

Silberman
School of Social Work

HUNTER

Field Education Manual*

MSW Program

Updated August 2021

MESSAGE FROM FIELD EDUCATION DEPARTMENT

The Field Education Manual is designed to serve as a comprehensive guide and a resource for students, field instructors, agency educational coordinators and executives, and field advisors. The Manual includes information that is vital to the design, expectations, and evaluation of the field experiences of social work graduate students at Hunter. It also includes a description of the overall curriculum and the requirements for the master's degree program.

The field practicum is an important and integral component of the curriculum and provides our students with supervised experiences in applying the knowledge, values, ethics, and skills necessary for advanced social work practice. The field practicum is one of the distinct strengths of our master's degree curriculum.

We extend our appreciation to the field instructors and agencies who are our partners in providing rich opportunities in field education. Your contribution to our educational program is vital in the preparation of Hunter graduates who are known for the high quality of the service they provide to our community.

*This Manual is subject to updates and changes without notice.

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MISSION STATEMENT

The Silberman School of Social Work at Hunter College (SSSW) educates and trains outstanding social work professionals, who are lifelong learners engaged in knowledgeable, ethical practice with communities locally and nationally. Guided by this mission, we are uniquely committed to social work excellence in the public interest. Our classroom curriculum, practicum experiences, and community-engaged partnerships are focused on supporting persons, families, organizations, and communities, while respecting the humanity of all individuals.

MSW Program Mission

The Silberman School of Social Work MSW Program is committed to educating ethical, culturally competent social workers to build community partnerships and strengthen community capacity to achieve social justice in diverse, urban communities. This mission promotes the creation, transformation, evaluation and assumption of leadership roles in services across systems to meet the complex and unmet needs of underserved and underrepresented populations through community-engaged education, intervention, research, and advocacy.

MSW Program Goals

- To graduate excellently prepared and diverse social work practitioners for New York City and other major urban areas who use a range of interventions with individuals, families, groups, organizations, and communities, and who operate out of a strengths-based perspective and resiliency framework;
- To emphasize urban contexts in the person-in-environment perspective, particularly as it relates to preparation for employment as clinical practitioners, community organizers and social services organization leaders;
- To develop life-long learners able to respond innovatively to emerging practice challenges in an ethical and research-informed manner;
- To produce culturally competent social work practitioners and community engaged scholarship and practice-based research
- To instill a commitment to social and economic justice that produces graduates who skillfully and assertively advocate on behalf of clients and causes;
- To educate students in partnership with New York's communities, agencies, and organizations to promote the expansion and dissemination of effective socially just practice.

FIELD PRACTICUM OVERVIEW

The field practicum, where students integrate classroom learning and theory into field-based practice, is the signature pedagogy of social work education. It provides a vital opportunity for students to acclimate to the social work profession broadly, while developing their own individual professional identities.

The primary purpose of the field practicum is to enable students to develop competence within the framework of social work values and ethics. In fulfillment of this purpose, the field practicum 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 practicum agency. The agency-based field instructor provides educational supervision; the school-based field advisor plays an integrating and monitoring function between the school and the agency; and the Field Education Department staff coordinates and has oversight for the field experience, in collaboration with the agency partners.

The Silberman School of Social Work at Hunter College (SSSW; the School) expects students to master two sets of measurable practice behaviors that operationalize core social work competencies:

1. Core (or Foundation) practice behaviors;
2. Advanced practice behaviors associated with the student's chosen Practice Method – Clinical Practice with Individuals, Families, and Small Groups; Community Organizing, Planning, and Development; or Organizational Management and Leadership.

The primary purpose of the field practicum is to provide practice opportunities that enable students to attain and master the objectives of the School's MSW program. Through field practicum placements, students develop, demonstrate, and deepen practice behaviors in 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;
- A respect for and acceptance of difference associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and cognitive 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 and human services that support the diverse communities of New York City and its metropolitan area;
- Advocacy for the needs and opportunities of vulnerable groups in society, through the promotion of economic and social justice for clients and communities;
- Utilization of research evidence to inform practice, and practice and practice experience to

inform research, as assessed through performance in the classroom, the field practicum, research courses, and the professional seminar;

- Achievement of practice competencies in social work methods, including clinical practice with individuals, families, and small groups; organizational management and leadership; and community organizing, planning and development, as assessed through their performance in the field practicum;
- Advocacy for human rights and economic and social justice in agency and community practice;
- Ability to respond to the contexts in which practice occurs; Understanding of the contexts that shape practice, including local, state and federal policy, organizational policies, the political and social organization of communities;
- Cultivation of a commitment to lifelong learning and ongoing professional development;
- Effectiveness in assessment, intervention, and evaluation of practice with individuals, families, groups, organization, and communities.

Objectives of the Foundation Field Practicum

At the end of the first year or foundation practicum students should be able to demonstrate core or foundation practice behaviors.

Objectives of the Advanced Field Practicum

Advanced practitioners continue developing core/foundation practice behaviors but also refine and advance the quality of social work practice. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners are effective in engagement, assessment, intervention, and evaluation, suiting each action to the circumstances at hand and relying upon experience, advanced knowledge, and self-reflection.

MUTUAL AGREEMENT

Between the SCHOOL, the AGENCY, and the STUDENT

This **Field Education Manual** serves to document the agreement among all the participants – the Silberman School of Social Work; the agency; and the student – regarding field practicum expectations and responsibilities. The School seeks to develop and maintain relationships with agencies that will assure a field practicum of high quality for MSW students and foster the acquisition of core and advanced practice competencies as detailed above. 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 practicum experiences of students. The following sections summarize the expectations of each participant.

Expectations of the School

The School will establish an affiliation with a practicum agency on the basis of mutual exploration of the agency's fit with the School's educational mission, including the appropriateness of the agency setting, projected assignments, and a designated field instructor for field practicum students. The School maintains the following broad responsibilities in its relationship with practicum agencies:

- The School will send information about assigned students to the agency at the beginning of each academic year.
- The School will keep the agency informed of the academic calendar, curriculum developments, and special events for field educators.
- The School will designate a field advisor, based at Silberman, to guide the educational development of the student, provide consultation to the agency-based field instructor, and assign a grade for the student's performance in the practicum.
- The School will provide a Seminar in Field Instruction, which is a legal requirement for all field instructors, at no cost to the agency or the field instructor.
- The School will provide annual meetings and workshops to orient and inform field instructors on various aspects of the curriculum including the teaching of core/foundation and advanced practice behaviors.
- The School will invite field instructors and educational coordinators to participate in meetings at the school to offer information about new developments in the field to the faculty and Department of Field Education.

In addition to these broad responsibilities, the Silberman School of Social Work is responsible for the following processes and functions in the relationship between the School, agency, and student:

Selecting Practicum 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 available 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 (also see *Expectations of Agencies* on page 15 below):

- The agency, whether it is public or private, has a commitment to serving a diverse clientele, with particular attention to vulnerable groups.
- The agency adheres to the values, ethics, and standards for cultural competence for the profession (see Appendices).
- The agency is providing services in an area of practice that is consistent with the School's mission.
- The agency designates a person or persons qualified to serve in the capacity of field instructor and supports field instructors in fulfilling their educational role (see *Expectations of Field Instructors* on pg. 18 below).
- The agency will designate an *educational coordinator*, who may be the field instructor or a separate individual, to maintain administrative liaison with the School.
- The agency commits to provide the physical space and resources conducive to student learning and professional practice.
- The agency is located within reasonable travel time from a student's place of residence.
- The agency commits to fostering a learning and working environment where all students and members of the academic community can achieve their highest potential, free from any kind of discrimination, including sexual harassment of any kind.

Formal Affiliation with Practicum Agencies

The process of affiliation with agencies for the placement of **Two Year Full-Time, Advanced Standing, Accelerated, and Dual Degree Program** students begins, most commonly, with a written request by the agency. Agencies interested in serving as a practicum site write to the Director of Field Education. The Field Education Department and individual faculty members 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 the following forms, available on the following pages of the *Appendix to Field Education Manual*, attached:

- Placement Site/Student Request Letter (read) (pg. 82)
- Placement Site Database Form (pg. 83)
- Field Instructors' Experience Outline Form (pg. 89)
- Hunter College Field Placement Entities Letter, signed (pg. 107)

These important forms provide the Field Education Department 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 should **not** arrange their own placements, since the School has a strong network of affiliations with approved agencies. However, student input about agencies is always welcome, and suggested agencies will be carefully evaluated by the Field Education Department.

Affiliation with Agencies Employing OYR Program Students

It is expected that OYR students will complete their field practicum assignment in their agency of employment as contracted through The Agency Executive Agreement (AEA) signed by the student's employer at the time of the students' enrollment in the program. The AEA is a determinant in admission to this pathway through the school. The AEA is an agreement that the student's field practicum learning will be provided within their employment agency during the Residency Year (the second year of study). It is in the residency year that students engage in their practical learning.

Any changes in the initial Agency Executive Agreement that was submitted during your enrollment process, must be communicated to the Field Education Department immediately. The Assistant Director (AD) of Field Education will assess the situation to delineate the options for the student to move forward in their residency year. The potential actions/options taken can include:

1. Collaborating with the employment agency to make changes that will make the plan viable.
2. Finding a new employer who is willing to support a viable field practicum
(this will require a new Agency Executive Agreement be completed by the new employer)
3. Switching to a plan where the student participates in a traditional field practicum.
(In most cases, this will mean that the student cannot continue in fulltime employment)

If none of these three options are possible, the student must pause on field practicum until one of these options is available for completing the field learning. Pausing field learning will also influence enrollment in method courses due to concurrency requirements.

Please be aware that students' employment responsibilities must be aligned with their methods of practice (for example, case management -> clinical; administration/management -> OML; program planning and development -> COP&D). If the student's job responsibilities do not align with the practice method, they will not be able to proceed to the residency year. It is urgent that this is brought to the attention of the enrollment and to the field education offices immediately.

Preparing for the residency year begins in the first semester of first year. Continuing the dialogue with the employer regarding the residency year is essential. Awareness of any changes in employment status (i.e. promotion, switch to different responsibilities, job loss, change of employment, etc.), or agency organizational changes (i.e. leadership changes, supervisory or policy changes, etc.), that can affect the residency year, must be reported immediately to the field department. In early spring of the first year students will take part in a field practicum orientation to ensure that their field education plan for the coming academic year remains viable.

Expectations of Agencies

In order to provide for the educational needs of the student in the field practicum, the School expects that the agency and its administrators will accept and support arrangements for the field practicum made between the Department of Field Education and the agency's designated educational coordinator. Broad expectations of agencies include the following:

- The agency maintains policies and procedures that are consistent with those of the School including non-discrimination and sexual misconduct policies. The [CUNY Policy on Equal Opportunity & Nondiscrimination](#) and [Policy on Sexual Misconduct](#) can be found at the links above. The Equal Opportunity Policy is also on pg. 109 of the *Appendix*. The **Hunter College Field Placement Entities Letter** is printed in the *Appendix*, pg. 107.
- The agency maintains policies, procedures, and practices in accord with the [NASW Code of Ethics](#) and [NASW Standards and Indicators of Cultural Competence](#), available via direct links above.
- 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 evaluation of its practice and helps students to develop practice-informed research skills.
- 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 and advanced practice behaviors.
- The agency clearly informs students of its safety protocols and procedures, and procedures to follow in the event of an emergency, including the disclosure of any client reports of danger to self or others, or any instances of abuse.
- 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 *Selecting Field Instructors* immediately below) and provide them with adequate time to carry out educational functions (see *Expectations of Field Instructors* on pg. 18 below).
- In the event of student performance which does not achieve the standard for competence in the practicum, the School expects full participation of the agency in educational

assessment and in the mechanisms established for review of problems in academic standing (see *Handling Field Performance Issues* on pg. 57 below).

- The agency recognizes the importance of timely submission of a written practicum evaluation prepared by the field instructor for both the ongoing educational experience of the student and as a major reference for the field advisor assigned by the School in determining a grade for the practicum.

Selecting Field Instructors

The field instructor is based at the practicum agency and serves as the primary supervisor to the Silberman student intern throughout their field practicum. The field instructor is therefore crucial to the success of the placement, and is significant in the development of professionally competent graduates. Careful consideration must be given to field instructor selection.

To qualify as a field instructor for Silberman's **Community Organizing, Planning and Development** and **Organizational Management and Leadership** students carrying out their field practicum, a person must have:

- An MSW degree from an accredited school of social work.
- At least three years of post-master's agency-based work experience, preferably more. (In certain cases, at the discretion of the Director of Field Education, individuals with two years' post-master's experience *may* be selected.)
- Competency in the area of practice which they will supervise.
- The ability to allocate sufficient time to field instruction, so that the three primary forms of support it entails – administrative, educational, and emotional – are fully covered.

To supervise **Clinical Practice** students, in addition to the above, a field instructor must hold a New York State license (or another state's equivalent).

Field instructors should have completed the Seminar in Field Instruction (SIFI) and received certification; if they have not, they must be enrolled in a SIFI concurrently with field instruction. (For more detail, please see *Seminar in Field Instruction* on pg. 12 above.)

Any exceptions to these requirements must be made with the express permission of the Director of Field Education.

Additional criteria for the field instructor 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 and [NASW Code of Ethics](#).

Every MSW student receives a social work perspective (in accordance with the School's mission and curriculum) in field education, reinforcing their classroom learning. A social work perspective is ensured through the student's field instructor and field advisor, who both hold the MSW; the

Assistant Directors of Field Education, all of whom hold the MSW; and their intellectual community of social work peers and classmates. There are very rare cases in which the School selects a field placement where the assumed supervisor/field instructor does not hold an MSW. This occurs *only* when the placement setting is so extraordinary that the School believes the student's learning opportunity outweighs the limitations of not having an MSW on-site. In such cases, the on-site supervisor becomes a task supervisor, and the School hires an external individual who holds the MSW and SIFI certification to become the field instructor of record. This instructor meets consistently with the student at the field placement site while maintaining close interaction with the Field Education Department.

Expectations of Field Instructors

Field instructors are expected to demonstrate and adhere to the following:

- If new to field instruction, instructors must demonstrate readiness to fulfill the requirements of the Seminar in Field Instruction (see *Seminar in Field Instruction* on pg. 11 above.)
- Familiarity with the educational philosophy of the Silberman School of Social Work.
- Knowledge and skill in the student's practice methods, and additional practice methods as relevant; and the ability to teach and assess the core and/or advanced competencies associated with practice in the method area(s).
- Readiness and ability to supervise a student's practice throughout the duration of the practicum.
- Preparation for the student's entry into the agency; advance selection and development of the student's practice assignments, including the first assignment.
- Provides orientation of the student to the agency's policies and services – especially emergency and safety procedures – and the student's responsibilities within the agency.
- Engages the student in a learning process and establishment of clear expectations for the student's participation in the process including the development of appropriate on- going assignments designed to acquire core and advanced practice behaviors.
- Provides weekly supervisory conferences of *at least one hour*, preferably *an hour and a half*. Instructors are expected to prepare by reading recordings, logs or journals prior to the meeting, and to provide students with constructive comments on the materials. Concepts of adult learning should inform supervision.
- Develops an 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 formal oral assessments at mid-semester and the written Field Practicum Evaluation at the end of each semester. (Please see *Field Practicum Evaluation* on pg. 53 below, and pgs. 3-71 of the

Appendix to Field Education Manual.)

