

YORK COLLEGE FIELD EDUCATION

MANUAL 2012-2013

York College Social Work Program

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Section I: Introduction

Introduction

The Social Work Program at York College began as a major in 1980 and was accredited by the Council on Social Work Education (CSWE, the Council) in 1985. Prior to that date, the College offered social work courses and began preparation for the CSWE's accreditation process. The Office of Field Education, a cornerstone of the Social Work Program, is housed within the Department of Social Sciences, School of Health and Behavioral Sciences at York College of The City University of New York. The Council also contends that Field Education is the “**Signature Pedagogy**” of social work education – the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner (Council of Social Work Education, 2010).

Guided by the York College Social Work Program's mission, goals, and vision to move students forward into the 21st Century, the Field Education Manual 2012-2013 (the Manual) has been prepared to comply with The Council on Social Work Education (CSWE) 2008 Educational Policy Accreditation Standards (EPAS) (updated 2012), and changes in the overall direction of Field Education. Thank you for sharing your experiences and skills that are organic to the social work profession, and for helping to transform the Field Education Manual 2012-2013.

So what has changed in the Field Education Manual 2012-2013? First change relates to the Core Competencies. The CSWE asserts that competencies are measurable practice behaviors that comprise knowledge, values, and skills essential for integration and application in practice at the microlevel, mezzolevel, and macrolevel (CSWE, 2012). Second, the layout of the Manual has been changed to reflect current York College and Social Work Program policies and procedures. Third, implementation of grading rubrics, inclusion of up-to-date evidenced-based literature, and modified course syllabi are transformed. Fourth, the Office of Field Education has established a comprehensive assessment plan that is consistent with York College's Outcomes Assessment Plan (2012) and Social Work Program's newly developed assessment design and is aimed to institute Competencies or practice behaviors (EPAS) throughout explicit curriculum. Fifth, Field Education has gone viral. In a rapidly technological world of social media and greater demands to communicate via cyberspace, the Office of Field Education has embraced effective approaches to deliver critical information to students and community partners. Students are engaged in collaborative blackboard discussions and online office hours. The *York College Social Work Field Education Signature Pedagogy ENewsletter* has been created to share relevant information about field education, the Program, and trends in the Profession with local and global constituents. The vision for the Office of Field Education includes further integration of technology to include webinars and a web-site that stores the Field Education Manual, forms, and other relevant information, and routine sharing of assessment outcomes and updates.

Finally, we are deeply indebted to of each you for the tremendous amount of time, hard work, dedication, energy, personal sacrifice and unwavering support, with an authentic approach, you give to students and the York College Social Work Program.

Submitted with kind regards,
Selena T. Rodgers, Ph.D., LCSW-R
Director of Field Education
November 2012

York College Social Work Program Mission Statement

The York College Bachelor Social Work Program is committed to undergraduate social work education of the highest academic rigor and professional relevance with a particular emphasis on serving diverse urban populations in the global context. The cohesive curriculum of the Program, built on a strong and well integrated liberal arts base, is designed to educate students in the knowledge, skills and values for generalist social work practice. The York College Bachelor of Sciences prepares students for successful professional employment and advancement as well as graduate study in the field of social work.

In a perpetually changing social landscape in the United States and global demands, social work higher education institutions are continuously engaged in the practice of self-assessment, rejuvenation, and adjustment to current demographic, cultural, and economic realities. York College of the City University of New York is located in Queens County, which is one of the most ethnically diverse boroughs in the nation (http://en.wikipedia.org/wiki/Demographics_of_Queens). Students who attend York College speak 84 different languages; many of them are 1st generation immigrants who represent 125 different countries (Office of Institutional Research & Assessment, York College). Diversity on campus and at the Program level goes beyond ethnicity and is expressed in family structure, gender, age, gender expressions, sexual orientation, national origin, and religion.

One of the main pedagogical aspects of the York College Social Work Program is the emphasis on preparing students to work with diverse urban populations in a variety of practice settings. The complexity of the human condition in the context of a rapidly changing global environment and technological advances demands a high level of expertise and sophistication from social work practitioners. The Program prepares students through an effective integration of the liberal arts foundation with the social work knowledge base. The distinctive and effective pedagogies which characterize the YC Bachelor of Sciences, equip students with a broad and cohesive generalist knowledge base and the skills that allow our graduates to work competently as emerging social work practitioners and leaders, and who pursue graduate study in social work.

