesty is regarded as serious ethical misconduct that may affect the student's continuation in the program. Students may not present the work of anyone else as their own achievement. Students may not submit a written assignment prepared for one course as original work for another course. Work prepared for one course must be clearly cited if included in an assignment for another course. For more detail, see Hunter College Online Undergraduate Catalog, Statement on Academic Integrity at <http://catalog.hunter.cuny.edu/content.php?catoid=25&navoid=3749>

Process for Grade Appeals & Professional Performance Grievance

The BSW Program adheres to Hunter College's undergraduate policies and procedures for grieving both academic and professional performance. The policies and procedures are clearly noted in the College's Undergraduate Catalog which can be accessed via the following live link:

<http://catalog.hunter.cuny.edu/content.php?catoid=25&navoid=5138>

Grade Appeals in Social Work Courses

In addition to the College policies and procedures, the BSW Program has formulated the following appeal process for students who wish to grieve a final grade received in any of the required social work courses:

When students consider a final course grade unsatisfactory, they should first confer with the instructor regarding the accuracy of the grade received. This meeting with the instructor should

be held prior to the first week of classes for the new semester. At this time, errors may be corrected. If the grade is not an error, the student and instructor should review all class material pertinent to the grade. If the discussion does not resolve the issue and the student is not satisfied, or if the instructor does not confer with the student within the first three weeks of the semester, the student may submit a written request to the Director of Student Affairs to begin a formal grade appeal.

If a student believes their grade to be unjustified, it is the student's responsibility to establish a justification for a grade change. The student must submit an appeal including that justification within the first three weeks of the semester following the receipt of the grade. The instructor has the right to know the grounds for the appeal prepared by the student. The BSW Program Director will review the appeal and make a decision based on the student's submission of supporting documents (such as course assignments, the syllabus, and any written feedback from the instructor). If an appeal is granted by the BSW Program Director, the faculty member will be asked to submit to the Grade Appeals Committee his or her grading criteria and a response to the student's written statement. Students appealing a grade should follow the procedures outlined below:

- An Ad-Hoc Grade Appeals Committee is convened by the BSW Program Director. The committee consists of the BSW Program Director and two members of the faculty (one from the curriculum areas in question) selected by the student from a list of all full-time faculty members. The BSW Program Director will serve as Chair of the committee.
- The student may also request a student member for the committee and will select this member from a list of students available for service on the committee. Faculty and students have the right to decline to sit on the committee. Consequently, the student should rank all faculty and students who would be acceptable to serve.
- The options for the Grade Appeals Committee are to sustain the grade or to change the grade within the context of the course grading criteria. The Committee cannot change the grade to Incomplete. The Incomplete grade is a grade that indicates that the work to date is satisfactory but not completed.
- If the student or the faculty member is not satisfied with the decision of the committee, he or she can appeal to the next level, the Hunter College Senate Grade Appeals Committee, within two weeks of having been notified of the decision of the Ad-Hoc Grade Appeals Committee. The decision of this body is final.

Professional Performance Grievance

At a professional performance level, students are expected to comply with the College's policies and regulations outlined in the Campus Code of Conduct. The College's policies and regulations for student professional performance may be found at the following live link:

<http://www.hunter.cuny.edu/publicsafety/policies-and-procedures/campus-code-of-conduct/henderson-rules>

In accordance with the emphasis on ethical conduct in the social work profession, BSW students are expected to incorporate the highest ethical standards in every aspect of their work and to conduct themselves in ways that manifest the maturity and emotional stability necessary to function as professionals. Examples of poor academic performance and misconduct that will subject the student to disciplinary action or dismissal from the BSW program include the following:

- Violations of the College policy on Academic Integrity (e.g., plagiarism).
- Behavior determined to be a violation of College or School policies or regulations.
- Behavior determined to be a violation of the profession's ethics (i.e., the NASW Code of Ethics).
- Behaviors that do not meet professional expectations and standards, which include generally accepted standards of professional conduct, personal integrity, or emotional stability.
- Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff.

When a student is evaluated as not having met professional performance standards either in the classroom or field practicum setting--a Performance Improvement Plan (PIP) will be instituted.

When difficulties emerge in the field internship, the PIP is completed by the field advisor with input from the field instructor and student.

When academic difficulties emerge in the classroom or school environment, the PIP is completed by the student's assigned academic advisor.

The PIP is a written document that describes how the student's professional behavior violates one or more professional performance standards clearly delineated in the BSW Program Academic & Field Education Manual and identifies the corrective action to be taken and the timeframe for completion.

The problematic behaviors must be behaviorally described, using examples. It is the responsibility of the Director of Student Affairs to ensure that all related documents are made a part of the student's file. An example of a professional performance standard (or professional performance competency) is the student's ability to demonstrate responsible, accountable professional behavior, protecting peers, colleagues, clients, and others from the adverse consequences of personal performance problems and misconduct.

The procedures for implementing a Performance Improvement Plan (PIP) include:

- The Performance Improvement Plan (PIP) is submitted to the BSW Program Director for review and signature. The Director of Student Affairs returns the signed form to the

originating individual (academic advisor or field advisor) and ensures that a signed copy of the PIP is given to the student.

- It is the responsibility of the academic/field advisor to closely monitor the student's performance and to evaluate the student's compliance at the end of the agreed-upon time frame.
- If the student improves satisfactorily, the plan is signed by all involved parties at the end of the specified period and forwarded to the BSW Program Director.