- Collaboration with the assigned field advisor to enhance the student's educational experience in the practicum.
- 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)

To qualify as an agency-based field instructor for Silberman School of Social Work students carrying out their field practicum, an individual must meet certain requirements, which are outlined in *Selecting Field Instructors* on page 17 of this manual. A key requirement is that all field instructors, per New York State law, must complete the **Seminar in Field Instruction (SIFI)**.

Field instructors should have previously completed the Seminar in Field Instruction (SIFI) and received certification; if they have not, they must be enrolled in a SIFI concurrently with field instruction. The Silberman School of Social Work Department of Continuing Education offers the SIFI at a 15% discount to all active field instructors.

The SIFI consists of twelve two-hour sessions, with written assignments and readings. Upon successful completion of the SIFI, field instructors receive a SIFI Certificate.

SIFI Objectives

- To help experienced social work practitioners acquire competence as field instructors of graduate social work interns in relation to relevant educational principles and methodology, the School's 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.

Content Areas

- Introduction to the Seminar in Field Instruction
 - Seminar expectations and requirements
- Beginning Processes in Field Instruction
 - Orientation to field instruction, the agency and client group/community
 - Setting the climate for field instruction
 - Roles and responsibilities of field instructors, students, faculty advisors
 - Beginning field instructor/student relationship
- Teaching Professional Ethics in Field Instruction
 - NASW Code of Ethics
 - Conflicts of interests, Confidentiality, Dual relationships/boundaries
- Teaching Cultural Competence in Field Instruction
 - Diversity as integral to learning/teaching

- Discussion of the range of diversity factors
- NASW Standards for Cultural Competence in Social Work Practice
- The Range of students' assignments - Micro to Macro
 - Samples of assignments for the range of levels of practice
 - Selecting assignments with individuals, pairs, families, groups, organizations, communities, and research and policy settings
- Process Recordings, logs, and journals and their use in field instruction
 - Teaching and learning from student recordings
 - Different formats for recording
- Adult Learning
 - Different styles and approaches to adult learning
 - Stages of adult learning
- Educational Assessment
 - Understanding and assessing competencies
 - Formulation of educational assessments
 - Mutuality and collaboration
 - Parallel process and learning contracts
- Teaching Challenges in the middle stage of field instruction
- Teaching Methods Concentration competencies
- Evaluation of Field Performance –Evaluation of core and advanced practice behaviors
- Teaching Termination

Guidelines for the Use of Task Supervision

Students may be assigned to a task supervisor/consultant in relation to some specific assignments on which they are working. The task supervisor provides guidance to the student in carrying out **administrative tasks** (e.g., information on hospital patients or resources for a community needs assessment). The primary field instructor retains all educational teaching functions and will supervise the student on these assignments.

The task supervisor must be based on-site in the agency setting where the student performs the associated tasks. It is not required that the task supervisor be a social worker, but they must work in a related discipline (e.g., a psychiatric nurse, a community development specialist, etc.). The task supervisor is expected to hold a terminal professional degree in their field (MSW, MPA, JD, etc.). In select cases, extensive professional experience in a capacity directly related to the student's field assignment *may* be substituted for the requisite degree. In implementing a task supervisory plan, the following guidelines may be useful:

- The field instructor is expected to retain overall responsibility for administration of the student's practicum and remain accountable for the quality of all teaching and for

imparting basic information about the knowledge, skills and values of the social work profession.

- The field instructor should continue to meet with the student for at least an hour and a half each week, read the student's recording, and maintain primary responsibility for evaluation of the student's performance.
- Task or secondary supervisors generally meet regularly with students, individually or in groups, for *at least one hour*, preferably *an hour and a half*, per session.
- It is important for the field instructor to maintain ongoing communication with the task supervisor to administer a student's overall assignment and deal with issues that may arise in shared teaching.
- It is suggested that the student, field instructor and task supervisor meet to assure agreement on student assignments, goals, expectations, and assessment.
- The task supervisor may provide an oral evaluation at mid-semester about the student's performance of the specific task. At the time of formal written evaluation at the end of each semester, the task supervisor may either confer with the field instructor and have his or her assessment included in the body of the field instructor's evaluation, or prepare a separate statement to be appended to the field instructor's evaluation.
- If the task supervisor is not a social worker, the field instructor should identify professional issues and differences between social work and other disciplines that require particular attention.

Field Advisement

Overview of the Field Advisor's Role and Responsibilities

The field advisor is an adjunct faculty member who is assigned by the Field Education Department to serve as the student's advisor and the field liaison to the practicum agency. Advisors carry responsibility for the student's education in the field through supporting, monitoring, and evaluating the student, enhancing the experience and ensuring fit with the School's standards.

In addition to serving as an advisor to the student, the field advisor serves as a resource and consultant for the field instructor and the educational coordinator, who are both based at the practicum agency. The advisor may help the field instructor understand the SSSW curriculum and, particularly, help the instructor understand the types of work assignments that are needed for the student to integrate classroom and field learning. The field advisor represents, and works to consistently ensure, the educational objectives of the field practicum.

The field advisor will:

- Meet with students at the beginning of the academic year to orient them to the field practicum.

- Meet individually with each advisee at least once each semester.
- Meet with students for group advisement meetings during scheduled times
- Make a minimum of one annual field visit to each student's field placement site including a meeting with the student's instructor.

Group and Individual Advisement

Group Advisement Sessions

Advisors meet with their assigned group of students once per month, to address students' progress in their field practicum. One of the many benefits of the group advisement model is that students learn through mutual engagement and support. During group advisement, the advisor will:

- Provide information about various issues concerning field requirements and expectations, such as: Process recordings for Clinical Practice students (logs for Community Organizing and Organizational Management and Leadership students); use of supervision; the field evaluation process; and professional development.
- Assist and support students in integrating classroom knowledge with practice in the field, and in attaining the core/foundational and advanced practice competencies.
- Ensure there is time and support for students to share experiences from their field placements, and provide feedback to one another.
- Provide relevant knowledge and expertise in dialogue with students and their needs.

Individual Advisement Sessions

Individual meetings between the advisor and each advisee should be scheduled at least once per semester separately from the field site visit. These meetings must take place **at Silberman**. Advisees should also maintain ongoing contact with their advisors through telephone calls and emails.

Evaluation of Student Performance

The field advisor is responsible for monitoring the student's performance in field placement throughout the year; receiving information from the field instructor and other parties as appropriate to inform their assessment of the student; and assigning the official Field Practicum grade for each student they advise.

In this capacity, the advisor is responsible for ensuring that the field instructor completes and submits the Field Practicum Evaluation at the end of each semester. The Field Practicum Evaluation is a comprehensive assessment of the student's field performance. The advisor uses this evaluation to help determine the student's grade. For more information, please see *Field Practicum Evaluation* on pg. 53 below.

For more information on grading the field practicum, please see *Practicum Grade* on pg. 56 below.

Handling Field Performance Issues

For detailed information about processes and procedures to address a student's performance issues in the field practicum, please see *Handling Field Performance Issues* on pg. 58 below.

Second-Year Placement Planning

Planning the second-year field placement is a collaborative effort that takes the combined input of the student, the field advisor, and the Assistant Directors of Field Education.

First-year students will meet as a group with Field Education Department staff for a **placement planning meeting**. Students are introduced to the placement planning process at this time. New advisors may wish to attend the placement planning meeting. At the time of this meeting, first-year students will gain access to a field practicum planning form, which the advisor will help them complete.

The field advisor is expected to carry out the following with the first-year student, after the initial placement planning meeting:

- The advisor should schedule an **individual appointment** with the student in person – or, if necessary, by phone or Skype – to discuss field learning goals for the second year. Advisors will assist first-year students in identifying learning needs and interests for the second-year placement, with attention to a range of possible placements.
- Informed by this conversation, the student will complete their **field practicum planning form**, and will show their completed form to the field advisor.
- The advisor will write their own **Advisor's Summary**. Based on their conversation with the student, and the student's field practicum planning form, this summary will outline what was discussed and offer advisement on potential placements. The advisor must give their Advisor's Summary **to the student** once it is complete.
- The student will submit their field practicum planning form together with the Advisor's Summary letter to the Department of Field Education. This package is due to the Field Education Department in **mid-March**.
- During the spring semester, field advisors will work with first-year students to **prepare for interviews** with prospective field agencies. Students should be advised about how to approach these meetings and be prepared to discuss first-year placement as well as their interest in the second-year placement; they should also be able to identify skills, interventions, and practice principles they have learned in the first year (e.g., engagement, assessment, advocacy, group formation, etc.). Students should be encouraged to role-play during meetings.

Other Pertinent Issues

Students with academic issues should be referred to an academic advisor. Degree audits are also the responsibility of academic advisors. Contact an Assistant Director of Field Education for information on how to locate a student's academic advisor or contact the Director of Student Services at 212-396-7574.

An effort is made to match students with advisors who are familiar with, and who have had work experience in, the student's chosen Practice Method. Whether or not the advisor is an expert in the Practice Method, they may wish to seek guidance on curriculum expectations from the Method's

chairperson.

Even though field advisors do not provide academic advising, they should be familiar with the sample programs and course requirements associated with Silberman's various MSW pathways and Method areas. These, and other important pieces of information, are available in *MSW Pathways* (pg. 28) and *Curriculum* (pg. 33) below; in the **Silberman School of Social Work MSW Student Handbook**; and on the School's website.

All field advisors must have a valid Hunter College ID and email address, as assigned by the Department of Human Resources.

Expectations of Students

In order to complete the field practicum productively, professionally, ethically, and in a manner consonant with School and agency standards of excellence, Silberman School of Social Work students are expected to adhere to the following throughout their internship:

- Adherence to the values, ethics, and standards embodied in the [NASW Code of Ethics](#) and [NASW Standards and Indicators of Cultural Competence](#).
- Active and responsible participation in an ongoing learning process, both in the classroom and in the practicum. In the classroom, this includes attendance, classroom and Blackboard participation, timely and successful completion of all assignments and tests. In the practicum, this includes the preparation of an agenda; the timely presentation of required recordings, logs or journals; availability for learning, as evidenced by attention to time and attendance; and adherence to the professional standards and policies required by the agency.
- Professional comportment in the classroom and the practicum at all times, including clear, open, and respectful communication.
- 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. If an agency is requesting otherwise, it is the student's responsibility to contact the Director of Field Education immediately.
- Readiness to become a self-reflective learner, and to evaluate the role and use of self in the learning opportunities afforded both in the classroom and the agency.
- Accountable to the School and the agency for achieving learning goals, objectives, and core and advanced practice behaviors in the practicum.
- Adherence to the policies and procedures of the School and the agency, consistent with the ethics, values, and standards of the profession.
- Accountable to the School and the agency for completing the required practicum hours (a minimum of 600 or 900 hours yearly, depending on program), and for appropriate progression through their selected degree pathway.

- Participation in the academic and field advisement processes, including attendance at regular meetings and presentation of recordings (logs, journals, etc.) to the advisor (and/or classroom teacher) as requested.
- Preparation of a supervision agenda that includes questions/topics for discussion in field instruction conferences. Agenda points should pertain to engagement, assessment, intervention, evaluation of practice, information about resources, and general practice concerns or learning needs. The supervision agenda is primarily student-generated, but field instructors may contribute additional topics for discussion.
- 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 (For more information, see *Confidentiality* directly below).

Attributes and Ethical Behavior in Field Practicum

Social work students are expected to act in accordance with professional social work [ethics](#) and values. At all times students should demonstrate respect for human diversity and the human condition. Social work students are also expected to strive to maintain the [NASW Standards and Indicators for Cultural Competence](#).

Acceptance of Diversity

Upon entrances and as students advance through the program, they are expected to demonstrate an appreciation of the value of human diversity. In the field practicum, students must serve and be willing to serve, in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation, gender, ability, relational orientation, and value system.

Self-Awareness

Students are expected to demonstrate self-awareness and to use self-reflection consistently in their practice. As the student progresses in the program, they are expected to be willing to examine how their values, attitudes, beliefs, emotions, and past experiences may affect their thinking, behavior, and relationships. Students are expected to be willing to recognize, examine, and change their behavior when it interferes with their work with clients/community members, faculty, staff, administration, fellow students, and all others.

Empathy

Empathy is the ability to find commonalities in how we might feel if faced with the situation being relayed to us. Upon entrance into the program (and increasingly as students progress through the program), they are expected to work diligently to understand and appreciate the perspective, ways of life and the value systems of others. Students must be able to communicate empathy and support to clients/community members based on an understanding and respect for the world views and cultural values of others.

Cognitive Skills

Students are expected to build upon their personal experience and, as they move through the program, exhibit sufficient knowledge of social work and its foundation in social, behavioral, and biological research. When applying such knowledge in the classroom and in the field, students are expected to exhibit critical thinking in processing information, and sound professional judgment. Professional activities such as engagement, assessment, interventions, and evaluation of practice must reflect grounding in a social work knowledge base. As students progress through the program, they are expected to demonstrate through their field practicum an increasingly sophisticated ability to conceptualize, integrate, and apply this knowledge base in practice.

Communication Skills

Upon entrance into the program (and increasingly as students move through the program), students are expected to communicate effectively and considerately, in writing, orally, and when using technology and social media. Students should always communicate across all platforms and mediums with an understanding that is professional and commensurate with the values of social work. Remember that clients, future employers and colleagues can have access to this information.

In interactions with fellow students, faculty, staff, clients, community members, and other professionals, students are expected to express their ideas and opinions clearly and demonstrate a willingness and ability to listen to others without reactivity.

Professional communication also includes consistent and timely communication with your agency, field instructor, field advisor and clients as needed. In particular, if students have questions or concerns about their learning, they are expected to initiate such conversations with the appropriate instructor or staff person, and always respond to communications in a timely fashion.

Students must demonstrate sufficient skills in spoken and written English to understand the content presented in the program as well as to participate in the classroom and the field placement. It is the student's responsibility to utilize educational resources provided by the School and/or the College to enhance, support, or improve academic and field performance when problems in communication have been identified by faculty, field instructors, or advisors.

Interpersonal Skills

Upon entrance into the program (and increasingly as students advance through the program), students are expected to demonstrate the interpersonal skills needed to relate effectively to fellow students, faculty, other professionals, and clients/community members. These skills include empathy, altruism, integrity, and respect for and consideration of others.

Professional Boundaries and Self-Disclosure

Upon entrance into the school, the student is expected to learn the values, skills, and knowledge required for professional practice. As students progress in the program, they are expected to demonstrate an integration and application of the values, ethics, and knowledge of the social work profession in practice. This means responding to any stakeholder encountered in practice and learning in ways grounded in the core values of the profession, and limiting disclosure of personal information in order to maintain professional boundaries.