The Program fully subscribes to the mission of York College expressed in the 2011 Strategic Plan: “York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.” (YC, CUNY, 2011-2012 Bulletin).

Goals of the Baccalaureate Social Work Program

The social work program administers field education (Educational Policy, Section 2.3) consistent with program goals and objective (CSWE 2010, Accreditation Standards 2.1.1-2.1.8)

With the liberal arts as its foundation, Bachelor of Science Social Work graduates are prepared to engage in entry-level social work practice or pursue graduate level social work in related programs. It is the goal of the Baccalaureate Social Work Program to prepare students to:

- (1) Develop professional social work values, behaviors, and communication skills consistent with professional social work values and ethical principle (**EP 2.1.1; EP 2.1.2; EP 2.1.4**)
- (2) Will develop a strong intellectual foundation of analytical skills and empirical research methods to understand the existing knowledge and develop new models of professional intervention (**EP 2.1. 2; EP 2.1.3; EP 2.1.6; EP 2.1.9**)
- (3) Develop culturally-competent empowerment-based practice skills to promote understanding, sensitivity and social justice for marginalized and oppressed client systems (**EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.8**)
- (4) Develop the knowledge of scientific theories into the bio-psycho-social and political systems approaches in order to understand human systems on micro-, mezzo, and macro-levels of social work practice (**EP 2.1.3; EP 2.1.5; EP 2.1.7**)
- (5) Demonstrate competence in the generalist social work practice skills of engagement, assessment, intervention and evaluation skills in working with diverse individuals, families, groups, organizations, and communities (**EP 2.1.1; EP 2.1.3; EP 2.1.4; EP 2.1.9; EP 2.1.10**)
- (6) Develop a cohesive body of applicable knowledge by integrating the liberal arts foundation with professional knowledge and interconnecting various components of the Program curriculum (**EP 2.1.1; EP 2.1.7**)

Program competencies stem from the Program Mission and Goals and are shaped in association with the EPAS. The program goals were reviewed and approved by the collective social work program faculty, and represent the core principles that guide the Baccalaureate Social Work Program's student learning at York College.

Bachelor of Science Purpose and Objectives of Field Instruction

The Council on Social Work Education asserts in the 2008 EPAS Educational Policy 2.3 that field education represents the central form of instruction and learning in which a professional socializes its students to perform the role of practitioner. The Council also contends that Field Education is the *Signature Pedagogy* of the social work education. Further, field education is systematically designed, supervised, coordinated, and evaluation based on criteria by which students demonstrate the achievement of program competencies (CSWE, 2010).

Modified from the York College 2004 Field Education Manual, the purpose of field instruction is to integrate the components of social work education into a structured practice experience to prepare generalist social work practitioners who:

- (1) Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)
- (2) Apply social work ethical principles to guide professional practice (EP 2.1.2)
- (3) Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)
- (4) Engage diversity and difference in practice (EP 2.1.4)
- (5) Advance human rights and social and economic justice (EP 2.1.5)
- (6) Engage in research-informed practice and practice-informed research (EP 2.1.6)
- (7) Apply knowledge of human behavior and the social environment (EP 2.1.7)
- (8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)
- (9) Respond to contexts that shape practice (EP 2.1.9)
- (10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10)

Aligned with missions of the Social Work profession, the Social Work Program and York College, special attention is given to teaching the concepts, theories and skills that will prepare students with the highest academic rigor and professional relevance, with a particular emphasis on serving diverse urban populations in the global context.

Integration of Theoretical, Conceptual and Evidence-Informed Practice with Field Instruction

Accreditation Standard 2.1.1 The Program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice (CSWE, 2010).

Integration of the curriculum was one of the main goals of revision of the Program which was necessitated by the accreditation self-study. The CSWE EPAS provided the primary vehicle for a coherent curriculum design. Educational standards expressed through practice behaviors were implemented in the entire spectrum of courses and provided the central integrative methodology.

Field education as the social work profession's "signature pedagogy" was perceived as the ultimate application target for all other courses. Consequently, content of all courses is seen in its relevance and application to the field. The ethical foundation of the value-based social work profession is seen as a key integrative component – social work values are taught through the history of social work profession, relevance to all social work professional activities, skills of ethical reasoning, and self-reflection. The integrative Conceptual Matrix of core concepts embedded in each course and ultimately expressed through the theoretical/conceptual application in field education courses (see Appendix I).