Based on the student's progress in meeting competencies identified in the PIP, the BSW Program Director may arrange a consultation with the student, the academic advisor and/or field advisor, and the Director for Student Affairs and/or the BSW Field Education Director before rendering a recommendation about the need for further improvement and assistance.

Within 10 business days of the specified end of the PIP, the BSW Program Director reviews the recommendation, decides, and informs the Associate Dean for Academic and Faculty Affairs of the outcome of the Performance Improvement Plan. In cases where the improvement has not been sufficient, the BSW Program Director may ask that the Educational Review Committee review the student's performance. The Educational Review Committee (ERC) will meet within 10 business days of the BSW Program Director's referral. The purpose of the ERC is to develop educational plans for students experiencing serious academic, non-academic, and/or field practicum problems. The composition of the ERC committee includes the faculty chairperson, two faculty members, the BSW Field Education Director, and one student member.

It is important to note that a student may appeal the Educational Review Committee's decision on any academic and/or professional-field performance matter by sending a letter stating the specific grounds for his or her appeal to the Associate Dean for Academic and Faculty Affairs within 2 weeks from the date of the decision letter from the Director of Student Affairs. There are two primary grounds for appeal:

1. The Educational Review Committee did not adhere to the procedures described in this policy.
2. New evidence has emerged that was not available at the time of the Educational Review Committee's meeting. Within 10 business days of the receipt of the student's letter, the Associate Dean for Academic and Faculty Affairs determines whether the appeal is upheld and will notify the student in writing of his or her decision. Copies of the decision will be sent to the Dean, the BSW Program Director of the BSW Program, the BSW Field Education Director, and the Director of Student Affairs and will be placed in the student's permanent record.

It should be further noted that a student may be subject to immediate dismissal from the BSW Program (without having engaged in a PIP) in such instances as:

1. The student's behavior poses an imminent danger to clients, other students, faculty/staff, and/or self and others (e.g., abuse of clients and/or colleagues, violence, or threat of violence)
2. The student's behavior represents an egregious breach of professional performance standards and ethics (e.g., drugs on the premises; theft; bizarre, dishonest, unethical and/or disruptive behavior).

Policy/Procedures Program Dismissal for Academic or Professional Performance

Dismissal from the BSW Program for academic performance is only considered after support efforts inclusive of the implementation of a Performance Improvement Plan have been deemed unsuccessful in remediating the issue/situation leading to poor academic or field performance.

Procedures:

When a student is unable to demonstrate satisfactory improvement through PIP implementation, they are referred to the Educational Review Committee for disposition. The following procedures are utilized in making a determination regarding the student's continued enrollment in the BSW Program.

- The BSW Director arranges consultation with the student and their Academic/Field Advisor to address presented issues and concerns.
- If the problems persist the BSW Director will instruct the Academic/Field advisor to consult with the Chair of the ERC to request an Educational Review meeting.
- The Chair will review the issues presented and determine if an ERC meeting is necessary.
- If the ERC convenes a meeting, the ERC Chair forwards a recommendation regarding the student's continued enrollment to the BSW Program Director.
- The BSW Program Director reviews the recommendation, makes a determination, and informs the Academic/Field Advisor and the Field Education Director of the student's status or recommendations for improvement.
- The Associate Dean for Academic and Faculty Affairs as well as the student's Hunter College academic advisor will also be notified if the student is dismissed from the program.
- It is the responsibility of the ERC Chair to inform the student of the determination (in writing) and to ensure that all related documents are made a part of the student's file.

Dismissal Appeal Procedure

A student may appeal a dismissal decision by sending a letter stating the specific grounds for her/his appeal to the Associate Dean for Academic & Faculty Affairs within two (2) weeks of the dismissal notice letter. The Associate Dean for Academic & Faculty Affairs will then make a final decision about the student's status and notify the student in writing. Copies of the decision

are sent to the student, the Dean, the BSW Program Director, the BSW Field Education Director, and one is placed in the student's record.

The student may further appeal the decision by submitting a written appeal letter to the next level, the Hunter College Senate Grade Appeals Committee. The decision of this body is final.

Student Development & Student Support Services

SSSW Policy on Transfer & Life Experience Credit

Hunter College accepts transfer credits for student both from within the CUNY system and from non-CUNY schools. If a student is transferring from another CUNY school, their transcript(s) is evaluated through the internal CUNY system. Since CUNY now has a common core of requirements, most freshman and sophomore course credits are transferable to Hunter. Students may transfer a maximum of 90 credits from another CUNY senior college and 70 credits from a CUNY community college. If students seek to transfer credits from a college outside CUNY, the courses are evaluated by the Undergraduate Admissions and Evaluation Office at CUNY. **Silberman School of Social Work does not give credit for Life or previous work Experience.**

Applicants may petition for transfer of credit for courses taken at CUNY or other regionally accredited institutions; when applying to Hunter College.

However, the following additional limitations apply:

1. To be applied toward graduation, the course(s) for which transfer credit is requested must have been completed within four years
2. Credits for courses for which a grade below "B" was earned, or non-letter grades taken as pass/fail options are non-transferable.

The BSW program only allows a request for transfer credit (equivalency) for the Introduction to Social Work course, SW 20100. Students must provide the Silberman office of Enrollment Services with a copy of their transcripts, course descriptions, and course syllabi. The appropriateness of the petition is then reviewed and evaluated by the BSW Program Director. If the request meets the program's criteria for grade equivalency to the Introduction to Social Work course, the BSW Program Director will contact the Hunter College office of Credit Transfer to request the equivalency credit. The student's *CunyFirst** transcript record will be updated. The student can access their *CunyFirst** account for final determination.