Professional Behavior

Upon entrance into the program and as they progress students are expected to commit to and to demonstrate professional behavior at all times, in all places (school, agency, virtually, etc.) and in all aspects of social work practice.

Professional behavior includes (though is not limited to):

- Keeping commitments to and respecting others
- Being able to work effectively with others regardless of level of authority
- Being punctual and dependable, prioritizing responsibilities for effective time management
- Understanding and maintaining confidentiality with regard to clients
- Effective, clear and respectful communication with agency, clients, community members, administration, staff, faculty, and all others in written, oral and virtual forms.
- Professional presentation is expected at all times

Professional Commitment

It is essential that students, upon entering the school, be committed to learning and integrating the values and ethics of the social work profession into their practice. As students advance through the program, it is crucial that they demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession. The students must be committed to the values and ethics of social work, which include respect for the dignity and worth of every individual and his or her right to a just share in society's resources (see NASW Code of Ethics).

Self-Care

Upon entrance into the program, students are expected to commit to self-care. As students progress in the program, they are expected to recognize current life stressors and to use appropriate self-care tools in mitigating the effect of these stressors on academic and field performance. Self-care includes the development of cooperative and facilitative relationships with faculty, field instructors, administrators, colleagues, and peers. Students are expected to seek and utilize help for medical or emotional problems if they interfere with scholastic and professional performance.

Academic Standards and Integrity

Students are expected to maintain high levels of achievement in both (1) academic performance in courses and the field practicum and (2) professional behavior in relationships with faculty, staff, peers, clients, and field practicum personnel. Evaluations of students' academic performance in courses and in the field are based on criteria stated in course syllabi and in the Field Education Manual.

Academic dishonesty is regarded as serious ethical misconduct that may affect the student's continuation in the program. Examples include, altering or impeding the submission of the field evaluation; presenting the work of anyone else as their own achievement; submitting a process recording/progress log that has already been submitted.

National Association of Social Workers (NASW) Code of Ethics

Social work students are expected read and understand the National Association of Social Workers (NASW) [Code of Ethics](#) to conduct themselves accordingly. Violation of this code may be reason for disciplinary action and possible dismissal from the School.

Examples of violations include the following:

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 the following:

- Sexual harassment
- Sexual interaction with clients
- Physical threats and actions directed at clients, students, faculty, or staff
- Acceptance of gifts or money from clients that are not standard payment for services received
- Plagiarism and other forms of academic dishonesty
- Forging documentation including student evaluations, case notes, etc.

Confidentiality

Strict adherence to confidentiality is essential to ethical social work practice. The confidential nature of all information about clients and community members must be respected, whether provided verbally, in writing (such as a medical or agency record), or in an agency's electronic data/information system. If placed in a hospital, medical setting, 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 privacy must be disguised thoroughly in recordings that will be viewed outside the agency i.e. by the field advisor or the classroom teacher. **Under no circumstances should the name of a client appear on a recording that will leave the agency, be reviewed by the field advisor, or be used in a classroom assignment.**

Students with Disabilities

The Hunter College Office of AccessABILITY provides registered students with services offered under ADA guidelines. The Office of AccessABILITY makes accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Students who are eligible for **reasonable** accommodations include students living with certified mobility, visual, or hearing impairments, learning or cognitive disabilities, mental health conditions, and any condition that limits basic functions. Also eligible are students in recovery from alcohol or substance addiction and those diagnosed with HIV/AIDS. Documentation of disability is required. **All information is kept confidential and is only released with the student's written permission.**

Reasonable accommodations consistent with the requirements of the field practicum can be

implemented only for students who have registered with the Office of AccessABILITY.

Students seeking further information about disability services are encouraged to contact the Office of AccessABILITY directly. The office is in the East Building, Room 1214B, Hunter College Main Campus at 68th Street, (212) 772-4857. The webpage for the Office of AccessABILITY is: <http://www.hunter.cuny.edu/access>.

Student Practicum Planning Process

The role of the SSSW in our field-based relationships and student practicum planning is to collaborate with agency partners to serve our communities while training the next generation of social workers. To that end, the Field Education Department is always looking for new community partners while strengthening existing relationships. Factors considered in a student's practicum are primarily the student's learning and clear communication and collaboration with agency partners. **At no point should a student reach out directly to agencies to negotiate their field practicum.**

Newly Admitted First Year Students

All incoming students in the Two Year Full Time and Accelerated Full Time Program pathways submit a completed Field Form upon their acceptance of admission that Assistant Directors (AD) of Field Education will use to find an appropriate first year practicum. All first year field practicums have been vetted to provide experiential knowledge and skills by practice method.

In addition to identifying one best-fit practicum opportunity for each student, the School maintains a valued, cooperative agreement with all partner agencies to present them with only one candidate for each available practicum opportunity. If an agency has multiple openings, one well-matched student will be presented for each available opportunity. Per this agreement, SSSW students do not compete with one another to secure a practicum assignment.

Students will be informed by their AD of a field practicum opportunity and provided with next steps once an assignment is identified. Once the student's resume is sent to the agency for consideration the student will be contacted to arrange for an interview with an agency representative. After the interview has been conducted, the agency will inform either the student, the school or both of their decision. The student will be asked to confirm acceptance of the practicum and will follow the direction of the agency representative for on boarding. If offered, and the student has concerns about accepting the offer, they must first consult with their AD before they respond to the agency. **At no point should a student reach out directly to agencies to negotiate their field practicum.**

Continuing or Advanced Standing Students

Continuing Two Year Full Time and admitted Advanced Standing students will meet with an Assistant Director of Field Education (AD). Based on these meetings to identify potential practicums, ADs use knowledge of available learning opportunities articulated by partner agencies that encompass the learning objectives of the program, cross-referenced with students' expressed learning goals.

After collaboration and discussion with students, ADs connect the student by forwarding their resume to one practicum opportunity for consideration. After review of the resume, the agency can select the candidate to interview. Following the interview, the agency makes the final determination of a match. Agencies may ask for additional information and documentation to make their final decision. If the practicum is offered and the student has concerns about accepting the offer, the student must consult with their AD before they respond to the agency.

Advanced-level students may be given up to two attempts to match with a potential practicum. If the initial opportunity does not yield a match, the student has the chance to repeat the match process. If the repeat process does not yield a match, either on the part of the agency or the student, a review will be made to decide whether the student must take a one-year leave of absence from field practicum.

If a student has identified an agency where they are interested in completing their second year field practicum, the student should communicate their interest to their assigned AD. The AD will research the potential agency to determine the feasibility of a partnership. If viable and no partnership is already established, the AD will work to create the affiliation. **At no point should a student reach out directly to agencies to negotiate their field practicum.**

The Residency Year OYR Field Practicum Planning Process

OYR students in their residency year will be asked to complete a Practicum Planning Packet to ratify the original Agency Executive Agreement. OYR students in collaboration with their agency representative and with the guidance of the Assistant Director (AD) of Field Education develop new learning experiences within the context of their employment agency.

The OYR field practicum must include significant opportunity for new learning in the student's practice method. This may be achieved through practicum in another department within the agency; creating new assignments within the original job setting; a combination of the two; or practicum at another agency site. Students are required to complete 900 hours of practice. This breaks down to approximately 28 hours per week that is a combination of at least 14 hours of employment responsibilities that offer new learning; and, 14 hours taken from their original employment activities. All of the work comprising the student's twenty-eight hours per week is considered part of the supervised practicum experience. **The school expects that agencies will make every effort not to add hours to a student's work week.**

The Practicum Planning Packet is prepared, outlining the student's job responsibilities and detailing the new employment learning. A field instructor is identified within the employment agency. The student's field instructor cannot be their immediate employment supervisor. The field instructor must have an MSW (be licensed LM or LCSW if the student is on the clinical track), with three years post MSW experience. Those who meet these requirements and are providing field instruction for the first time, are eligible and required to take the Seminar in Field Instruction (SiFI). CEUs are available at the completion of the 12 week seminar. Once the Packet is completed, signed by the agency representative, field instructor and student then submitted online through the link provided on the form the AD reviews and determines the viability of the practicum.

FIELD PRACTICUM POLICIES

CSWE Guidelines for Field Education

Field Education as distinct from paid internships

The Council on Social Work Education (CSWE) sets national standards and guidelines for social work field education, which must be followed by all accredited schools of social work in the United States. The current CSWE guidelines for field education are as follows¹:

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment. Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Prospective students who have completed a minimum of two years of post-baccalaureate full-time employment in a social work-related role within a recognized human service organization may apply for the Silberman School of Social Work's One-Year Residency Program, a unique work-study MSW pathway for social service professionals, distinguished by a formal arrangement between the School and the student's employer. Field education for OYR students is integrated with their existing, paid employment. For more information on the specific field education guidelines for OYR students, please see *MSW Degree Pathways* below. For further information, please contact the Silberman School of Social Work Departments of Enrollment Management and/or Field Education.

All Silberman School of Social Work students with particular financial needs, including those who are experiencing financial challenges, are encouraged to consult the resources available on the Silberman School of Social Work website, www.sssw.hunter.cuny.edu, under *Student Services >> Community Resources*.

¹ Council on Social Work Education (2014). *Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight*. February 25, 2014: <https://www.cswe.org/getattachment/Accreditation/2014-02-25AnnouncementreDOLandField-EF.pdf.aspx>.

Days and Duration of Field Practicum

Student schedules in the field practicum are determined by the program in which they are enrolled. Students in the **Full-Time** and **Advanced Standing** programs spend a minimum of **600 hours** in the field each year of their program. Students in the **One-Year Residency** and **Dual Degree** programs complete a minimum of **900 practicum hours** in one academic year.

Additionally, student must be enrolled in the appropriate Method sequence class while they are in the practicum (please see concurrence policy). Therefore, students attend field practicum according to the Field Practicum Calendar.

Students in the Full-Time and Advanced Standing programs spend three full weekdays, for a total of 21 hours (during business hours) each week in their practicum agencies during each program year. First-year students are typically in the field Mondays, Wednesdays, and Fridays. Second-year students are typically in the field Mondays, Wednesdays, and either Tuesdays or Thursdays. Variation in this schedule may be necessary due to classroom schedule and agency needs.

Students in the **One-Year Residency** and **Dual Degree** programs are in placement **four days (28 hours) per week**. These students' spend at least one to two days in classes and that is determined by their Practice Method. During the residency year, OYR students are in class primarily in the evening with some weekend class options. Students in the Organizational Management and Leadership (OML) Method may follow a different schedule.

Practicum Attendance Policies

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

On their days in the practicum, students observe agency hours and the calendar followed by agency staff. For Thanksgiving, Winter Recess, Spring Recess, and designated Hunter College holidays, students typically follow Silberman's Field Practicum calendar; however, students in the One-Year Residency and Bank Street Dual Degree programs may still follow their agency's schedule. Students should not plan to take vacation time during the field practicum.

Students who observe religious holidays that fall during the practicum should be excused. In order for practicum learning to be meaningful, minimum field practicum hours must still be met in these circumstances.

If absences for illness, religious observance or personal emergencies exceed three days per semester, this time must be made up in order to meet the practicum hour requirements. If a student anticipates any extended absences for any reason, they should inform their field instructor and field advisor right away.

The School considers student participation on official committees such as the Curriculum Committee to be a part of the educational program; agencies are asked to release students who hold committee positions in order for them to attend such meetings, generally held once a month. Students are expected to discuss a plan for appropriate coverage of their responsibilities with the field instructor well in advance of the planned absence.

If the field placement is significantly interrupted, regardless of reason or how many hours were completed, it may be necessary for the student to begin a new placement to maintain learning integrity. If a student takes a leave of absence from the program lasting more than one (1) academic year, the first year of their field practicum will need to be repeated, likely at a different agency.

Workload Distribution

The student's workload in the field practicum typically comprises the following:

1. Assignments in the major method concentration
2. Individual supervision
3. Recordings
4. Staff meetings, team meetings, seminars, case conferences, and in-service training

At least half the time in practicum should be spent in client contact as described above. Second-year students will typically spend more time than first-year students in carrying out practice assignments. A greater number of clients, groups, and more extensive and complex assignments are assigned to second-year students. Second-year students may achieve a full workload earlier in the semester than first-year students. OYR students and Bank Street Dual-Degree students (who are in the field for 28 hours weekly) will spend more time carrying out practice assignments. The allocation of time for new assignments, supervision, recordings, and additional learning opportunities should be established in the agreement that is made between the School and the agency prior to the student's entrance into Time Frame II or the field year in the Bank Street program.

The number of cases assigned will vary according to the agency mission, client needs, and service delivery expectations (e.g., in a residential or milieu setting, clients may be seen more frequently than once per week and thus fewer cases will be assigned). On the other hand, in settings where clients are not seen on a weekly basis, a greater number of cases may be assigned. If there are questions about the quantity or quality of assignments, students should always consult with the field instructor and then the advisor.

Dress Code

Students are expected to follow the dress code in effect at the agency where they are placed, and standards for professional comportment, when selecting their attire for field placement. It is important that students present themselves in a professional manner, and use their best judgment in accordance with the agency's policy.

Common Time

Common Time is a daylong program held at Silberman two or three times each school year, during which the student body and faculty meet around issues of shared concern and interest. Students take the lead in preparing the program for Common Time. Meetings of the Faculty-Student Senate, student alliances, and the Board of Student Representatives are held during Common Time. Students in the Full-Time, Accelerated, Advanced Standing, and Dual Degree programs should be excused from field practicum to attend Common Time, with the recognition that plans need to be discussed in advance so that their absence does not interfere with professional agency and client

responsibilities. If Common Time falls on a One-Year Residency student's day in school, the student is expected to attend Common Time activities.

Labor and Legal Issues in the Agency Setting

Labor Disputes in the Agency Setting

The School recognizes that employees may sometimes take part in labor actions. Since student safety may be jeopardized and the educational environment compromised, students in programs other than the One-Year Residency program are **NOT** permitted to continue in the practicum under such circumstances. Agency personnel are required to notify the School of any impending labor actions or interruptions in agency services. The Department of Field Education will arrange a substitute field assignment in cases where the interruption to the practicum is prolonged. Students in the One-Year Residency Program, who are employed by their practicum agencies, should discuss their individual situations with the field advisor and the Assistant Directors of Field Education. Generally, employee status takes precedence over student status in such circumstances.

Labor Guidelines for Students placed in NYC DOE Schools

Students who are placed in New York City Department of Education (NYC DOE) schools are expected to follow specific guidelines and rules concerning their work in the placement setting. Students are expected to confirm, to both Field Education Department and the NYC DOE, that they have completed the DOE clearance processes before starting their field practicum. Should students encounter any difficulty, they must contact their assigned Assistant Director of Field Education immediately. As of late 2017, the DOE application and clearance process proceeds as follows. This procedure is subject to future revision. The SSSW Department of Field Education will make any new procedures available to students.