With regard to Field Practicum, Field Practice and Seminar I and II, the measurable skills in the form the 41 EPAS competencies.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*.

Retrieved January 2, 2008 from <http://www.ifsw.org> factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

- continuously discover, appraise, and attend to changing locales, populations, scientific and

- technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to
- improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Generalist Perspective

Accreditation Standard 2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies (CSWE, 2010).

The cornerstone of generalist practice in Social Work at York College of The City University of New York is embedded in the mission of York College's General Education curriculum, *to enable students to acquire knowledge that will deepen their understanding of the complex world in which they live; productively engage in the political process; and develop their skills of communication, critical analysis and problem solving.* Through the CUNY Pathways model students have the opportunity to select courses from a broad array of disciplines and themes in the liberal arts and sciences. Consistent with [the resolution <pdf>](#) approved by the CUNY Board of Trustees at its meeting of June 27, 2011, the Pathways initiative will lead into the largest transfer majors at CUNY. The Board's resolution specifies that recommendations for these courses are to be made by May 1, 2012, to the Office of Academic Affairs, by relevant disciplinary committees (visit http://www1.cuny.edu/mu/academic_news/2012/03/19/pathways-transfer-majorcommittees-release-draft-recommendations-invite-comment/)

The Social Work curriculum at York College is designed to prepare students, at the baccalaureate level, for beginning level generalist practice. Field education learning objectives are part of the total baccalaureate Social Work Program. The curriculum includes opportunities to learn about and experience social work in a variety of agency settings, as there are experiential components to several of the courses. A field placement is also required and sites are available in a number of practice areas including child welfare, health, mental health, education, government and community agencies, courts and criminal justice institutions, etc. Aligned with York College Strategic Plan for 2010-2020, *values cultivating a climate of acceptance, mutual respect and appreciation of unique differences across human spectrum*, diversity are addressed throughout the curriculum in areas such as culture, ethnicity, age, gender, and gender expression.

Generalist Social Work Practice is guided by the NASW Code of Ethics, and is committed to improving the well-being of individuals, families, groups, communities and organizations, and furthering the goals of human rights and social justice in a global society. [Informed by the Association of Baccalaureate Social Work Program Director's definition of Generalist Practice as cited in Mizrahi, T.M. & Davis, L.E. (2008).

The Encyclopedia of Social Work (20th ed.). Washington, DC: NASW Press; New York: Oxford University Press.]

Students in field education gain practice opportunities in the context of professional experience and competencies aligned with the CSWE Educational Policy on Generalist Practice and the Program's generalist curriculum. In the sophomore course (Social Work Practicum) students are able to observe client needs and agency response. In the senior year courses (Field Practice and Seminar I and II), students engage in supervised, real life social work practice. The practicum experience is defined as a planned and supervised learning experience in a social service, service-related, or community based program where students apply classroom learning to practice, gain experience in the social work field, and provide a service to the organization/agency/community during the course of their academic program. As interns in the baccalaureate program, students learn to become generalist practitioners. They use a range of methods in their practice with individuals, families, groups, organizations, and communities to provide prevention and intervention services that build on strengths and resiliency of all human beings. Moreover, the mission of the baccalaureate social

work program at York College is to prepare students for beginning generalist social work practice in a variety of settings, including nonprofit, private, and public settings.

Preparation of students for generalist practice through mastery of the core competencies is designed to enhance students' ability to use multidimensional skills, including critical thinking, research-informed practice, general, diversity, and advocate for human rights, social and economic justice.

Section II: Office of Field Education Structure, Function and Responsibilities

Admissions Criteria for Accepting Students into Field Education

Accreditation Standard 2.1.3 the program provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs (CSWE, 2010).

The Office of Field Education provides a minimum of 400 hours of field education for students enrolled in the social work baccalaureate program at York College. Students take two field courses (Field Placement and Seminar I and II) in their senior year with accompanying seminars facilitated by faculty liaisons. The seminars provide students an opportunity to process field internship experiences. The typical time spent in field placement for each student will be two seven-hour days per week, for 15 weeks. Diligent efforts are made to arrange for those students who cannot modify their employment schedules. However, evening and weekend accommodations are not guaranteed. In these special circumstances, students are approved to attend internships during unconventional hours such as evenings/weekends or over the course of three days (under the supervision of an approved task or clinical supervisor). The agency hours of service may vary, as may the type of services delivered. To date, there are some approved sites that offer night or weekend hours. However, these are few and under no circumstance will the educational objectives of the curriculum be compromised for a non-traditional placement. The required hours do not include travel time to and from the agency. Students must satisfy a minimum of 200 hours each semester. Hours may not be carried over from one semester to another.