Student Organizations

As an undergraduate major at Hunter College, the BSW Program adheres to all of the policies outlined in the Undergraduate College Catalog. The full set of Hunter College policies pertaining to student rights and responsibilities can be found at:

<http://catalog.hunter.cuny.edu/content.php?catoid=25&navoid=5138>

Within the Silberman School of Social Work, students have the opportunity to serve in elected positions on either the Student/Faculty Senate (the body with review and approval authority for most School proposals) or the Board of Student Representatives (BSR) which serves as the Student Government entity for the School. Members of the BSR are elected from the general student body and its officers are elected by those BSR members. The BSR has developed programs to welcome new students, established a mentoring program, and works with Student Alliances to organize Common Day and student-led events. The BSR also meets regularly with the Dean, Associate Dean for Academic & Student Affairs, the Director of Student Services, and the Directors of BSW and MSW Field Education to advocate for student issues and needs.

The Silberman School of Social Work encourages all its students to organize in their interests. At the SSSW, students have their own space to organize including a student lounge, and an office for the BSR. BSW students are also encouraged to develop their own professional interest groups and request distinct space to gather and organize. BSW students may request assistance from their advisor, BSW faculty, or the BSW Director to help them establish their own undergraduate organization to represent their unique interests, but also to facilitate their access to existing student groups at the School. The Undergraduate Organization can establish its own set of by-laws, hold its own elections, and be registered as an Undergraduate Student Organization at Hunter College.

Student Support Services

Students with disabilities are entitled to support services and reasonable accommodations in their academic work and in the Field Education if they are registered with the **Office of AccessABILITY** at Hunter College. Services vary and are highly individualized and may include program adaptation, extensions on papers or other written work, registration assistance, note-takers or sign interpreters, specialized computer software, information on legal entitlements, counseling and support. Documentation of disability is required but is kept confidential. Reasonable accommodations consistent with the requirements of a field education placement can only be implemented if the student has registered with the Hunter College of *AccessABILITY*

BSW student have access to Additional Resources from:

- Hunter Office of Student Services
- Office of *AccessABILITY*, Hunter College, Room 1124, East Building, Hunter College East Building, 695 Park Avenue, NY, NY 10021.
www.hunter.cuny.edu/student-services/access.
- Reading and Writing Centers:
Hunter College, main campus

Silberman, School of Social Work

<http://www.hunter.cuny.edu/socwork/current-students/writing-center.html> or by clicking on Students, then Student Services

- Counseling Services and Wellness Center, Hunter College, Room 1123 East Building, 695 Park Avenue, NY, NY 10021.
<http://www.hunter.cuny.edu/student-services/counseling-and-wellness/pcs>

Appendix 1: The BSW Student Needs

1. The BSW student needs a two-year commitment to learning the skills of intake, engagement, assessment, intervention, advocacy, and documentation relating to internship assignments.
2. BSW students are trained as generalist practitioners, learning about Child Welfare and Care Coordination (Adults, Families, and Children).
3. First and second-year students receive supervision from a licensed social worker for first- and second-year students. In some instances, the agency can appoint a Task Supervisor to support the students' instructional needs. Supervision is usually minimally for one hour per week.
4. Assignments in year one should expose students to Mezzo and Macro work in the fall semester and Mezzo and Microwork in the spring semester.
 - ✓ In the first year, the BSW Student must complete 200 hours for the academic year, which equals about 7-hours per week.
 - ✓ Examples of Mezzo and Macro assignments might include learning about the agency's mission, vision, and organizational structure. Further, it may consist of funding, budget development, understanding, and researching by gathering information or needs assessment, attending staff, program, and community meetings, and organizing community or agency events, and learning the art of Advocacy.
 - ✓ Mezzo and Micro assignments for the spring semester can include attending meetings, creating agency activities and projects, leading and co-leading groups, completing intakes, shadowing social workers, accompanying clients to appointments, home visits, etc.
 - ✓ Students should record their assignments by completing journals, minutes, and reflection assignments. The types of recordings should be based on the work and determined by the Field Instructor.
 - ✓ Completing Silberman Educational Documents: Educational Plan, Oral

Evaluation, and Written End of Semester Evaluation supports the students' learning needs and facilitates outcomes.

- ✓ Agency Field Instructor will meet with Silberman's assigned Field/Faculty Advisor at least once per semester.
5. Assignments in year two will increase their understanding of Micro, Mezzo, and macro social work practice. The operationalization of the work is as follows:
- ✓ 2nd-year students need 200 hours per semester in the field, a total of 400 hours for the academic year. Students are in their internships two days per week, 7 hours per day.
 - ✓ Field Work is Tuesdays and Thursdays unless there are other arrangements in consultation with the Faculty/Field Advisor.
 - ✓ 2nd-year students will write process recordings (minimum 2 per week). Field instructors will read recordings and provide feedback. Field instructors may also assign additional required recordings as pertinent to the work.
 - ✓ Completion of Silberman Educational Documents: Educational Plan, Conduct an Oral Evaluation, and Written End of Semester Evaluation
 - ✓ Meet with the assigned Field/Faculty Advisor at least once per semester.

Develop and review the Educational Plans and read at least one log/journal/process recordings monthly.