- *The principal nominates the intern in Galaxy, therefore driving the security clearance process including fingerprinting. (The principal can work with their HR Director to enter the intern into their TO as PNOB.)*
- *The intern submits an application to DOE HR through this survey: <https://goo.gl/forms/OLHuJna2xf9yZG7l1> until the formal Student Teacher Registration Application is launched. Once formal Student Teacher Registration Application is launched it will replace the survey and it is the formal application all interns will need to complete and update as necessary with current information through the duration of their internship in our schools.*
- *From Spring 2017 onwards, interns can start their placements once the DOE HR office sends a confirmation email to the intern, principal and college that the intern's application is completed. The principal confirms security clearance and final placement clearance.*
- *The NYC DOE will allow for school social workers and school counselors to continue to supervise more than one intern for the 2017-18 school year. If the school counselor or social worker had already made a commitment with the college/university to supervise more than one intern for the current school year, the counseling support professional is approved to uphold this agreement for the 2017-18 school year. This flexibility for the current school year will provide additional time to develop the NYC DOE internship placement supervisory ratio policy along with your input.*

Legal Issues in the Agency Setting

If legal action of any type is taken against a social service organization where Silberman School of Social Work students are concurrently placed for their field internship – including action taken against any employees of the organization; action taken against the student in their capacity as an intern or employee of the organization; or action taken against the organization after the Silberman student's internship/employment has ceased, but relating to their former capacity within the

organization – it is the responsibility of the organization to immediately inform the Silberman School of Social Work Department of Field Education. The School will inform the Hunter College Office of Legal Affairs, which will work with the organization and the School to resolve the issue. Under no circumstance should an organization respond to legal action during or related to the student's internship/employment by contacting the student directly.

Guidelines for Home Visits

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 home visits can be completed safely and effectively.

Planning the Home Visit

Students should:

- Never visit a facility/home without someone at the agency knowing where they are. A safety plan should be created and shared with someone at the agency, such as a supervisor, a co-worker, or an administrative staff member. This plan should include the name of the person being visited, the student's contact information, and the expected duration of the visit.
- Verify the visit address and directions before the visit, and plan a travel route in advance.
- Conduct home visits with a supervisor if possible.
- Consider visits between the hours of 9:00 a.m. and 4:00 p.m.
- Use the middle car of the train, where the conductor is present, when traveling by subway.
- Consider meeting the client in a community meeting place (e.g., church, community center) if it is appropriate and also feasible for the client.
- Ask a community member or client to meet and accompany them if they feel unsafe entering a building alone.
- Carry official identification or a letter that establishes their status as an agency representative.

During the Home Visit

Students should:

- Clearly and respectfully identify themselves, their agency, and their purpose to the person who answers the door.
- Be aware of their surroundings at all times.
- Remain in an area with easy access to an exit, and always know their exit strategy.

Transportation and Reimbursement

Some agencies provide car service for home visits. Students should verify their agency's policies 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 around reimbursement, the student should contact the Director of Field Education. Students should not use their own vehicle for any assignments within the field practicum. If a student is being asked to drive an

agency-owned vehicle as part of their assignment, they should inform the Director of Field Education immediately. In some cases, students may drive an agency-owned vehicle as part of their assignment, if they have a valid driver's license, agency approval, and agency insurance.

MSW DEGREE PATHWAYS

The Silberman School of Social Work at Hunter College has been accredited by the Council on Social Work Education (CSWE, www.cswe.org) since 1958. The School offers several pathways to the Master of Social Work (MSW) degree, which meet the educational needs and professional experience levels of a diverse range of social work students. (Please note: While certain programs are designed for students with work experience, no academic credit is offered for life experience or prior work experience). These programs and their specific field practicum requirements are outlined below.

Full-Time, Two-Year Program

The Two-Year Full-Time Program (in this manual, "Full-Time Program") is available for students who can devote themselves to two years of full-time academic and field study. During the first year of the program, all students participate in a foundation curriculum which introduces them to the knowledge, values, processes, and skills essential for the practice of social work. During the second year of the Full-Time Program students are exposed to an advanced, specialized curriculum intended to prepare them for entry level master's social work practice. Most Full-Time students enter in the fall semester. A few students who can manage continuous matriculation of both field and class begin in January in an accelerated program which allows them to complete the program in 18 months. These students follow the same curriculum as other Full-Time students.

Field Practicum Requirements in the Full-Time Program

The field curriculum for students in the Full-Time Program consists of a minimum 1200 hours of agency-based practice. This is divided into two field placements of a minimum 600 hours each – one in the foundation year and one in the advanced year – concurrent with coursework, for a total of 12 credits. Students are expected to attend classes two days per week with their pathway cohort, and to be in field placement three days per week during standard business hours. The first placement provides opportunities for students to apply learning acquired in the foundation classroom curriculum, with recognition of a range of interventions to address social challenges among individuals and between people and their environments. Students are the opportunity to develop skills in their chosen Method in particular.

In the second year, students are placed in a different agency than in the foundation year, and work toward greater practice specialization in their selected Method. It is expected that the second year placement will provide a richer and more complex practice environment. Agencies with which the School is affiliated are generally able to provide a range of advanced practice opportunities for students. The School encourages agencies to provide opportunities for student-initiated research assignments during the second year and the OYR field residency year.

One-Year Residency Program

Established in 1971 as the very first program of its kind, Silberman's One-Year Residency (OYR) Program is a unique work-study MSW pathway for social service professionals, distinguished by a

formal arrangement between the School and the student's employer. An adjusted work schedule and part-time class schedule allow OYR students to balance professional and academic responsibilities over a roughly 27-month program period; this includes the completion of a yearlong field practicum "residency" within the organization where they already work, in a new, method-focused capacity.

Individuals are eligible for the OYR Program if they have completed **a minimum of two years** of post-baccalaureate full-time employment in a social work-related role within a recognized human service organization, and if their current employer agrees to provide them with a field internship, approved by the school, during their second year in the program. Students in the OYR Program are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The OYR Program is usually completed in two and a half years of continuous study, but in some instances may take longer.

The One Year Residency Program is organized around three "time frames" made up of both part-time and full-time study.

Time Frame I: Part-time Evening Courses

The first phase or Time Frame I (TF I) of the OYR Program comprises evening coursework. While remaining in full-time paid positions, OYR students take courses two evenings per week between 6:00 p.m. and 10:00 p.m. throughout one complete academic year (September to May) and the subsequent summer session. Students may take courses offered during the day if their work schedules permit. Three courses are taken in the first semester of TF I, and three courses are taken in the second semester. Students must (except under rare circumstances) earn 24 credits during Time Frame I in order to enter Time Frame II, the residency year phase of the program. Please see below for details on the Time Frame II planning process which takes place during Time Frame I.

Time Frame II: Residency Year

Please see *Field Practicum Requirements in the One-Year Residency Program* immediately below.

Time Frame III: Finishing Up

Time Frame III (TF III) is the period for students to complete course requirements necessary for the degree and may comprise one or more semesters. Courses generally are taken in the evening, although day courses may be taken if the student's work schedule permits. All students are required to take SSW 790, the Professional Seminar, and may take an elective course during Time Frame III if needed. In TF III, classes are scheduled on Wednesday evenings.

Field Practicum Requirements in the OYR Program

The crux of the OYR Program is the student's second-year field practicum – the "residency" – within the organization where they already work. The time period during which the student completes their residency is called Time Frame II (TF II). Prior (and requisite) to their admission, the student's employer agrees to provide them with a yearlong internship, approved by the School, in a method-focused capacity distinct from their existing role. The terms of this agreement are *initiated* in the agency executive agreement; *refined* during Time Frame I in dialogue between the student, the Department of Field Education, and the agency; and *finalized* in a written agreement (the "OYR Packet") prior to the start of the residency. The details of the OYR field practicum are:

The residency year includes four days of supervised field practicum per week and one day of classes per week, over two semesters from September through May. In their single yearlong

practicum, OYR students must complete a **minimum of 900 practicum hours**. The single practicum requirement is predicated on the student's prior knowledge of social service organizations and delivery of social services. For further detail, please see the OYR-specific contractual materials on pgs. 98-106 of the *Appendix*.

Agencies that enter an agreement with the School to support their employee as an OYR student must commit to the provide the following throughout the in-house field practicum:

1. Supervision of the student by a **field instructor**, who meets all requirements outlined in *Selecting Field Instructors* on pg. 17 above.
2. The designated field instructor cannot be the student's current or previous supervisor.
3. The assignment must be changed substantially from the student's existing role, to give the student a new learning experience.
4. The workload must be reduced for the same reason.
5. The assignment must be designed to provide learning experiences in the student's chosen Practice Method.
6. The student must have one day off per week from the agency to attend classes.

The student, the School, and the agency share responsibility for planning the OYR field practicum, in accordance with these parameters, during TF I. The Field Education Department will help the student plan their residency placement during the spring and summer semesters of TF I, beginning with a preliminary planning form. The student is responsible for returning the completed form to the Department of Field Education, which will work with the agency to plan the placement.

All arrangements between the Department of Field Education and the agency should be finalized by **May 15 of TF I** for residency in the following fall semester. A copy of the final written agreement, delineating residency plans worked out by the agency and the School, will be sent to the student when these plans have been confirmed. The School reserves the right to ultimately determine any student's readiness for entry into Time Frame II.

If for any reason the employing agency cannot meet its educational commitment, or if problems arise during residency planning, the student should immediately contact the Field Education Department.

Students must be in good standing with their employer in order to enter TF II. They must be actively able to undertake both their academic work and their field placement responsibilities. If any disciplinary actions have been taken against the student by their employer, or if the student takes a leave of absence from the agency for any reason, the student needs to inform the Field Education Department right away.

If a student's existing job changes during TF I, even if the change takes place within the same agency, it is imperative that the student notify the Department of Field Education immediately; a new agency executive agreement must be submitted before field practicum planning can begin. If

the student becomes employed at a new agency, the new agency must agree to sponsor the student, and the School will work with the agency to provide a proper field practicum assignment for the residency year. Any new job, at any agency, must be approved as a residency placement by the Department of Field Education; and the Department may delay residency placement until it determines that the student has acclimated fully enough to begin a meaningful field placement. If the student becomes employed at a new agency that does *not* agree to sponsor the student, or if the student becomes unemployed, the student must decide whether to pursue a “self-financed” placement assigned by the School or to defer entrance into TF II. Self-financed placements must be structured so that the student is in placement during regular weekday business hours Monday-Friday. The School cannot provide paid placements or evening and/or weekend placements.

Once TF II is underway, the student will be assigned a field advisor who is familiar with the OYR program and the student’s Practice Method. The field advisor can assist the student in balancing the dual roles of student and employee. If the student is on a special grant or scholarship program, a professional development counselor remains with the student through the entire program.

OYR students are evaluated at the end of the first semester of their practicum by the same standards applied to students completing the foundation or first-year practicum in the Full-Time Program. At the end of the second semester of their practicum, OYR students are evaluated by the same standards applied to students completing the advanced or second-year practicum in the Full-Time Program.

Advanced Standing Program

The Advanced Standing Program is an intensive program for a limited number of outstanding students who have graduated from a Council on Social Work Education (CSWE) accredited baccalaureate social work program. Applicants must have received their undergraduate degree within the last five years and must meet all other admission criteria for acceptance into the graduate social work program at Hunter, including above-average performance in their undergraduate social work major. Applicants accepted into the program will be waived from some courses required in the first year of the MSW program. Students should review and confirm their individual registration requirements with an academic advisor prior to the start of classes. Advanced Standing students begin their studies in the fall; complete one academic year of full-time study, including a field placement that takes place three days per week during standard business hours; and continue their studies over the summer to finish the program. Alternatively (and depending on the student’s chosen Practice Method), Advanced Standing students may choose to extend their program of study so they finish in the following fall.

Field Practicum Requirements in the Advanced Standing Program

Advanced Standing students follow the curriculum for the second year of the Full-Time Program. Students in the Advanced Standing Program complete a single field practicum of a minimum 600 hours, selected and approved by the School. The practicum is concurrent with advanced practice method course work. Field assignments are consistent with those provided to second year students in the Two Year Program.

Dual Degree Program

Between the Silberman School of Social Work at Hunter College and the Bank Street College of Education, Infant and Parent Development Program

The Dual Degree Program is a three year program designed to prepare social workers to understand and work with the special needs and vulnerabilities of children from birth to age three and their families. The program prepares social workers for professional roles that combine both educational and clinical skills. The program design incorporates theoretical and practice aspects of each degree into a cohesive educational program.

Field Practicum Requirements in the Dual Degree Program

Both Silberman and Bank Street require a supervised field practicum. At Silberman, the practicum is a minimum of 900 hours and is taken concurrently with the courses in the student's Method sequence; currently, all Dual Degree program students major in the Clinical Practice with Individuals, Families and Small Groups Method.

Specialized Programs

The Silberman School of Social Work also offers a few specialized programs, including the New York City Department of Health and Mental Hygiene (NYC DOHMH) Mental Health Scholarship Program for OYR students and the Child Trauma Program. These programs may have additional field practicum requirements.

CURRICULUM

The Silberman School of Social Work curriculum is organized around professional curriculum areas: Social Welfare Policy and Services; Human Behavior and the Social Environment; Social Work Research; Social Work Practice Learning Laboratory; Practice Methods (Clinical Practice with Individuals, Families, and Small Groups; Community Organizing, Planning and Development; and Organizational Leadership and Management); Field Practicum; Professional Seminar; and Field of Practice Platform Course. All students must fulfill specific requirements in each of these professional curriculum areas. Students must complete 60 credit hours to graduate with a master's degree in social work.

The School's curriculum is also organized to ensure that all students attain competencies and associated practice behaviors as required by the Council on Social Work Education. Students will, in particular, gain advanced skills and practice behaviors associated with their chosen Practice Method. The three charts below outline the core competencies and associated practice behaviors which students in each Practice Method are expected to attain.