Students document their hours per the *Student Weekly Hours Sheet* and *Student Weekly Log forms* (see Appendix section). The Field Faculty members monitor and confirm student hours by initialing the time sheets weekly. At the conclusion of each semester, the time sheet is submitted to the Seminar Instructor/Field Liaison for validation of hours as part of the final evaluation.

Accreditation Standard 2.1.4 The program admits only those students who have met the program's specified criteria for field education (CSWE, 2010).

York College Office of Field Education admits only those students who have met the program's specified criteria for field education.

Criteria

The below criteria are requirements the program uses to admit students into field education:

- (1) Admission to the Social Work Program;
- (2) A minimum cumulative York College GPA of 2.50
- (3) A grade of "C" or better in all social work courses
- (4) Successful completion of 94 or more credits by the end of the semester in which they apply for field placement;
- (5) Completion of on-line application for Field Placement. Applications are accepted each semester and must be completed and submitted by the end of the seventh week of the semester. In addition to asking students to check off whether they meet a number of the basic requirements stated above, the application also asks about students' foreign language capacity, life experience preparations for fieldwork and particular field settings, career goals in social work, and field placement preferences;

- (6) Applications are reviewed by an Assistant Field Director/Substitute Clinical Professor and approved by the Field Director. Initially, applications are screened to gather pertinent information about students for placement purposes and to determine which students meet the basic course work, grade level, and GPA requirements. The Social Work program secretary contacts students by email who do not meet the basic requirements to encourage them to seek advisement regarding course work and grades needed for admittance;
- (7) Attendance at the mandatory baccalaureate field orientation session offered during the fall and spring semesters which review the process for practicum placement and policies. Including professional liability insurance; students are trained on the University's Sexual Harassment Policy during student orientation held each semester (*York College Social Work Field Education Signature Pedagogy E-Newsletter* (see Volume III and online at <http://www.york.cuny.edu/Members/srodgers>).
- (8) For acquiring professional liability insurance, students must secure NASW Assurance Services, Inc. (ASI)—***the only NASW-endorsed professional liability insurance***. Student must first become a member of NASW prior to acquiring professional liability insurance. For additional information, visit: <http://www.naswassurance.org/pli/professionals.php>. This process often takes time to complete. Thus students are advised to begin this process during the spring semester of their junior year. Students can obtain the application form from the Field Education Office. Proof of coverage for professional liability insurance is mandatory and must be submitted to the Field Education Office prior to starting the practicum. Students are advised that failure to comply will result in stopping and/or delaying the start of the practicum experience and may result in the agency deciding not to continue with the student. Significant delays because of failure to submit proof of liability coverage can impact the student not being able to complete the field practicum;
- (9) Adherence to the *NASW Code of Ethics* and to the *York College Code of Conduct*;
- (10) Completion of *Field Education Student Agreement*, which delineates York Social Work; Program's expectations for professional performance behavior in field practicum;
- (11) Meeting with the Assistant Field Director/Substitute Clinical Professor to review Field Placement application, explore learning goals, and population interests. During the meeting, students are strongly encouraged to convey to Field Education Office any constraints or special circumstances regarding practicum site, as well as issues regarding reasonable accommodations for students with disabilities. Following the interview with the Field Placement Instructor (Supervisor), the student is to confirm the placement with the Assistant Field Director/Substitute Clinical Professor or identify concerns immediately;
- (12) A letter of acceptance into Social Work Field Education from the Director of Field Education is mailed.

Criteria and Procedures for Selecting Field Settings as a Learning Site, Placing and Monitoring Students

Accreditation Standard 2.1.5 The program specifies policies, criteria, and procedures for: selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and effectiveness in providing field instruction (CSWE, 2010).

The Office of Field Education at York College specifies policies, criteria, and procedures for selecting field settings, placing and monitoring students, maintaining field liaison contacts with field education settings, and evaluating student learning and field setting effectiveness congruent with the program's competencies. Selection of agencies is premised on their ability to support York College and social work program mission, goal and objectives. The field placement site contributes a critical component to the students' overall education; thus, it is essential that field placement settings observe and practice methods of social work. A written agreement regarding the placement of students can be initiated either by the Program or by a potential field placement agency. In 2012, the York College Program contracted with 37 approved baccalaureate generalist field education placement settings throughout the New York City area, which are culturally and ethnically diverse urban communities. Descriptions of field educational settings are located in the Office of Field Education.