Silberman School of Social Work at Hunter College
Field Education Department
2180 Third Avenue (at 119th Street)

New York, NY 10035

**Appendix 2: Agency Request
Placement Site Database Form**

TYPE-IN INFORMATION THEN E-MAIL FORM TO SSWFIELD@HUNTER.CUNY.EDU

Today's Date:

Main Agency Name:

Placement Site Name:

Placement Site Address:

City:

State:

Zip:

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:

Title:

Phone:

E-mail:

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)

--

Please fill out the grid below indicating the NUMBER of Incoming BSW and/or BSW Seniors in EACH Practice Area that you can accommodate from Hunter in the coming year:

Practice Method:	Care Coordination	Child Welfare	
Incoming BSW Students			
BSW Seniors Year (Replacement)			

TOTAL Number of Students you can accommodate from Silberman BSW 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:		

Field Instructor	Phone	E-mail	Completed Required Seminar (SIFI)?	New to Supervising Hunter students?
			Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Task Supervisor Name:		Number:	E-Mail:	

--	--	--	--	--	--

PROPOSED FIELD INSTRUCTOR:

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	
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)	

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	
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	

Family service agency	
Food pantry/Food security	
Group services	
Health	

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	
HIV/AIDS	

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	
Other	

PRACTICE FOCUS

(Check all that apply)

Administration	
Individual counseling	
Family counseling	
Case management	
Coalition Building	
Community Education	
Creative Arts and Social Work	
Crisis intervention	
Grant writing	
Grassroots organizing	
Group (activity psychoeducational)	
Group (psychoeducational)	

Group (supportive, therapeutic)	
Leadership development	
Legislative advocacy	
Play therapy	
Program Planning /Education	
Rehabilitation	
Social policy analysis	
Spirituality and Healing	
Staff development/training	
Supervision	
Other	

POPULATION GROUPS

(Check all that apply)

Adolescents	
Adults	
Adults - Older	
Children	
Children – early childhood (0-3)	
Communities	

Families	
Groups	
Individuals	
Intergenerational	
Organizations	

ADDITIONAL LEARNING EXPERIENCES

(Check all that apply)

Case conference	<input type="checkbox"/>
Grand rounds	<input type="checkbox"/>
Inter-disciplinary teams/collaboration	<input type="checkbox"/>
In-service training	<input type="checkbox"/>

Practice-based Research	<input type="checkbox"/>
Staff Meetings	<input type="checkbox"/>
Student seminars	<input type="checkbox"/>
	<input type="checkbox"/>

AGENCY AUSPICE

(Check all that apply)

Public (City)	<input type="checkbox"/>
Public (State)	<input type="checkbox"/>
Public (Federal)	<input type="checkbox"/>

For Profit/Proprietary	<input type="checkbox"/>
Not-for-Profit/Voluntary	<input type="checkbox"/>
	<input type="checkbox"/>

CLIENTS SERVED AT YOUR SITE

(Check all that apply)

Voluntary Clients only	<input type="checkbox"/>
------------------------	--------------------------

Mandated Clients	<input type="checkbox"/>
------------------	--------------------------

FIELD OF PRACTICE SPECIALIZATION *(Please check one box)*

Children, Youth and Families	<input type="checkbox"/>
Health and Mental Health	<input type="checkbox"/>
World of Work	<input type="checkbox"/>

Gerontology	<input type="checkbox"/>
Immigrants and Global Social Work	<input type="checkbox"/>

MEDICAL AND SECURITY REQUIREMENTS

Do you require proof of COVID 19 Vaccination?

Do you require students to have a physical examination prior to placement?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Do you require evidence of immunization against the following? <i>(Check all that apply)</i>								
(a) Tuberculosis		(b) Rubella		(c) Measles		(d) Varicella Titer		(e) DPT
Do you provide the resources for these tests/physical?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency expect students to show proof of these tests prior to the start of the practicum?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency require a background check?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency require a drug screen?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency require fingerprinting of students?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, does your agency pay for these tests?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name/phone of person to contact for further information about these:								

ADDITIONAL QUESTIONS

If students are expected to make home visits, do you provide			
(a) Escorts	Yes <input type="checkbox"/> No <input type="checkbox"/>	(b) Transportation	Yes <input type="checkbox"/> No <input type="checkbox"/>
(c) Reimbursements to/from agency assignments			Yes <input type="checkbox"/> No <input type="checkbox"/>
Does your agency provide stipends for students?			Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, (a) Number of stipends:		(b) Amount	

**Appendix 3:
CUNY AFFILIATION AGREEMENT APPROVAL FORM**

Instructions to College: Complete Sections I and II and send this form, together with the proposed Affiliation Agreement, to: affiliations@cuny.edu

I. COLLEGE INFORMATION

Name of College: _____

Name of Program: _____

Start date: _____

Credit/Course Requirement: Yes ___ No___ Continuing Education: Yes___ No__

Student Professional Liability Insurance Required: Yes ___ No ___

College Contact Person: Patricia Gray_____

Title/Position: Interim Director of BSW Field Education Tel. _____

Email: pg202@hunter.cuny.edu

II. AGENCY INFORMATION

Name of Agency: _____

Agency Address:

Agency Contact Person:

Title/Position: Agency Field Education Coordinator: _____

Tel: _____ Email: _____

Agency Legal Representative:

Title/Position: _____ Tel. _____ Email: _____

III. OGC REVIEW

___ APPROVED (Fully executed by Agency and CUNY)

___ APPROVED SUBJECT TO THE FOLLOWING: _____

___ NOT APPROVED:

From: Adriana Blanco

University Agreements & Litigation Specialist

(646) 664-9229

Date Returned to College: _____

Appendix 4:

BSW Junior year, pre-practicum Field Performance Evaluation

Guidelines for Field Performance Evaluation

The evaluation of student performance for the BSW degree is the culmination of a process which begins with placement of the student in the field agency and continues through the ongoing planning, orienting, and teaching that takes place in the agency, in the supervisory relationship, in the classroom, and with the Academic/Field Advisor. The written evaluation should not be a surprise to the student.