CSWE Core Competencies and Practice Behaviors: Clinical Practice with Individuals, Families, and Small Groups

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Identify as a professional social worker and conduct oneself accordingly (EP2.1.1)	
PB 1: Advocate for client access to the services of social work.	CPIFG APB 1: Demonstrate initiative and innovation in advocating for client access to social work services
PB 2: Practice personal reflection and self-correction to assure continual professional development.	
PB 3: Attend to professional roles and boundaries.	
PB 4: Demonstrate professional demeanor in behavior, appearance, and communication.	
PB 5: Engage in career-long learning.	
PB 6: Use supervision and consultation.	
Apply social work ethical principles to guide professional practice (EP 2.1.2)	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	CPIFG ABP 2: Differential use of self in engaging a variety of client systems in professional helping relationships
PB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in Social Work, Statement of Principles (IFSW, 2004).	
PB 9: Tolerate ambiguity in resolving ethical conflicts.	
PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.	
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	CPIFG APB 3: Collect and interpret information from multiple sources of data
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	CPIFG APB 4: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
	CPIFG APB 5: Examine new models of assessment, prevention, intervention, and evaluation
PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	CPIFG APB 6: Demonstrate capacity to effectively communicate findings with a broader audience
	FoP APB1: Differentially apply field-of- practice-specific concepts and theories to social work methods
Engage diversity and difference in practice (EP 2.1.4)	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	CPIFG APB 7: Formulate differential intervention strategies in verbal and written form that reflect recognition of client motivation, capacity, and opportunity
PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	CPIFG APB 8: Demonstrate use of self in implementing intervention models for specific case parameters
PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences	FoP APB2: Apply knowledge of anti-oppressive practice as a lens for understanding the experiences of those served in the specified field of practice
PB 17: View themselves as learners and engage those with whom they work as informants	FoP APB3: Demonstrate cultural humility in learning about and from those served in the specified field of practice
	FoP APB4: Demonstrate mindful social work practice through self-awareness of one's own worldview and how that may interact with and impact upon work within the specified field of practice
Advance human rights and social and economic justice (EP 2.1.5)	
PB 18: Understand the forms and mechanisms of oppression and discrimination	
PB 19: Advocate for human rights and social and economic justice	CPIFG APB 9: Critically assess how your CPIFG practice advances social and economic justice
PB 20: Engage in practices that advance social and economic justice	FoP APB5: Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice
	FoP APB6: Apply knowledge of laws, policies, and standards to engage in practices that advance human rights, as well as social and economic justice within the specified field of practice
Engage in research-informed practice and practice-informed research (EP 2.1.6)	
PB 21: Use practice experience to inform scientific inquiry.	CPIFG APB 10: Synthesize practice experience to develop research agenda
PB 22: Use research evidence to inform practice	CPIFG APB 11: Conduct research to inform practice
Apply knowledge of human behavior and the social environment (EP 2.1.7)	
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation	CPIFG APB 12: Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation
PB 24: Critique and apply knowledge to understand person and environment	
Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)	
PB 25: Analyze, formulate, and advocate for policies that advance social well-being	CPIFG APB 13: Synthesize impact of CPIFG policy or policies to advance social well-being
PB 26: Collaborate with colleagues and clients for effective policy action	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Respond to contexts that shape practice (EP 2.1.9)	
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	CPIFG APB 14: Contribute to the knowledge base of how context impacts practice
PB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	FoP APB7: Assess and address the contextual factors (e.g., social, economic, geographic, political, environmental) that impact upon the lives and well-being of those represented within the specified field of practice
Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	CPIFG APB 15: Differentially engage diverse individuals, families, and groups.
PB 30: Use empathy and other interpersonal skills	
PB 31: Develop a mutually agreed-on focus of work and desired outcomes	
Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)	
PB 32: Collect, organize, and interpret client data	CPIFG APB 16: Conduct a differential assessment of individuals and families through the integrated use of theoretical concepts in examining the dynamic interplay of bio-psycho-social variables
PB 33: Assess client strengths and limitations	CPIFG APB 17: Formulate a differential treatment plan of individuals and families that is enhanced by clients' input in examining their cognitive formulations of personal constructs, schemas and world views
PB 34: Develop mutually agreed-on intervention goals and objectives	
PB 35: Select appropriate intervention strategies	
Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)	
PB 36: Initiate actions to achieve organizational goals	CPIFG APB 18: Identify, critically evaluate, select, apply evidence-based change strategies across the stages of Clinical Practice with Individuals, Families, and Groups
PB 37: Implement prevention interventions that enhance client capacities	CPIFG APB 19: Adapt change strategies and treatment applications across stages of Clinical Practice with Individuals, Families, and Groups
PB 38: Help clients resolve problems	CPIFG APB 20: Select, integrate and apply appropriate interventions from various theoretical models in practice with individuals and families of diverse background
PB 39: Negotiate, mediate, and advocate for clients	
PB 40: Facilitate transitions and endings.	
Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	CPIFG APB 21: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure.

CSWE Core Competencies and Practice Behaviors: Community Organizing, Planning and Development

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Identify as a professional social worker and conduct oneself accordingly (EP2.1.1)	
PB 1: Advocate for client access to the services of social work.	COPD APB 1: Demonstrate flexibility in assessing tactical choices and community members' roles and responsibilities
PB 2: Practice personal reflection and self-correction to assure continual professional development.	COPD APB 2: Further enhance comfort in organizing role and those roles of community leaders in the process of co-creation of democratic strategy formation.
PB 3: Attend to professional roles and boundaries.	
PB 4: Demonstrate professional demeanor in behavior, appearance, and communication.	
PB 5: Engage in career-long learning.	
PB 6: Use supervision and consultation.	
Apply social work ethical principles to guide professional practice (EP 2.1.2)	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	COPD APB 3: Understand and act upon core personal values so that become operational and concrete
PB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in Social Work, Statement of Principles (IFSW, 2004).	COPD APB 4: Help other understand and work with the dilemmas between means and ends;
PB 9: Tolerate ambiguity in resolving ethical conflicts.	COPD APB 5: Apply ethical standards, ethical laws, and ethical reasoning in promoting human rights and social justice in the assessment, intervention, and evaluation of organizational and community practice.
PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.	
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	COPD APB 6: Use logic, critical thinking, creativity, and synthesis of multiple frameworks and sources of information to make professional judgments regarding your own planning style and the style of your field placement agency.
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	COPD APB 7: Collect and interpret information from multiple sources of data.
PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	COPD APB 8: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	COPD APB 9: Examine new models of assessment, prevention, intervention, and evaluation
	COPD APB 10: Demonstrate capacity to effectively communicate findings with a broader audience
	FoP APB1: Differentially apply field-of- practice-specific concepts and theories to social work methods
Engage diversity and difference in practice (EP 2.1.4)	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	COPD APB 11: Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning, and implementing.

Competencies and Foundation-Level Practice Behaviors		Competencies and Advanced-Level Practice Behaviors	
PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.		FoP APB2: Apply knowledge of anti-oppressive practice as a lens for understanding the experiences of those served in the specified field of practice	
PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.		FoP APB3: Demonstrate cultural humility in learning about and from those served in the specified field of practice	
PB 17: View themselves as learners and engage those with whom they work as informants.		FoP APB4: Demonstrate mindful social work practice through self-awareness of one’s own worldview and how that may interact with and impact upon work within the specified field of practice	
Advance human rights and social and economic justice (EP 2.1.5)			
PB 18: Understand the forms and mechanisms of oppression and discrimination.			
PB 19: Advocate for human rights and social and economic justice.		COPD APB 12: Critically assess how one’s COPD practice advances social and economic justice.	
PB 20: Engage in practices that advance social and economic justice.		FoP APB5: Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice	
		FoP APB6: Apply knowledge of laws, policies, and standards to engage in practices that advance human rights, as well as social and economic justice within the specified field of practice	
Engage in research-informed practice and practice-informed research (EP 2.1.6)			
PB 21: Use practice experience to inform scientific inquiry.		COPD APB 13: Utilize theories of community and organizational behavior and evidence-informed research to develop, implement, and evaluate a plan of action for community or organizational intervention in your field placement agency (or other setting).	
PB 22: Use research evidence to inform practice.		COPD APB 14: Synthesize practice experience to develop research agenda.	
		COPD APB 15: Conduct research to inform practice	
Apply knowledge of human behavior and the social environment (EP 2.1.7)			
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.		COPD APB 16: Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	
PB 24: Critique and apply knowledge to understand person and environment.			
Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)			
PB 25: Analyze, formulate, and advocate for policies that advance social well-being.		COPD APB 17: Synthesize impact of COPD policy on practice to advance social well-being	
PB 26: Collaborate with colleagues and clients for effective policy action.			
Respond to contexts that shape practice (EP 2.1.9)			
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.		COPD APB 18: Contribute to knowledge base of how context impacts COPD practice	
PB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		FoP APB7: Assess and address the contextual factors (e.g., social, economic, geographic, political, environmental) that impact upon the lives and well-being of those represented within the specified field of practice	
Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)			

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	COPD APB 19: Model leadership behaviors and beliefs in others' capacities to lead
	COPD APB 20: Differentially engage diverse individuals, families, and groups.
PB 30: Use empathy and other interpersonal skills.	COPD APB 21: Develop capacities to discern and develop leadership with those who have less power and privilege
PB 31: Develop a mutually agreed-on focus of work and desired outcomes.	COPD APB 22: Engage with coalitions, their constituencies, and the organizations that comprise them to assess and analyze their capacities, strengths, strategies/tactics, needs, and outcomes, as well as to make recommendations to them for appropriate future actions.
Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)	
PB 32: Collect, organize, and interpret client data.	COPD APB 23: Demonstrate 'respect and challenge" in decision-making in community groups
PB 33: Assess client strengths and limitations.	COPD APB 24: Practice 'where the people are at plus one."
PB 34: Develop mutually agreed-on intervention goals and objectives.	
PB 35: Select appropriate intervention strategies.	
Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)	
PB 36: Initiate actions to achieve organizational goals.	COPD APB 25: Create agendas that are of interest to and involve all levels of membership;
PB 37: Implement prevention interventions that enhance client capacities.	COPD APB 26: Run meetings as arenas for democratic leadership development;
PB 38: Help clients resolve problems	
PB 39: Negotiate, mediate, and advocate for clients.	
PB 40: Facilitate transitions and endings.	
Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	COPD APB 27: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure.

CSWE Core Competencies and Practice Behaviors: Organizational Management and Leadership

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)	
PB 1: Advocate for client access to the services of social work	OML APB 1: Demonstrate initiative and innovation in advocating for client access to the services of social work
PB 2: Practice personal reflection and self-correction to assure continual professional development	
PB 3: Attend to professional roles and boundaries	
PB 4: Demonstrate professional demeanor in behavior, appearance, and communication	
PB 5: Engage in career-long learning	
PB 6: Use supervision and consultation	
Apply social work ethical principles to guide professional practice (EP 2.1.2)	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	OML APB 2: Apply differential use of self in engaging organizational stakeholders in professional helping relationships
PB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics in Social Work, Statement of Principles (IFSW, 2004).	
PB 9: Tolerate ambiguity in resolving ethical conflicts.	
PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.	
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	OML APB 3: Collect and interpret information from multiple sources of data
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	OML APB 4: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	OML APB 5: Examine new models of assessment, prevention, intervention, and evaluation
PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	OML APB 6: Demonstrate capacity to effectively communicate findings with a broader audience
	OML APB 7: Apply critical and strategic thinking to decisions concerning the financial management of social service organizations and programs
	OML APB 8: Demonstrate knowledge about how a board of directors and an executive can create and/or operate a mission driven organization
	OML APB 9: Apply knowledge of organizations to critically strategize organizational change, including the ability of organizational actors to achieve the change they desire
	OML APB 10: Apply knowledge of organizational lifecycles from one or more of the perspectives on this addressed in the class, and how the lifecycles of organizations influence managing human service organizations, especially strategically.
	FoP APB1: Differentially apply field-of- practice-specific concepts and theories to social work methods

Competencies and Foundation-Level Practice Behaviors		Competencies and Advanced-Level Practice Behaviors	
Engage diversity and difference in practice (EP 2.1.4)			
PB 14: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.		OML APB 11: Formulate differential interventions that engage multiple stakeholders	
		OML APB 12: Apply skills and knowledge of managing issues of diversity and difference in social service organizations, the environments in which they are embedded, and among organizational stakeholders.	
PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.		FoP APB2: Apply knowledge of anti-oppressive practice as a lens for understanding the experiences of those served in the specified field of practice	
PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.		FoP APB3: Demonstrate cultural humility in learning about and from those served in the specified field of practice	
PB 17: view themselves as learners and engage those with whom they work as informants.		FoP APB4: Demonstrate mindful social work practice through self-awareness of one’s own worldview and how that may interact with and impact upon work within the specified field of practice	
Advance human rights and social and economic justice (EP 2.1.5)			
PB 18: Understand the forms and mechanisms of oppression and discrimination.			
PB 19: Advocate for human rights and social and economic justice.		OML APB 13: Critically assess how your OML practice advances social and economic justice	
PB 20: Engage in practices that advance social and economic justice.		FoP APB5: Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice	
		FoP APB6: Apply knowledge of laws, policies, and standards to engage in practices that advance human rights, as well as social and economic justice within the specified field of practice	
Engage in research-informed practice and practice-informed research (EP 2.1.6)			
PB 21: Use practice experience to inform scientific inquiry.		OML APB 14: Synthesize practice experience to develop research agenda	
PB 22: Use research evidence to inform practice.		OML APB 15: Conduct research to inform practice	
Apply knowledge of human behavior and the social environment (EP 2.1.7)			
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.		OML APB 16: Apply the knowledge of human behavior and the social environment to the development of resources for social service organizations and programs. Resource development is a dynamic interpersonal process requiring knowledge of human behavior and complex organizational and inter-organizational environments.	
PB 24: Critique and apply knowledge to understand person and environment.		OML APB 17: Demonstrate awareness and understanding of how organizational change affects various stakeholder constituencies of the organization.	
Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)			
PB 25: Analyze, formulate, and advocate for policies that advance social well-being.		OML APB 18: Synthesize impact of OML policy on practice to advance social well-being	
PB 26: Collaborate with colleagues and clients for effective policy action.			
Respond to contexts that shape practice (EP 2.1.9)			
PB 27: Continuously discover, appraise, and attend to		OML APB 19: Apply knowledge and skills of how technology	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	affects the organization, its employees, and its service users
PB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	OML APB 20: Demonstrate knowledge about the planning, design, and implementation of human services and systems.
	FoP APB7: Assess and address the contextual factors (e.g., social, economic, geographic, political, environmental) that impact upon the lives and well-being of those represented within the specified field of practice
Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	OML APB 21: Develop capacities to discern and develop leadership with those who have less power and privilege
PB 30: Use empathy and other interpersonal skills.	
PB 31: Develop a mutually agreed-on focus of work and desired outcomes.	
Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)	
PB 32: Collect, organize, and interpret client data.	OML APB 22: Demonstrate knowledge about how to assess the processes used to determine new employee-organization fit and the other tasks of human resource management
PB 33: Assess client strengths and limitations.	
PB 34: Develop mutually agreed-on intervention goals and objectives.	
PB 35: Select appropriate intervention strategies.	
Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)	
PB 36: Initiate actions to achieve organizational goals.	OML APB 23: Apply skills and knowledge of individual behavior in groups, group behavior, and organizational dynamics
PB 37: Implement prevention interventions that enhance client capacities.	
PB 38: Help clients resolve problems	
PB 39: Negotiate, mediate, and advocate for clients.	
PB 40: Facilitate transitions and endings.	
Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	OML APB 24: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure.

Method Concentration

Students select their Method Concentration prior to admission. OYR students are generally admitted to the method in which they have practice experience. Students must take three sequential method concentration courses that start in their first semester of enrollment and are concurrent with a supervised field practicum in that method. Practice method courses must be taken concurrently with field placement. Please note that students cannot register for method classes different from their chosen method. OYR students must take two semesters of method concentration courses concurrently with the field practicum and a final methods course in their last semester.

Change of Method Concentration

Once a student is enrolled and placed, changes in one's method concentration can be considered only after consultation with the field advisor, the Director of Student Services and the Director of Field Education. Approval must be obtained from the chairpersons of the method areas one is

leaving and entering, with final approval typically granted by the Associate Dean for Faculty and Academic Affairs. Since field placement assignments are provided to maximize practice in a method concentration, a change of method concentration may require a change of field placement as well as an extension of time in field, and may therefore cause a disruption in a student's program of study.