The Social Work Program's Director of Field Education is a full time tenure track Social Work faculty member is responsible for the overall administration of Field Education. The Director of Field Education is responsible for the approval of field settings, and their orientation to field agencies for the upper level field practice courses. The Director provides the Field Instructor with the appropriate course syllabi, program field manual, and pertinent information about students placed at the agency. Once the student begins his/her field assignment, faculty who teach the seminars for Field Work courses are especially attentive to student issues involving adjustment to the agency culture, appropriate assignments, self-evaluation, and aptitude and motivation for the career organizing and planning the logistics of fieldwork meetings for student orientation and field/seminar faculty meetings.

The Director's administrative assignments include, but are not limited to:

- (1) Major revision of York's *Social Work Field Education Manual* to comply with 2010 CSWE Accreditation Standards and Educational Policies,
- (2) Developing, organizing, facilitating, and evaluating CSWE Assessment Training Seminars for Field Instructors and Seminar Instructors (see Training Booklet and PowerPoint Presentation *Assessment*, Section V),
- (3) Service as a member of the CSWE Reaccreditation Oversight Subcommittee in order to facilitate a successful completion of the reaccreditation Self-Study Report,
- (4) Writing bi-annual *Field Education Signature Pedagogy E-Newsletter*,
- (5) Writing articles for the *York College Academic Affairs Update* concerning social work,
- (6) Oversight of Field Education, student guidance processes related to field placement
- (7) Monitoring student/agency data-base,
- (8) Monitoring the effectiveness of field placements and their supervisory staff,
- (9) Writing policies and other materials needed to administer the Office of Field Education in compliance with CSWE standards,
- (10) Setting meeting agendas,

- (11) Chairing Field Education Supervisor Meetings (3x per semester),
- (12) Chairing Annual Advisory Council Meeting,
- (13) Facilitating Student Orientation Meetings regarding placement procedures for internship
- (14) Supervising Assistant Field Director/Substitute Clinical Professor and Seminar Instructors/Field Liaisons,
- (15) Providing ongoing educational support to students, and may be called upon as a student advocate and/or as a consultant to the Faculty Liaison or Agency Field Instructor concerning the student's progress and learning in the field,
- (16) Writing bi-annual proposals to support light refreshments for field education meetings,
- (17) Collaborating with social work faculty to develop curricula for fieldwork seminars,
- (18) Evaluating agencies as continued effectiveness practicum site in collaboration with Assistant Field Director/Substitute Clinical Professor,
- (19) Reviewing documentation and approving new field placement opportunities and emailing appropriate forms to prospective agencies,
- (20) Preparation of monthly reports to the Program faculty regarding the state of field education, suggestions for policy, curriculum, and program changes that impact field education, and
- (21) Student termination and appeals.

The Assistant Field Director/Substitute Clinical Professor of Field Education works closely with the Field Director, to establish and monitor baccalaureate field placements. The Assistant Field Director/Substitute Clinical Professor responsibilities include, but are not limited to:

- (1) Maintaining individual meetings with students,
- (2) Coordinating the placement of students in field agencies which includes visiting new and existing participating fieldwork sites, meeting with students to assess their interests, needs and availability for field placements, matching students with appropriate field agencies, organizing and planning the logistics of fieldwork meetings for student orientation and field/seminar faculty meetings, monitoring the quality of placements, resolving potential student conflicts at field sites,
- (3) Assisting in the selection and recruitment of new field agencies,
- (4) Acting as a resource person to other social work faculty,
- (5) Assisting the Director of Field Education in ensuring that appropriate linkages are developed and maintained between field agencies and the Social Work Program.
- (6) Assisting the Director of Field Education in organizing and administering the field component of the Program,
- (7) Updating field agency/student roster and forwarding to field faculty,
- (8) Managing student inquires/crisis, and
- (9) Maintaining minutes for all field supervisory and advisory council meetings.