Field Performance Evaluation Due Dates

The first semester written evaluation is due the third week of **December**; the second semester written evaluation is due the third week of **May**. The written evaluation should be the occasion for additional contact between Faculty, Academic/Field Advisor and Field Instructor.

Field Performance Evaluation Description

The field instructor should provide, in **brief narrative form**, a description of the student's learning opportunities during the semester. The learning opportunities should align with the focus of the Educational Plan submitted in October. If there has been a change in assignments, please indicate this in the evaluation. Please discuss student strengths as well as areas for further learning. If this is a first semester evaluation, please describe the plan for addressing the areas for learning in second semester; if it is a final evaluation, please describe areas the student might consider for focus as part of their commitment to career-long learning.

The school employs a model of Field Performance Evaluation in which the field instructor's narrative based on the assignments described in the Field Education Plan describes how the student has demonstrated movement toward competency and supports the rating.

The Rating Scale includes Five Evaluative Options:

- 5 = 35pts** **Field performance considerably exceeds standard.** (The student expertly demonstrates knowledge awareness, and skills in this area with superior proficiency).
- 4 = 33 pts** **Field performance exceeds standard** (The student consistently demonstrates knowledge, awareness, and skills in this area; does so with confidence and as an integral part of her/his practice).
- 3 = 30 pts** **Field performance meets standard of emerging competence.** (The student demonstrates beginning knowledge, awareness, and skills; this area becoming more integrated into her/his practice).
- 2 = 15 pts** **Field performance needs improvement;** there has been limited progress in developing competency in this area. (The student inconsistently demonstrates knowledge, awareness, and/or skill).
- 1 = 10 pts** **Progress toward practice behavior/competency not yet observed** (though learning opportunities have been provided).

NA = 0 pts *Not applicable as student has not yet had the opportunity to demonstrate this practice behavior/competency in the context of the field placement.*

Utilizing the designated 5 -point rating scale, field instructors assign ratings based on the student's CURRENT performance level with the expectation that by the end of the field practicum, the student will have reached the target rating of "3" (*Performance on par with expectations for the BSW student practitioner*) for ALL practice behaviors, unless there has not been an opportunity for the student to demonstrate those behaviors within the field placement. In addition, please provide a **summary rating** of the student's *overall practice competency* in the generalist concentration area which reflects an assessment of the student's employment viability in the area of specialization.

Signatures

The field instructor and the student are required to sign the last page of the evaluation. The student's signature indicates that he/she has read and discussed the evaluation with the field instructor; signature by the student does not necessarily imply agreement with the contents of the evaluation. Students have the option of attaching their own addendum to the Field Performance Evaluation if they hold a different perspective or disagree or than that reflected in the Evaluation which they would like to share with the Academic/Field Advisor.

Field Practicum Grade

The Academic/Field Advisor has the *sole responsibility for assigning the Field Practicum* grade. The grade is based on the Academic/Field Advisor's review of the written evaluation, the field instructor's recommendation, as well as the review of student assignments and recordings.

BSW Junior Field Evaluation

Student Name: _____ Field Instructor Name: _____

Agency Name and Location: _____

*Educational Plan Assignment: _____: *description of performance:*

***Rating:**

*Educational Plan Assignment: _____: *description of performance:*

***Rating:**

*Educational Plan Assignment: _____: *description of performance:*

***Rating:**

Educational Plan Assignment: _____: *description of performance:*

***Rating:**

Educational Plan Assignment: _____: *description of performance:*

***Rating:**

*Overall Semester **Summary Rating:** _____

We met and discussed this evaluation on: _____

Student Signature: _____ Date of signature: _____

Field Instructor Signature: _____ Date of signature: _____

3/2019

**Appendix 5: BSW Program Senior year, Field Performance
Evaluation**

**Hunter College School of Social Work
City University of New York**

Student's Name: _____
Field Instructor: _____
Field Education Agency: _____
Academic/Field Advisor: _____
Date of Evaluation: _____

Semester: _____ Fall _____ Spring

Area of BSW Specialization: _____ Child Welfare _____ Care
Coordination

Instructions for Completing the Field Performance Evaluation*

Section I: *Student Learning Opportunities* – please provide a narrative describing the student's learning opportunities in the agency during the semester this evaluation covers.

Section II: *Competency/ Behavior Ratings* – please utilize the rating scale provided to rate the student's field performance for each practice behavior and then overall for each competency.

Section III: *Field Instructor Narrative Evaluation* – please provide a brief narrative summary of the student's field performance over the course of the semester. The Evaluation should reflect the student's progress in the developing the foundational competencies as exemplified through the practice behaviors and associated tasks outlined in their Educational Plan.

Section IV: Overall Rating of Student's Field Performance – please complete the overall rating scale which corresponds to the semester to which this evaluation applies. If this is a second semester evaluation, please have an agency executive or HR representative complete the Statement of Employment Viability.

Section V: Signatures – The evaluation must be signed by both student and field instructor indicating that they have reviewed it.

Submission: Submit the original to the student's Academic/Field Advisor after it has been reviewed. The Academic/Field Advisor assigns the grade for the *Field Practicum* course based in large part on the written evaluation.