- **For admitted students prior to starting classes at Silberman:**

Students are referred to Enrollment Management to reassess the initial application and acceptance criteria and determine the suitability of granting the request. If the request is approved, Enrollment Management will notify the Field Education Department and the Department of Student Services.

- **For continuing students:**

Requests are reviewed by the Field Education Department and the Department of Student Services. Factors considered in the initial review include where the student is in their trajectory and whether their internship can support the change in method. The student is then referred to the Chairs of both the outgoing and incoming methods for discussion. If the Chairs sign off on the request, the student is referred to the Associate Dean for Faculty and Academic Affairs for final approval. If the request is officially approved, the student meets with the Field Education Department and the Department of Student Services to confirm their revised academic plan. The student is then assigned an academic advisor for oversight and registration.

Additional Program Requirements

Some of the required courses are sequential and are scheduled accordingly (e.g., SSW 717-718, The Social Work Practice Learning Lab; 711-713, Human Behavior and the Social Environment; Research I & II).

- The Field Practicum is sequential and constitutes a year-long educational experience. When a student is unable to successfully pass both semesters, it is usually necessary to begin the sequence again. If a student has passed the first semester but cannot complete the second semester, a repeat of the entire year is usually necessary. In such situations, students must meet with the Director of Field Education and the Director of Student Services to develop an appropriate plan.
- Students should consult with published and e-mailed registration materials as well as with an academic advisor before selecting courses.
- In addition to coursework, students are required to complete the Mandated Reporter training and the licensure information training - both are available online. The Mandated Reporter training workshop is required for eligibility to take the New York State Exam to become a Licensed Master Social Worker (LMSW).
- Students are required to take SSW 751 and 752, Social Work Research. If the research they wish to undertake in their course requires the participation of human subjects (e.g., interviews, systematic observation, or self-administered questionnaires), students must first obtain approval from the classroom instructor. Such research projects will likely require

prior approval of Hunter College's Committee for the Protection of Human Subjects from Research Risks. The research sequence will be taken concurrently with the field practicum. Please note: Students must continue in the same section from SSW 751 into SSW 752.

- In their final semester, students enroll in SSW 790, the Professional Seminar. In this course, students have the opportunity to integrate their learning and write a paper or prepare a project whose central focus is a social work issue of particular interest. The paper or project requires students to utilize research findings, scholarly works, and professional experience to consider how the current state of knowledge, current thinking on policy, and current approaches to practice affect the resolution of an appropriate issue.

Attendance Requirements

An integral part of professional comportment is punctuality and dependability. Given this, students should make every effort to attend every course session for all courses in which they are enrolled. We realize that absences are at times unavoidable. Students should review course syllabi to confirm the attendance requirements and policies for each of their courses prior to the start of the semester. Generally, students are allowed three (3) excused absences in 15-week courses and one (1) excused absence in other course timeframes (this *includes* absences due to illness or medical issue). Students who enroll in specially designed weekend/summer courses may have other attendance requirements, and should confirm attendance policies with the instructor prior to the start of the class. Students must contact professors to discuss unavoidable absences extending beyond these parameters and will subsequently be referred to Student Services for discussion of next steps. Note: If a student plans to miss the first course meeting of a semester, they should contact the professor well in advance, to avoid being dropped from the course roster.

Summer Session

Summer courses are part of the **OYR**, **Advanced Standing**, and **Dual Degree** Programs. Required courses and electives are available during the summer months of June, July, and August for students to meet program requirements. Advanced Standing students take courses in the summer before and/or after their year of Full-Time study. Seats in the summer sessions are available for Full-Time Program students if space permits.

Summer courses run for either five or 11 weeks. Courses in the 5-week session meet two evenings per week; those in the 11-week session meet one evening per week. Students who are required to take courses in the 11-week session, however, must be available two evenings per week so they may take two courses during the Summer. Accelerated Program students are required to take summer courses in the 11-week session, some of which will be offered during the day.

Fields of Practice Specialization

The Silberman School of Social Work currently requires Second-Year Full-Time, Time Frame II One Year Residency, and Accelerated students to choose a specialization in a Field of Practice (FOP).² As a reflection of both our commitment to a social justice and human rights framework

² The Field of Practice specialization is currently required for all students who have matriculated in, or prior to, the Spring 2019 semester. FOP specialization will become optional for all students matriculating in or after the Fall 2019 semester.

and the nature of the service systems where we do our work, the school offers the following eight FOP specializations: Aging; Child Welfare – Children, Youth and Families; Health; Mental Health; Global Social Work and Practice with Immigrants and Refugees; School Social Work; Criminal Justice; and Sexuality and Gender. A sub-specialization in World of Work is available, coupled with one of these eight.

Students select a Field of Practice (FOP) specialization in the spring of their foundation year (in conjunction with planning their second-year field placement). OYR students select their FOP with their Time Frame I advisor when confirming their agency plan. The FOP specialization is organized around a population group of interest, agency or institutional practice setting, or policy issue. The purpose of the field of practice specialization is to accomplish the following:

1. Provide students with opportunities to develop in-depth knowledge and skill in an area of social work beyond the method.
2. Better prepare students for a competitive job market given the current organization of most service delivery systems.
3. Provide a potential cluster of faculty, students, and field agencies with similar interests for developing and sharing knowledge about contemporary issues and trends.
4. Provide an additional vehicle for generating general innovation and new course material in the curriculum.
5. Maintain the focus of the School, the faculty, and the curriculum on the changing needs of a multicultural urban community.

The requirements for completing a field of practice specialization are the following: (a) an appropriate second or residency year (OYR) field practicum, (b) a Professional Seminar project and/or Research topic related to the FOP, and (c) at least [1] elective option that falls under the FOP. When students complete the requirements of their FOP specialization, they will have this accomplishment recognized in their final evaluation summary; they may add this achievement to their resume and they will receive a certificate upon graduation. *Please note: Although it is not an FOP requirement to do so, students are encouraged to take policy and elective courses as available that support their Field of Practice Specialization.*

GUIDELINES for PRACTICE ASSIGNMENTS and RECORDINGS

The faculty in each Practice Method sequence have articulated guidelines for the development of student assignments in the field, which enable students to develop knowledge and skills and gain core and advanced competencies consistent with the curriculum taught in the classroom. Guidelines for student assignments and process recordings in each Practice Method are provided here, to assist the field instructor. Students receive these guidelines at orientation. Field instructors are encouraged to consult with the School-based field advisor or Practice Method chairperson regarding these guidelines.

Educational Purpose of Process Recording

Recording is an essential social work practice tool that furthers accountability in learning while enhancing social service delivery. Recording is an educational tool for students and field instructors to use purposefully, with specific learning objectives in mind. It allows the student to demonstrate both core and advanced competence in many aspects of practice under the supervision of the field instructor, and helps develop quality, professional communication between the student and field instructor. Recording also fosters the student's own internal dialogue and reflection process. 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, and 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; and (9) to provide data for potential research purposes.

Traditionally, to maximize student learning, students have been expected to complete two (2) process recordings per week; however, recording requirements and formats vary, depending on the student's Practice Method and assignments. ***It is required that all students complete at least one (1) process recording per week.*** Other factors that may affect the format, quantity, and other requirements for process recording include the student's educational needs and stage of development as a social worker, and the agency's accountability needs and service goals.

Assignments and Process Recordings: Clinical Practice with Individuals, Families, and Small Groups

Assignments

Assignments for first-year Clinical Practice students in the field practicum are meant to develop their competence in clinical engagement, assessment, intervention, and evaluation. The student's assignments will teach them about a variety of intervention types for use with individuals, couples, families, and small groups, such as intensive case management, crisis intervention, and other time-limited approaches. All assignments should have a social work therapeutic purpose, which may include advocating for the client's access to service, developing a service plan, accessing concrete services for the client, and formulating bio-psychosocial assessments. Assignments should give students the opportunity to hone their professional skills and professional selves toward defined goals – the “purposeful use of self”. Although some agencies' intervention structures may involve case-finding and outreach tasks, assignments for Clinical Practice students in the field practicum must involve direct in-person contact with clients. At least some of the student's assigned cases must directly expose them to the beginning, middle, and end stages of the worker-client relationship. Students may also be involved in performing intakes as part of their workload. Students should be spending a minimum of fifty percent of their time in direct client contact.

Building on the first year, assignments for second-year Clinical Practice students in the field practicum should include an increased volume of work along with greater complexity and professional opportunity. Students will be presented with more challenging practice situations in the second year and will be able to deepen their practice competencies. In addition, second-year assignments offer the student an opportunity to use a greater variety of frameworks such as psychodynamic, cognitive-behavioral, family systems, narrative, and play therapy approaches. Assignments should move students from working on basic assessments to identifying the complexity of variables influencing clinical practice situations. In this way, second-year assignments should further deepen the student's purposeful use of self.

Assignments for students in the residency year of the OYR program (Time Frame II) should include both a foundational and an advanced focus. These assignments should offer opportunities for students to apply their understanding of the many variables of clinical assessment and to increase self-awareness about their clinical interventions.

Recordings

Process recordings are among the very best tools available to support learning and reflection in the clinical practice context. They are essential for Clinical students in the field practicum, and are requisite in order for students to receive credit for the field practicum. The careful, systematic recording of clinical sessions and other related processes helps students develop their memory, observational skills, and recall of significant experiences with clients. The field instructor is generally responsible for supervising the student's process recordings in the field practicum, and helping to ensure that recordings are meaningful, technically sound, and useful. These recordings are important reflections of the student's overall performance and fit in the practicum setting, and they should be reviewed during each meeting between the student and the field instructor. The field instructor will consider the student's recordings heavily when evaluating the student in the Field Practicum Evaluation.

Clinical Practice students in the field practicum should be exposed to a wide variety of recording assignments, which will help them progress through their intended field-based learning process

and achieve necessary learning objectives. The student may initially be asked to record all activities, until the middle of the first semester of the practicum. During the second half of the semester, the student might record only certain meetings and difficult assignments. In general, two to three recording assignments will be assigned each week. To best record ongoing practice relationships and experiences, students might be asked to use summary recordings or critical incident recordings. The field instructor may exercise discretion in assigning the type, format, and number of recordings, based on the agency's organizational needs and the student's learning needs. The field instructor should consult the field advisor if questions arise about assigning a particular type, format or quantity of recordings. If the student is not being asked to complete recording assignments, they should consult the field instructor and then inform the field advisor. In the second practicum year, students may play a greater role in determining the types of recording that meet their learning needs. **Students are expected to carry out recordings during each semester of the field practicum.**

There are many different formats for completing process recordings in the clinical practice context. These include general process recordings, verbatim recordings, narrative recordings, summary recordings, critical incident recordings, records-of-service, bio-psychosocial assessments, audio recordings, and video tapes. There are strengths and limitations to each possible format, and the list of formats provided is not exhaustive. Aspects of different formats may be combined. Recording for clinical practice is most useful if a wide margin is left on each page for relevant comments, questions, and reactions by student and field instructor, a kind of running dialogue about the interchange between student and client. This is the place for students to raise an array of questions and concerns about practice dilemmas, ethics, values, transference, and countertransference.

Sample *verbatim* and *narrative* process recordings for Clinical Practice can be found on pgs. 72-81 of the *Appendix* and at http://sssw.hunter.cuny.edu/ssw/?page_id=2676.

The following is a general guide for recordings in clinical practice, with the basic elements that should be included, no matter which format is used:

1. **Identifying Information** – Client age, gender, sexual orientation, racial or ethnic identification, presenting problem(s) and session number. [Use pseudonym or client initials only]. This information represents the beginning of a psycho-social assessment.
2. **Purpose** – A general statement of why the client or group is being seen. Is there agreement on purpose by the client and the worker? Identify stage of the work, e.g., engagement, assessment or intervention.
3. **Objectives** – What are the specific goals for this session? This constitutes your plan or agenda and should be modified based on what your client brings to the session. How is the client contributing to a mutually defined contract?
4. **Dialogue/Content of Session** – Initially the more detailed the better so that you can look at the latent content of the client's statements and how you are responding to the client's narrative (i.e., familial situation, cultural context, overt message, latent content/conflict, feelings, etc.). Also, include the non-verbal observations of the client or group member (i.e., appearance, seating, body language, speech, affect), in context with the dialogue. In **verbatim recordings**, the student is asked to recall and record as much as possible about the actual client/worker encounter, in sequence, if possible. Everything is to be included from beginning to end. "I said/she said." As you progress during the year and as your other activities increase-- larger caseload, case presentations, etc.-- you may need to write process on the beginning and the end

of the session and any parts on which you need specific feedback. A final stage would be to summarize the session in a paragraph or so, noting the major themes, affects, and issues. Moving from a **verbatim recording** to a **summary recording** should be discussed with the field instructor.

5. **Observations** - Your professional impressions, thoughts and feelings about the session, and the nature of the interactions as you understand it from the client's perspective (perhaps transference issues), your perspective (counter-transference issues), and interactional/relational issues, or description of group dynamic and interaction between members and leader and among members.

6. **Assessment/Analysis** - Identify stage of the work, e.g., pre-engagement, engagement, assessment, contracting, implementation of an intervention. What did you learn from the session that adds to your understanding of the client and the client's bio-psycho-social situation? How has the client's narrative changed your understanding of the presenting problem and how to develop an intervention? What were the major themes? What did you learn about a client's ego functioning both in terms of areas of strength and areas of need? What did you learn about the clients' social environment or social network in terms of stressors and supports, the impact of factors such as oppression, poverty, racism in the clients' life? What concepts or theories did you apply? And what were the results--what worked and what didn't given the socio-cultural context of the client's presenting problem(s) and underlying issues? Identify for groups, the stage of the work, e.g., beginnings, middles, ends.

7. **Questions** - What questions do you have about this interview that you would like to discuss with your field instructor immediately or during formal supervision? The discussion of these questions should help you identify the objectives for the next meeting.

8. **Evaluation** and **Next Steps/Plan for the Next Session** - What are your goals for the next meeting with the client? How will you advocate for and obtain services for the client(s)? How will you evaluate the efficacy of your planned interventions? Note: The plan can be amended after discussion and input from the field instructor.

Summary Recordings

Summary recordings summarize the major themes and contents of a session, and provide details of selected interactions between the student and client. They generally follow the outline of structured recordings.

Agenda

An agenda includes questions or topics for discussion in field instruction conferences about recordings, assessment, intervention, resources and general practice concerns or learning needs. An agenda is primarily student-generated, but field instructors can contribute additional topics for discussion.

Assignments and Process Recordings: Community Organizing, Planning, and Development

Assignments

Assignments for first-year Community Organizing students in the field practicum are meant to develop their competence in all areas of community engagement and organizing; planning and advocating around community needs; and contributing to the development of strong, empowered, just, and sustainable communities through direct social service and policy. The student's assignments will teach them about a variety of strategies and interventions to achieve these and other professional goals. All assignments should have a social work purpose, focused on community organizing.