*Additional information on completing the Field Performance Evaluation can be found in the *BSW Program Academic & Field Education Manual*

Section 1: Student Learning Opportunities

Please describe agency services and summarize student assignments and additional educational experiences. Please note that the term 'client' may refer to an individual, family, group, constituency, or entity with which the student is working. *Use an additional page if necessary.*

Section 2: Competency/Demonstrated Skills Ratings

Utilizing the following scale, please rate the student's current competency in demonstrating the practice skills and behaviors. Please rate the student as a beginning BSW student practitioner.

5 = Field performance considerably exceeds standard. (The student expertly demonstrates knowledge, awareness, and skills in this area with superior proficiency).

4 = Field performance exceeds standard (The student consistently demonstrates knowledge, awareness, and skills in this area; does so with confidence and as an integral part of her/his practice).

3 = Field performance meets standard of emerging competence (The student demonstrates beginning knowledge, awareness, and skills; this area is becoming more integrated in her/his practice).

2 = Field performance needs improvement, there has been limited progress in developing competence in this area. (The student inconsistently demonstrates awareness, knowledge, and skill).

CSWE EPAS Competencies and Demonstrated Professional and Skills Behaviors

COMPETENCY	BEHAVIORS	RATING
<p>#1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other</p>	<ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • use technology ethically and appropriately to facilitate practice outcomes; and 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • use supervision and consultation to guide 	5 4 3 2 1 NA

<p>professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p>	<p>professional judgment and behavior.</p>	
	<p>COMPETENCY #1 OVERALL</p>	<p>5 4 3 2 1 NA</p>
<p>#2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including</p>	<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 	<p>5 4 3 2 1 NA</p>
	<ul style="list-style-type: none"> • present themselves as learners and engage clients and constituencies as experts of their own experiences; and 	<p>5 4 3 2 1 NA</p>
	<ul style="list-style-type: none"> • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<p>5 4 3 2 1 NA</p>

<p>social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p>		
	COMPETENCY #2 OVERALL	5 4 3 2 1 NA
<p>#3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p>	<ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • engage in practices that advance social, economic, and environmental justice. 	5 4 3 2 1 NA
	COMPETENCY #3 OVERALL	5 4 3 2 1 NA
<p>#4: Engage In Practice-informed Research and Research-informed Practice</p>	<ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research. 	5 4 3 2 1 NA

<p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p>	<ul style="list-style-type: none"> • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • use and translate research evidence to inform and improve practice, policy, and service delivery. 	5 4 3 2 1 NA
	COMPETENCY #4 OVERALL	5 4 3 2 1 NA
<p>#5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental,</p>	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • assess how social welfare and economic policies impact the delivery of and access to social services. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	5 4 3 2 1 NA

<p>and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p>		
	COMPETENCY #5 OVERALL	5 4 3 2 1 NA
<p>#6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients,</p>	<ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	5 4 3 2 1 NA

constituencies, and other professionals as appropriate. Social workers:		
	COMPETENCY #6 OVERALL	5 4 3 2 1 NA
<p>#7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</p>	<ul style="list-style-type: none"> collect and organize data and apply critical thinking to interpret information from clients and constituencies. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	5 4 3 2 1 NA

<p>Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p>		
	<p>COMPETENCY #7 OVERALL</p>	<p>5 4 3 2 1 NA</p>
<p>#8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-</p>	<ul style="list-style-type: none"> critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 	<p>5 4 3 2 1 NA</p>
	<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 	<p>5 4 3 2 1 NA</p>
	<ul style="list-style-type: none"> use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 	<p>5 4 3 2 1 NA</p>
	<ul style="list-style-type: none"> negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 	<p>5 4 3 2 1 NA</p>
	<ul style="list-style-type: none"> facilitate effective transitions and endings that advance mutually agreed-on goals. 	<p>5 4 3 2 1 NA</p>

organizational collaboration. Social workers:		
	COMPETENCY #8 OVERALL	5 4 3 2 1 NA
#9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:	<ul style="list-style-type: none"> select and use appropriate methods for evaluation of outcomes. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 	5 4 3 2 1 NA
	<ul style="list-style-type: none"> apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	5 4 3 2 1 NA
	COMPETENCY #9 OVERALL	5 4 3 2 1 NA

Section 3: Field Instructor Narrative Evaluation

Briefly summarize student's field performance over the course of the semester. Discuss strengths and needs in this area; please comment on any activities or projects the student has undertaken and, on the student's, overall performance. (Feel free to add an additional page if necessary).

Section 4: Overall Rating of Student's Field Performance

First Semester (completed by Field Instructor) Fall

- Field performance is **considerably above expectations** for beginning BSW student practitioner
- Field performance is **above expectations** for beginning BSW student practitioner
- Field performance is **on par with expectations** for beginning BSW student practitioner
- Field performance has **not yet met expectations** for beginning BSW student practitioner, **BUT** there are indications that she/he may be approaching emerging competency
- Field performance is **currently below expectations** for beginning BSW student practitioner; there is considerable question about the ability to achieve emerging competency within the field placement year. A meeting with the Academic/Field Advisor is warranted to explore next steps

Second Semester (completed by Field Instructor) Spring

- Field performance has been **considerably above expectations** for beginning BSW student practitioner. Student is exceptionally well prepared for advanced graduate study and/or entry-level employment.
- Field performance has been **above expectations** for beginning BSW student practitioner. Student is very well prepared for advanced graduate study and/or entry-level employment.
- Field performance has been **on par with expectations** for beginning BSW student practitioner. Student is prepared for advanced graduate study and/or entry-level employment.
- Field performance has **not yet achieved emerging competency** for beginning BSW student practitioner, but student may be prepared for graduate study (2-year program) with considerable field instructor/school support or entry-level BSW practice with close supervision.
- Field performance has **continued to fall below expectations** for beginning BSW student practitioner; student is not prepared to assume entry level BSW practice at this

time. Student should meet with his/her Academic/Field Advisor to explore alternative options.

Statement of Employment Viability*

*completed by Agency Executive or Human Resources Representative at the end of field practicum.

Student's field performance has been such that:

- She/he would be considered a viable candidate for employment in an entry-level BSW position within our organization at this time.
- She/he would not be considered a viable candidate for employment in an entry-level BSW position within our organization at this time.

Agency Representative's Signature: _____ **Title:** _____

*Signature not to be construed as either an offer or declination of employment and in no way obligates the organization to grant a job interview

Section 5: Signatures

I have read and discussed this evaluation: _____ (student initial)

To the Student: In the event that you have a different perspective on any aspect of this evaluation, please indicate your specific comments by completing an addendum to the evaluation.

Date: _____ Signature of Student: _____

Date: _____ Signature of Field Instructor: _____

Date: _____ Signature of Academic/Field Advisor: _____

Appendix 6: Employment Based Field Placement Agreement

Your employee _____, a student at the Silberman School of Social Work at Hunter College's BSW Program, has requested that the School arrange for an employment-based placement at your agency.

In order to arrange for an employment-based placement, we require your agreement to provide the employee with a fieldwork assignment. The assignment must represent a substantial change from the employee's current work responsibilities, be consistent with the educational goals of the bachelor's program at SSSW, and must provide practice opportunities in specialization that your employee has chosen to study (i.e. Care Coordination or Child Welfare)

The following criteria must be met:

- You must agree to provide the employee with a field instructor who meets the following criteria: the field instructor must have the MSW degree and a current NYS license (either the LMSW or LCSW), three years of post-MSW agency-based experience, and completion (or willingness to complete) the Seminar in Field Instruction.
- The field instructor CANNOT be the employee's current or past supervisor. The field instructor must provide 1 ½ hours of weekly educationally focused supervision. The student must fulfill the School's requirement for completion of process recordings and other assignments appropriate to their concentration of child welfare or care coordination.
- The practicum field days must be defined and separated from the regular working days. One or two days (7 or 14 hours weekly) are required with a minimum of 200 or 400 hours to be completed during the academic year (based on program standing).
- The practicum assignments must be defined and separated from the regular work assignments. Approximately half of the field placement hours should be devoted to direct practice, with the remaining hours allocated to supervision, trainings, conferences, student seminars, staff meetings, completion of recordings and agency documentation.

The BSW Field Education Director will review each executed Employment Based Field Placement Agreement for appropriateness before submitting it to the Director of the BSW Program for approval. Signing this form will represent a commitment on the part of the agency to cooperate with the School in working out an appropriate educational plan for this student.

If you agree to support your employee's request, a staff member of the Field Education Department will call you to discuss the details of the field practicum plan.

Please indicate your support for _____
(employee/student's name)

Your name: _____

Position/Title _____ Agency: _____

Phone No.: _____ E-mail: _____ Fax: _____

Signature: _____ Date: _____

**Appendix 7
 Employment-Based BSW Field Placement Agreement**

Student Name:		
Phone (home):		
Phone (office):		
Phone (cell):		
e-mail:		
Placement site:		
Address:		
City, State, Zip		
Placement Phone:		
Fax:		
e-mail:		
Academic/Field Advisor:		
Address:		
Phone:		
Fax:		e-mail:
Current Supervisor		phone:
Field Instructor:		

Address:		
Phone:		
Fax:		e-mail:
SIFI Certified:	YES	NO

Description of current work responsibilities, reduction in workload, and practicum assignments, including, for example nature and number of cases, groups, projects, etc.

Current responsibilities:

Proposed Practicum Assignments:

SIGNATURES

Agency Educational Coordinator: _____ Date: _____

Field Instructor: _____ Date: _____

Student: _____ Date: _____

SSSW Academic/Field Advisor: _____ Date: _____

Lois 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

sswfield@hunter.cuny.edu

Appendix 8: Field Instructor’s Experience Outline (FIEO)

REQUIREMENTS:	<ul style="list-style-type: none"> • 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
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Name (*Last, First*):

Title in Agency:

Agency:

Address:

Telephone:

E-mail:

Website:

MSW Graduate Experience:

School:	Degree:	Year:
Practice method or area of study:		

Seminar in Field Instruction (SIFI):

Certification status:	SIFI Certified: YES <input type="checkbox"/> NO <input type="checkbox"/>		
Year received:	School:	SIFI Instructor:	

Professional License:

State:		LMSW <input type="checkbox"/>	Year:		LCSW <input type="checkbox"/>	Year:	
--------	--	-------------------------------	-------	--	-------------------------------	-------	--

Are you currently registered under this license? YES NO

Professional Social Work Experience:

Current dates:		Agency:	
Prior Dates (<i>list chronologically</i>):		Agency:	
Prior Dates (<i>list chronologically</i>):		Agency:	

Experience as a Field Instructor

Number of students supervised

Year	Agency	School	BSW	MSW 2 yr	MSW OYR

Demographics (optional):

Gender: Age: Racial/Ethnic Identity:

Languages other than English:

Appendix 9- BSW Generalist Practice, Field Educational Plan (EP)

Please describe below the teaching and learning that will occur during the **two-year Bridge Model Field Internship**. This educational plan and agreement serve as an instrument to clarify the mutual responsibilities of the field instructor and the student. The plan should be developed jointly by both the student and field instructor. Please be as detailed as possible in your descriptions and explanation of the plan and agreement.