Building on the first year, assignments for second-year Community Organizing students in the field practicum should include an increased volume of work along with greater complexity and professional opportunity. Students will be presented with more challenging practice situations in the second year and will be able to deepen their practice competencies. Assignments should move students from working on basic assessments to identifying the vast complexity of variables that influence community organizing, planning, development, advocacy, and policy.

Recordings

Recording assignments are an essential learning tool for Community Organizing students in the field practicum, and are requisite in order for students to receive credit for the field practicum. There are several types of written recording assignments that can be used to assist Community Organizing students' learning and to monitor and help evaluate their progress in the field. All recordings are expected to be shared with the field instructor on a regular basis, and periodically with the field advisor. Field instructors may ask students to do additional written work related to specific assignments.

Two of the most common and useful types of process recordings are *verbatim* process recordings and *narrative* process recordings.

Verbatim process recording for Community Organizing students involves very active listening, engaging, and reflecting upon a specific event, interaction, or interview with a community member or group in the student's practicum context. The student is expected to record the main points of the interaction as closely as possible, and their reflections on several themes, including: their own role and the role of other participants in this interaction; surface-level and latent motivations, agendas, and implications throughout the interaction; their feelings and the feelings of others during the interaction; their thoughts on the strategies used and the overall effectiveness of the interaction; the significance of intersecting identities within this interaction; and more.

Narrative process recording for Community Organizing students involves a broad, narrative-style assessment of an event, interaction, or interview with a community member or group in the student's practicum context. The student is expected to record their impression of the interaction as they experienced it and as they believe the client/constituent experienced it, and to reflect on what they found effective and ineffective about the skills and techniques they used during the interaction.

Sample verbatim and narrative process recordings for Community Organizing, Planning, and

Development can be found on pgs. 76-78 of the *Appendix to Field Education Manual* and at http://sssw.hunter.cuny.edu/ssw/?page_id=2676.

Logs

Community Organizing students are expected to keep a log or journal throughout their field practicum in which they record key events, progress, problems, and reflections each week. These logs should be used as part of supervision with the field instructor. These, together with an agenda generated by the student, should be the framework for weekly supervision. Field instructors should provide written or oral feedback regularly. Periodically, field advisors should review selected recordings in order to assess their advisees' progress in the field. These logs should serve as a running account of the student's primary community organizing assignment as it evolves over the course of the year. Logs should start with a brief statement on assignment goals and objectives, student's role, level of responsibility, and initial tasks. Then, on a consistent basis, the log should describe what occurs in the field practicum – whom the student met with, tasks they engaged in, etc. The student should regularly (minimum once per week) take stock and assess what has been accomplished in relation to assignment objectives, logical next steps, impediments or problems, progress or successes.

Assignments and Process Recordings: Organizational Management and Leadership

Assignments

Assignments for first-year Organizational Management and Leadership students in the field practicum are meant to develop their competence across a wide range of social service management and leadership responsibilities. These include (but are not limited to) understanding, engaging, and developing organizations' core service objectives; building collaborative partnerships between organizations and community members, constituents, and/or peer organizations; program planning and development; fiscal management; and the effective use of technology in social service settings.

Building on the first year, assignments for second-year OML students in the field practicum should include an increased volume of work along with greater complexity and professional opportunity. Students will be presented with more challenging practice situations in the second year and will be able to deepen their practice competencies. Assignments should move students from working on basic assessments to identifying the vast complexity of variables that influence today's social service organizations.

Throughout the practicum experience, OML students should receive a variety of assignments in different areas. Some assignments may be short-term (single event-specific, or lasting a few days or weeks); others may be medium-term (two to three months in duration); and others may be long-term (lasting one or two semesters). Diverse assignments will teach students about a variety of strategies, interventions, and best practices. All assignments should have a social work purpose, focused on social service organizational management and leadership.

Below are nine types of suggested assignments for Organizational Management and Leadership students in the field practicum. Field instructors are encouraged to use these as a basis and to augment them as necessary.

1. Supervision

- a. Supervision of volunteers
- b. Supervision of paraprofessionals
- c. Supervision of clerical, maintenance or other staff
- d. Other

2. Fiscal Management, Fund Development and Budgeting

- a. Assist in revising existing budget procedures
- b. Assist in financial management of current operations
- c. Assist in developing cost-benefit analysis procedures
- d. Assist in identifying funding streams and in fundraising campaign design and implementation

3. Staff Development and Training

- a. Assist in designing a staff development program for the agency
- b. Plan one or more training courses or institutes for staff
- c. Develop programmed instruction materials for staff orientation and training in one or more areas
- d. Modify or develop agency manuals

4. Information Processing and Quality Assurance

- a. Review existing agency information and decision-making systems
- b. Develop a design for more systematic information processing
- c. Assist in modification of procedures and instruments in one area of agency operations
- d. Aid in developing or revising an ongoing monitoring and evaluation of operations

5. Use of Information Technology

- a. Review existing information technology (IT) infrastructure, including wired and wireless systems; websites and other web-based platforms; apps and other digital platforms; electronic communications; and IT-related personnel
- b. Assess needs and opportunities for more effective or innovative use of computer resources, web, and digital platforms
- c. Assist in planning new web and digital materials for the organization i.e. apps, websites
- d. Assist in developing a long-term IT and digital strategy

6. Employee Relations

- a. Review collective bargaining and other aspects of employee relations to suggest problematic areas for this agency
- b. Assist with and participate in some negotiation procedures with one or more staff groups
- c. Develop proposals for bargaining, negotiation, etc.

7. Program Development and Planning

- a. Assessing community need
- b. Evaluating agency's ability to meet need
- c. Evaluating agency's current program performance

- d. Designing program to meet need
- e. Developing funding and support for programs designed
- f. Developing marketing plan for program or agency initiatives

8. Interagency Community Collaboration

- a. Explore and assess opportunities and forums for interagency collaboration in key program areas
- b. Represent agency on interagency committee or community initiatives
- c. Staff current collaborative effort

9. Writing and Report Development

- a. Preparing reports
- b. Preparing grant proposals

Recordings

Recording assignments are an essential learning tool for Organizational Management and Leadership students in the field practicum, and are requisite in order for students to receive credit for the field practicum. OML students are expected to complete a range of different field recording assignments, supervised by their field instructor and reviewed additionally by their field advisor. Recording assignments help build reflective, strategic practitioners and enhance the quality of reflection, analysis, and planning in the student's work.

Two of the most common and useful types of process recordings are *verbatim* process recordings and *narrative* process recordings.

Verbatim process recording for Organizational Management and Leadership students involves very active listening, engaging, and reflecting upon a specific event, interaction, or interview with an organization/a unit, member, or employee of an organization in the student's practicum context. The student is expected to record the main points of the interaction as closely as possible, and their reflections on several themes, including: their own role and the role of other participants in this interaction; surface-level and latent motivations, agendas, and implications throughout the interaction; their feelings and the feelings of others during the interaction; their thoughts on the strategies used and the overall effectiveness of the interaction; the significance of intersecting identities within this interaction; and more.

Narrative process recording for Organizational Management and Leadership students involves a broad, narrative-style assessment of an event, interaction, or interview with an organization/a unit, member, or employee of an organization in the student's practicum context. The student is expected to record their impression of the interaction as they experienced it and as they believe the other participants experienced it, and to reflect on what they found effective and ineffective about the skills and techniques they used during the interaction.

Sample verbatim and narrative process recordings for Organizational Management and Leadership can be found on pgs. 79-81 of the *Appendix to Field Education Manual* and at http://sssw.hunter.cuny.edu/ssw/?page_id=2676.

GUIDELINES FOR EVALUATION OF STUDENT PERFORMANCE

All MSW students at the Silberman School of Social Work are evaluated throughout their program in accordance with the School's standards for excellence in the classroom and the field. Evaluating the student's performance in the field practicum is an integral part of the relationship outlined in this manual between the School, the agency, and the student. The student's official field practicum grade is decided at the end of each semester by the student's field advisor (please see *Practicum Grade* on pg. 56 below). To ensure the quality of field learning, and appropriate fit between the student and the practicum agency, the student's performance is also evaluated during the semester in the following formats:

Educational Plan

By the fifth week of each semester, the agency-based field instructor prepares a written Educational Plan for the student and submits this to the field advisor, outlining the current and future assignments for the student as well as the learning goals and objectives in the practicum. The format for the plan can be found at <http://sssw.hunter.cuny.edu/field-education/educational-plans/>. A link is also emailed directly to the field instructor. The advisor should follow up with the field instructor on any questions or concerns identified in the Educational Plan and to acknowledge appreciation to those who have formulated a sound plan. If the field advisor has not received the education plan from the field instructor by the seventh week of the semester, they should inform their Assistant Director of Field Education immediately.

Mid-Semester Oral Evaluation

Midway through each semester, the field instructor conducts a conversational evaluation with the student, focusing on the student's experience in their field placement and opportunities for enhancing the placement moving forward. Primary objectives of the mid-semester evaluation are to: Assess student progress; hone in on learning goals; evaluate the learning relationship between the student and the field instructor; and discuss a plan for improvement if necessary. If the field instructor has any concerns regarding performance, they must report these to the field advisor. The field advisor should support remediation and inform their Assistant Director of Field Education immediately.

Field Practicum Evaluation

Overview

At the end of each semester, field instructors complete a comprehensive evaluation of the student(s) they supervise in the agency setting, called the Field Practicum Evaluation.

- Evaluations for the **fall semester** must be completed by **early December**.
- Evaluations for the **spring semester** must be completed by **early May**.

It is the field instructor's responsibility to complete the Field Practicum Evaluation for each student they supervise. However, the evaluation is designed to be a fully transparent assessment based on dialogue between the field instructor and the student; the student is expected to sit with the field instructor while they complete it, and to complete a self-evaluation section as well. The

student's field advisor may also assist the field instructor, as needed, to understand and apply Silberman's field performance expectations.

Evaluation Workshop

All field instructors, whether they are new to working with Silberman student interns or experienced, are encouraged to complete the Online Evaluation Workshop at <https://www.screencast.com/t/tCcITydssZJ>. This is available to instructors online at their convenience, and provides assistance around the Field Practicum Evaluation.

Field Practicum Evaluation I: Foundation

Field instructors complete the Foundation Field Practicum Evaluation for:

- **Full-Time Two-Year Program** students in **Year 1**
- **OYR Program** students in **Time Frame II / First Semester of Field**
- **Accelerated Program** students in **Year 1**
- **Accelerated OYR Program** students in **Time Frame II / First Semester of Field**
- **Bank Street Dual Degree Program** students in the **First Semester of Field**

The Foundation Field Practicum Evaluation is organized around the Council on Social Work Education (CSWE) core competencies and associated foundation practice behaviors. (Please see *Curriculum*, pg. 33 above, for more detailed information about these competencies and behaviors.) It also assesses the student's readiness for advanced social work practice. All foundation-level students are assessed using the same form, regardless of their Practice Method.

Field Practicum Evaluation II: Advanced

Field instructors complete the Advanced Field Practicum Evaluation for:

- **Full-Time Two-Year Program** students in **Year 2**
- **OYR Program** students in **Time Frame II / Second Semester of Field**
- **Accelerated Program** students in **Year 2**
- **Accelerated OYR Program** students in **Time Frame II / Second Semester of Field**
- **Bank Street Dual Degree Program** students in the **Second Semester of Field**
- **Advanced Standing Program** students

The Advanced Field Practicum Evaluation is organized around the Council on Social Work Education (CSWE) core competencies and associated advanced practice behaviors. (Please see *Curriculum*, pg. 33 above, for more detailed information about these competencies and behaviors.) At the Advanced level, there are three distinct Field Practicum Evaluation forms – one for students in each of the three Practice Methods.

Completing the Field Practicum Evaluation: General Instructions

Except in extraordinary circumstances, the Field Practicum Evaluation is completed online, using a Qualtrics form the field instructor will receive via email during the semester. Qualtrics is a secure system approved by the College, used for administering surveys.

A “paper” version of the Field Practicum Evaluation – a response-enabled Microsoft Word form – is also available. Field instructors, field advisors, and students are encouraged to use this document to familiarize themselves with the evaluation before it is completed in Qualtrics.

In very exceptional circumstances, the evaluation may be completed and submitted using the “paper” document instead of the Qualtrics survey. In such cases, instructors and students must digitally enter their responses using the checkboxes and open-ended spaces provided on the form, then upload the finished form as described on its cover page. Instructors **may not** submit the “paper” evaluation by printing, scanning, and emailing it, or by any method other than the file upload prompted on the cover page.

The online and paper versions of the Field Practicum Evaluation are both available [here](#).

Completing the Field Practicum Evaluation: the Field Instructor’s Role

The Field Practicum Evaluation assesses student performance and practice behavior in ten individual areas of competence. For each area of competence assessed, the field instructor rates the student’s performance on the following scale: 5. *highly competent*; 4. *consistently competent*; 3. *competent*; 2. *approaching competency*; and 1. *not competent*. (Additional options include *not rated* and *no opportunity*.) These ratings are explained in more detail at the beginning of the evaluation itself, and below. In addition to rating the student’s performance, the field instructor also provides at least one written example of how the student has demonstrated each competency.

5 (HC)	The student is <i>fully able to perform</i> the practice behavior with a wide range of client types and situations without any direction needed.	Highly Competent
4	The student is able to perform the practice behavior <i>with many client types</i> and situations and with minimal direction needed.	Consistently Competent
3 (C)	The student is able to perform the practice behavior <i>with some client types</i> and situations and with some direction needed.	Competent
2	The student is <i>sometimes able to perform</i> the practice behavior when considerable direction is provided.	Approaching Competency
1 (NC)	The student is <i>not able to perform</i> the practice behavior at all.	Not Competent
NR	Use this rating if you had insufficient evidence to rate this competency.	Not Rated
NO	Use this rating if the student does not have the opportunity to perform the practice behavior.	No Opportunity

The field instructor also provides the following summary assessments:

- Overall Student Rating (using the same scale described above)
- Student's Strengths and Limitations (written entry)
- Directions and Goals for Student's Future Learning (written entry)
- Recommended Grade (selects *credit*; *no credit*; or *honors*)

At the close of the evaluation, the field instructor must provide their digital signature as prompted.

Completing the Field Practicum Evaluation: the Student's Role

Because the Field Practicum Evaluation is designed to be transparent and collaborative, the student's participation is integral. The student and the field instructor will be sitting together as the evaluation is completed. Once the field instructor has entered all competency and summary assessments (described immediately above), the student will complete the Student Self-Evaluation, rating their own performance on a six-level scale and providing written comments. Beneath the field instructor's signature, the student provides their own digital signature and EMPL ID, to verify their participation in the process.

Completing the Field Practicum Evaluation: the Field Advisor's Role

Once it has been completed and signed by the field instructor and the student, the Field Practicum Evaluation is made available to the evaluated student's field advisor.