Field Advisor will send this form to the Field Instructor. The **Field Instructor and the student will fill this form out together.** Both the field instructor and student will sign the form. **The Field Instructor must e-mail the form back to the Field Advisor within TWO WEEKS.**

Both the student and the field instructor should have their own copies of the Educational Plan. When contacting the Field Instructor, please remind them that the EP is the guide and contract for the work, and types of assignments that the student will do. **200 hundred hours in year one. 400 hundred hours, 2 days a week in year two.**

Assignments in year one should expose students to Mezzo and Macro work in the fall semester, and Mezzo and Micro work in the spring semester.

Examples of Mezzo and Macro assignments might include having students learn about the organizational structure of the agency, learning how they receive their funding, how the budget is developed to assist the clients they serve, assist in helping gather information for a grant or project that the agency might be working on, attending staff or program meetings, attending community meetings, organizing a community or agency event and etc. Mezzo and Micro assignments for the spring semester can include attending meetings, helping create agency activities, projects and etc., running groups, doing intakes, shadowing social workers, accompanying clients to appointments, home visits, and etc.

Students should be required to do some type of recording of their assignments such as, journals, minutes, reflection assignments. The types of recordings should be based on the assignment and determined by the Field Instructor.

Assignments in year two are traditional CSWE, field Internships. 2nd year students will primarily do Micro work but can also do some mezzo and macro work. 2nd year students are expected to be in the field 200 hours per semester; a total of 400 hours for the academic year. Students are in the field two days per week, 7 hours per day. Field Workdays are Tuesday and Thursday unless some other arrangement has been made in consultation with the Field Advisor.

2nd year students are expected to write process recordings (minimum 2 per week). Field instructors are expected to read recordings and provide feedback. Field instructors may also assign additional required recording as pertinent to the work.

Student's
Name:

Field
Adviser:

Agency:

Agency Address:

Agency Web
Address:

Agency Phone
number:

Agency Field
Instructor:

Please indicate student's specialization (Year 2) Child **Welfare** [] **Care Coordination** []

Please indicate year of placement: 1st Year 2nd Year

Agency Description

Please give an overview of the agency explaining mission, population served, services provided, and programs:

Assignment Description and Learning Goals (Include the following in your description and give details):

i. Describe the population the student will serve:

ii. Describe the scope of the student's assignments, giving as much detail as possible (i.e., Micro # of clients, type of service to be performed, frequency of client interaction, etc.; Macro, describe the types of assignments (i.e., Attending Community board meetings, developing trainings, analyzing budgets, Advocacy events/projects, etc.); Mezzo, (i.e., Focus or specialized issue groups, community outreach, organizing, helping develop grants, etc.):

iii. Expected duration of assignments (i.e., weekly, short term, semester-long, year-long, etc.):

iv. How might the assignment change (increase, or expand) by the end of the semester?

v. Additional information regarding student assignments:

vi. Will the student use a language other than English in the work? Specify Language: No Yes

Professional and Interdisciplinary Relationships

i. Describe the staff with whom the student is expected to interact and work with in order to complete the assignment:

ii. Describe types of meetings the student is expected to attend and the student's role in the meetings (i.e., participant, observer, presenter, etc.):

iii. Describe any trainings the student will be required to attend:

Supervision, Individual field instruction is weekly for 90 minutes; 60 minutes individual field instruction, plus group supervision also acceptable

1. Field Instruction/Supervision:

a) Will the Field Instructor and student both be at the above address?

 Yes No

If no, please explain when and where each party will meet:

Student
location:

Field Instructor
location:

If applicable: Please provide the name and contact information if the student will also have a

Task Supervisor.

Name

Email

Phone

Check here to confirm that this task supervisor has been made aware of their responsibilities

Student's Schedule

i. Student's days/hours at the
agency:

i. Field Instructor's hours at the
agency:

iii. What arrangements have been made if the student has missed placement hours?

b) *Schedule for field instruction (Suggested that it be scheduled at the same time each week when possible):*

i. Day
(s)/time:

ii. Student requirements in preparation for supervision (agenda, submission of documentation, i.e., logs, process recordings prior to supervision each week):

iii. Please describe any potential variations in field instruction:

2. Process Recordings/Logs or other written documentation (*Refer to the Guidelines to Assignments and Recordings and the Field Practicum Manual: Silberman requires submission of two process recordings, logs or reports per week*)

a. Describe the number and type of recordings, logs or reports that will be used as a learning tool in the field instruction ~~meetings~~

b. How will these recordings be used?

c. Describe the agency documentation the student will need to complete?

Please confirm and acknowledge your understanding of the plan and agreement by signing your names below. Once completed, Field Instructor, please return form to the student's field advisor.

I have met with and discussed this educational plan with the student on: _____

Student
Name: _____

Date of
"signature": _____

Field Instructor
Name: _____

Date of
"signature": _____

TO BE COMPLETED BY THE FIELD ADVISER

I have reviewed the educational plan and approve

I have reviewed and suggest the following changes be made:

(Indicate changes below and send back to field instructor for revision)

Adviser's
Name: _____

Date of
"signature": _____