The field advisor is expected to read all Field Practicum Evaluations assessing their advisees, and maintain dialogue with field instructors around the evaluations. Advisors use the Field Practicum Evaluation, along with several other factors, to help determine students' overall Field Practicum grades (see *Practicum Grade* immediately below).

The field instructor's Field Practicum Evaluation should not come as a surprise to the student or the advisor, if proper contact and relationship-building have been maintained during the semester. The advisor's ongoing contact with the field instructor, meetings with the student, periodic reading of the student's field recordings or process journals, and field visit – along with the instructor's fulfillment of all responsibilities while overseeing the student in placement – are all crucial to avoiding discrepancies at the point of final evaluation.

Occasionally, disagreements do arise between the field advisor and the field instructor about the student's performance and associated grade. In such cases, it is the **advisor's decision** that prevails in determining the grade (see *Practicum Grade* immediately below).

Implications of the Field Practicum Evaluation

An Overall Student Rating of 3. *competent* or above is necessary in order for the student to receive credit for the Field Practicum.

An Overall Student Rating of 5. ***highly competent*** should be brought to the attention of the field advisor, particularly if the field instructor wishes to recommend a grade of Honors (see *Practicum Grade* immediately below).

An Overall Student Rating of 2. ***approaching competency*** indicates that the student's overall field practicum performance was below professional standards. This means the student needs improvement in all aspects of performance, and may be grounds for a revised educational plan, an

extension of the placement, or other intervention. **In cases where the field instructor plans to give an Overall Student Rating of 2, the field advisor must be contacted immediately.**

An Overall Student Rating of **1. not competent** indicates failure in the practicum and a grade of No Credit, and may be grounds for the implementation of serious remedial action. **In cases where the field instructor plans to give an Overall Student Rating of 1, the field advisor must be contacted immediately.**

Practicum Grade

The **field advisor** is responsible for monitoring the student's performance in field placement throughout each semester; receiving information from the field instructor and other parties as appropriate to inform their assessment of the student; and **assigning the official Field Practicum grade** for each student they advise. The field instructor may recommend a grade to the field advisor; but it is the responsibility of the field advisor to assign the final grade based on careful review of the student's recordings, discussions with the student, and the written evaluation, along with the instructor's recommendation. The advisor should consult with their Assistant Director of Field Education in all cases where there is uncertainty about the appropriate grade.

Grading at Silberman is designed as follows:

The School utilizes a **Credit/No Credit** grading system. The typical grade a faculty member or field advisor accords is either **Credit** or **No Credit**.

Students may request to receive a **letter grade** for any course, in lieu of the standard Credit/No Credit grade. To receive a letter grade, students must make this request directly to the course professor before the end of the second week of classes. For the field practicum, students must make this request to the field advisor. Professors and advisors provide the Department of Student Services with a list of all students receiving letter grades in their sections, by the end of the third week of classes. The Department of Student Services will send students an email confirmation. Please note: Once a student has requested to receive a letter grade, they cannot rescind the request.

For students who have requested a letter grade for the field practicum, please refer to the following rubric in translating the Field Practicum Evaluation *overall grade* into a letter grade:

5=A
4=B+
3=B
2=C
1=D

A grade of **Honors** should be given only for work that demonstrates outstanding achievement and advanced mastery of core competencies.

A grade of **Incomplete** is given in exceptional circumstances and is an interim grade, denoting that the student has not yet submitted all their work.

- A grade of Incomplete can be assigned only if at least 50% of all required work has been completed.

- Advisors should discuss the decision to give a grade of Incomplete with their Assistant Director of Field Education in advance.
- Any plan for extension must be detailed and specific as to performance and time criteria.
- As soon as the advisor is ready to give the student a final grade (either Credit or No Credit), the advisor must inform the Field Education Department. At that time, the advisor will submit a change of grade form directly to the Field Education Department.

The Field Education Department distributes grade sheets to all field advisors at the end of the semester, two weeks prior to the grade submission deadline. Field advisors complete these sheets on paper, then submit final grades online via CUNYFirst. Once all grades have been submitted online, the advisor must return the completed grade sheets to the Field Education Department.

HANDLING FIELD PERFORMANCE ISSUES

Field advisors and instructors are expected to proactively identify potential concerns with the student's field placement and practicum throughout the semester. This involves close dialogue and ongoing engagement between instructor, advisor, and student.

When the field advisor or field instructor identify a concern, either in a phone call or in a scheduled site visit, the first step is to assess the concern, hear each party's view of the situation, and determine whether the concern can be easily remedied through discussion. Some concerns about performance can be addressed, for example, by assessing and amending the Educational Plan; clarifying or strengthening the nature of the field assignment; airing differences in teaching/learning styles; or stating expectations regarding deadlines, quality and use of supervision, or time and attendance issues.

In cases where the concerns cannot be readily remedied through such a review of the issues, a written **Field Performance Improvement Plan** will be considered. If the agency declines to participate in the PIP process, the Field Education Department will work in conjunction with the student's field advisor and field instructor to implement a plan to determine the student's best path forward in the field practicum. This plan will follow the structure of the PIP as closely as possible.

Field Performance Improvement Plan

The **Field Performance Improvement Plan (PIP)** is a formal agreement implemented when a student is evaluated to have not met Practice Competencies assessed as part of Field Education, or when significant difficulties emerge in the field internship. The field advisor writes the agreement, outlining the situation and offering a detailed framework for improvement (as described below). Once the agreement has been verified and signed, the field advisor works closely with the field instructor, the student, and the Field Education Department to implement it and measure its outcome.

Preparing the Field Performance Improvement Plan

As soon as a significant concern has been identified in the student's field performance, the field advisor will write a Field Performance Improvement Plan based on the information they have. The document must comprise the following:

Statement of the Problems or Areas of Concern

State the areas of concern regarding the student's field performance to date. If the written Field Practicum Evaluation has already been completed, and includes ratings of "unacceptable" and/or "needs improvement" in critical areas (e.g. practice skills, ethics or use of self), refer to the individual items and categories that need to be addressed. If the Field Practicum Evaluation has *not* yet been written, use specific items or categories from the evaluation template as a guide wherever possible. Issues such as frequent absences, lateness, lack of compliance with agency policy, or failure to submit recordings can also be addressed.

Plan for Improvement and Achievement of Satisfactory Performance

Specify: How will the student improve his/her performance in the field? What strategies can be employed to achieve the standard for performance and agreed-upon learning goals? Indicate specific measurable ways to address the concerns that are cited. Indicate the role of the student,

of the field instructor, the field advisor, and the faculty advisor, if appropriate.

The Field PIP document must specify a date for re-evaluation, at which point the student will be re-evaluated in accordance with the plan laid out.

Implementing the Field Performance Improvement Plan

As soon as possible once the field advisor has written the Field PIP, a **three-way meeting** must be convened between the field advisor, the field instructor, and the student.

This meeting is mandatory for all three participants. It is crucial that the field advisor is present for this meeting.

During this meeting, the advisor, instructor, and student will work together to ratify the drafted Field PIP. All three participants must agree to a finalized plan; before the end of the meeting, all three must sign the document to confirm their agreement. All three participants must also have a personal copy of the final, signed Field PIP.

If the agency, for whatever reason, tells the advisor that the student must be withdrawn from the placement, an additional three-way meeting must occur so that the student and the field advisor are present to hear and understand the reasons for this request. (In exceptional circumstances, such as if the agency asks the School to withdraw the student immediately from placement, it may not be possible to convene a meeting.)

At the re-evaluation date specified in the Field PIP (or the absolute closest possible date on which all three parties can meet), another **mandatory three-way meeting** is held. At this juncture, the advisor, instructor, and student will assess the student's progress and measure whether the Field PIP objectives have been met.

If the student has not met the terms of a Field PIP within the specified time frame, or has been removed from the field placement during that time frame, the next step may be a **Field Consultation Meeting** or referral to the **Educational Review Committee (ERC)**.

Field Consultation Meeting

Based on the student's progress in meeting competencies identified in the Performance Improvement Plan (PIP), the Director of Field Education may arrange a consultation with the student, the field advisor, and two Assistant Directors of Field Education before rendering a recommendation about the need for further improvement and assistance. If implemented, this Field Consultation Meeting will occur as soon as possible after the specified end of the PIP agreement timeframe, based on participants' availability. After the consultation meeting, the Director of Field Education reviews the recommendation, makes a determination, and shares that determination with the MSW Director and/or Associate Dean for Academic and Faculty Affairs. In cases where the student's improvement has not been sufficient in accordance with the terms of their PIP agreement, the Director of Field Education may ask that the Educational Review Committee review the student's performance.

Educational Review Committee

If a student fails to meet the requirements of the Performance Improvement Plan (PIP) or any other

plan of support implemented, or has not maintained acceptable standards in course or field work, the **Educational Review Committee (ERC)** procedure is implemented to determine the student's best path forward in the program.

The purpose of the Educational Review Committee (ERC) is to develop educational plans for students experiencing serious academic, non-academic, and/or field practicum problems. The composition of the ERC includes the faculty chairperson, two faculty members, the Director of Field Education, and one student member. Requests to initiate the ERC review procedure can be made by the Director or an Assistant Director of Field Education, the field advisor, the professor or associated chairperson, or the Director of the MSW Program. Requests are brought to the Chair of the ERC. Within 15 business days of the initial referral being made to the ERC, the Chair of the ERC calls a meeting with the student, academic advisor, field advisor, and Educational Review Committee (ERC) members, based on their availability. While the ERC consists of five members in total, it is only necessary for three of these five members to be present. Upon careful review of all relevant information, the Committee will reach one of the following determinations for the student: Continuation in courses and field work without changes; Continuation with conditions and/or changes to the student's program; Intermittence from the School; and Termination from the School. It is the ERC Chair's responsibility to ensure that the student has access to due process throughout the review procedure.

During the Educational Review Committee conference, the student's field advisor will typically be expected to elucidate aspects of the student's field performance before the committee. **The advisor will likely be asked to share a full chronology of their contact with the student and the field instructor throughout the semester. It is vital to have this information,** so that the committee members can understand how, and at what points in time, the advisor intervened to remedy a situation in the field or in the student's academic performance.

More information about the ERC procedure may be found in the **Silberman School of Social Work MSW Student Handbook**, Chapter 10, *Appeals and Reviews*.

Concerns About Student-Placement Fit

Requests for a change of field placement may be made by a student, a field instructor, or a field advisor. All three parties must meet together to discuss the request. If the request is made because of an administrative issue in the practicum (e.g., the field instructor is leaving the agency) or a failure of the original educational plan (e.g., the student has insufficient practice assignments), the field advisor will consult with their designated Assistant Director and bring the concern to the Director of Field Education. At this point, all involved parties discuss and make a decision regarding extension and/or change of the practicum arrangement. Any plan for practicum extension or change must be approved by the Director of Field Education.

In cases where an extension is recommended, its length is determined by the field advisor in consultation with the field instructor and the Assistant Director, based upon educational criteria, competencies, and the number of hours needed to fulfill the practicum requirement.

In cases where the Field Education Department determines that a change of field placement is warranted, the Department will make every effort to identify a new field placement as soon as possible, to limit interruption to the student's field learning process. Students should be aware that a change in field placement often entails the need to extend the length of the field practicum, in

order to complete necessary learning. The field advisor and Assistant Director will work with the new field instructor to determine the length of extension necessary for the student to complete their field practicum.

If the request for a practicum change is made because

- the student has not achieved core or advanced competencies and the field performance is rated as unsatisfactory
- the agency requests that the student leave for any other reason

The Assistant Director of Field Education must refer this issue immediately to the Field Consultation Meeting process (see pg. 59 above). The Field Consultation Meeting will determine if it is warranted to offer the student another field placement. Based on the information, the Field Education Department may also refer the student to the Educational Review Committee (see pg. 59 above).

In accordance with the School's concurrence policy, which ensures substantive engagement between Method sequence courses and field education, a student who does not receive credit in any Method sequence course (Method I, II, or III) cannot proceed in their field practicum even if their performance in the practicum is acceptable.

It will not be possible for a student to complete the MSW program if either of the following situations arise:

- The student is asked to leave two field practicum placements during their passage through the program;
- The student fails any two distinct sections of Field Practicum.

If a student has incomplete grades in field Instruction I and II they cannot move forward to the second year placement process until the at least one incomplete grade (Field instruction I) is resolved.

Student Evaluation of Field Advisors

At the end of each semester, students complete a written evaluation of their field advisors in order to assist the Field Education Department in identifying and evaluating the efficacy, strengths, and limitations of the advisor and the advisement system.

Student Concerns with the Advising Process

If students develop concerns about the advising process and/or the advisor at any point during the semester, they may contact the Director of Field Education. Students requesting to change their field advisor should make the request in writing to the Director of Field Education. Requests for a change of field advisor must be predicated on serious problems or concerns, which can be remedied only by a change in advisor.

Procedure for change:

1. The student and field advisor are expected to discuss the need for a change of advisor, before any written request is made to the Director of Field Education. Once completed, the request must clearly stipulate the reasons a change is warranted. The Director will consult with the

student and the advisor prior to making a final decision, to determine if both parties are in agreement.

2. If the request for a change of advisor is granted, the Director will send a memo informing the student, the current field advisor, and the newly assigned field advisor of the change. It is expected that current and new advisors will consult with one another regarding the advisement that has already taken place.

If the request for a change of field advisor is denied, the Director will send a memo to the student and advisor explaining why the advisement assignment should remain the same. Appeals of the Director's decision must be made in writing to the Office of the Associate Dean for Faculty and Academic Affairs within five business days of the date of the memo.

Withdrawing from Current Course Work or Field Placement

During their time in the program, students may find it necessary to withdraw from an individual class (or classes) for which they have registered, or from their field placement. This does not necessarily constitute a *change of status* e.g. reduced load, leave of absence, or withdrawal from the program (please see **MSW Student Handbook Ch. 11, Academic Standing**, for more detail on changes of status); however, the following information and proper procedure must be followed in order to withdraw from a current course or field placement:

1. Always consult with an advisor: If you decide to withdraw from a class or classes, it's important to first consult with an academic advisor who can guide you in identifying your current options and future planning.
2. Drop your classes: Make sure to drop your classes via your CUNYfirst account (the same place you previously registered). *Remember that some courses are concurrent, so withdrawal may affect other courses for which you are currently registered.*
3. Communicate immediately: If you decide to withdraw from course work, you should immediately contact the professor(s) whose course(s) you are dropping to let them know that you will no longer attend. If you withdraw from field, please contact your field advisor for best steps around notifying your placement and completing termination.
4. Confirm your revised academic plan: Part of a decision to withdraw from any course or field work is confirming a revised registration grid moving forward. *Remember that not all courses are offered in each semester. If you withdraw from a course, you may need to wait the entire year cycle until it is offered again at a time appropriate for you to retake it.* Again, please consult with an academic advisor or Student Services to assure a clear path forward.
5. Map out your finances: As per CUNY policy, there will be irrevocable financial charges and/or curricular ramifications when withdrawing from classes and/or field **after the start of a semester**. Please consult an academic advisor to understand how a withdrawal will affect your current and future enrollment, as well as your bursar bill.

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