The following criteria for field selection either solicited or self-initiated is required:

Criteria

The process of selecting field agencies requires:

- (1) Agencies that are being considered for first time placements to complete an application that gives the Program basic information about the agency. An agreement regarding the placement of students can be initiated either by the Program or by a potential field placement agency. The field agency is asked to complete a "Supervisor Field Supervisor Agency Application" (see Appendix B). The Field Supervisor-Agency Application requires persons to describe the various learning opportunities for students that provide a range of services to a diverse client population (developmental disability, family services, group services, mental health, school social work, domestic violence, corrections and criminal justice, child welfare, alcohol, drug, substance use, aging/gerontological social work) that offer students an opportunity to practice Program's competencies;
- (2) This Field Supervisor-Agency Application is returned to the Director of Field Education for review. The agency is contacted by the Assistant Field Director/Substitute Clinical Professor to discuss more specific details about student placement opportunities. In some cases, agencies are notified that the Program cannot use their site for student placement;
- (3) The Assistant Field Director/Substitute Clinical Professor visits agencies for initial exploration of possible assignments and to orient the agency to the Program's expectations for the field and meetings at the college;
- (4) Evidence that the agency can support the generalist model of education regarding the range and diversity of field experience and value orientation to which students will be exposed. York College of The City University of New York is committed to providing a professional work environment free of discrimination. The Statement of Equal Opportunity and Nondiscrimination extends to field work (see pg. 119). Agencies and supervisors are only selected if they are in compliance with York College's Equal Opportunity and Nondiscrimination policy (see Field Agency-Supervisor Application). The Office of Field Education will not place students in agencies, which discriminate against individuals with respect to race, color, ethnicity, national origin, gender, gender expression, social class, age, culture, disability, marital status, national origin, family structure, religion, spirituality and physical and mental ability;
- (5) Service to be conducted in a professional manner and that social work staff members adhere to the National Association of the Code of Ethics;
- (6) Demonstration that the agency is willing and able to commit adequate resources to student supervision by an approved Field Faculty member;
- (7) The location of the agency and work assignment are logistically feasible for the students (placements are generally limited to the boroughs of Brooklyn, Queens, Manhattan, and the Bronx because of logistics involved in transportation). Those agencies and supervisors who are willing to accept more than one student per semester are given priority (others factors being equal) when placement requests are greater than the number of available students;
- (8) It is also imperative that students have adequate work space and an accessible telephone. Students should be able to participate in the routine operations of the agency (i.e. case conferences, consultations, staff meetings, and when appropriate, continuing education offered by the agency). It is also hoped that the agency is willing to reimburse the student for travel and other expenses incurred as a result of his/her assignments in the agency.

Placing

At approximately the ninth week of the semester, the Director of Field Education conducts a group field orientation meeting with students planning to enter the field the following semester. This meeting helps to clarify the Program's expectations about field performance for the students, the most important considerations of which students should be aware as they start their field internship: time management challenges, professional conduct, concerns about personal safety, incidental costs, use of automobiles, and provides an opportunity for students to express their concerns (see section III, pg. 31 for agenda). During the orientation, students are informed that some agencies may require background checks and these may cost the student additional fees.

In placing students, the Program considers four factors: (1) the match between the field setting and the student's expressed wishes about the types of setting and clients with whom the student wishes to work; (2) student capacities, interests and suitability, (e.g., ability to speak a foreign language, medical background, specialized writing/case documentation skills); (3) the location of the agency in relationship to the student's home and/or place of employment; (4) the compatibility between the student and the agency setting.

The procedure for placement is student centered but directed by the office of Field Education. During the field experience baccalaureate students are placed in agencies providing the best possible learning experiences and are described in the student educational learning plan (due the 3rd week of internship).

During the last semester of field internship (Field Placement and Seminar II), the Program distributes a survey to students asking them to assess their agency on several indicators, including availability of agency resources, adequacy of supervision, and opportunities to learn (see *Student Assessment of the Field Setting Effectiveness*, pg. 93).

Monitoring

Student field learning is monitored from week to week through the field seminar, and submission of process recordings and student time/activity logs (see Appendix for "Recording Format" and "Student Weekly Log" forms). Students complete 10 comprehensive process recordings each semester, which are reviewed first by the Field Faculty member and then by the Seminar Instructor/Field Liaison (The Seminar Instructor/Field Liaison reviews not only the students' process recordings but also the Field Faculty assessment and comments.) In addition to the process recordings and student log, the Program monitors students and maintains contact with the field agency and provides face-to-face visits at least one time each semester and more frequently if some special concerns arise. Field visits to new Field faculty members must be made before the 6th week of the first semester. As the Field Liaison, faculty members act as the linkage between the Social Work Program and the field internship where students in the instructor's seminar are placed. During the agency visit, the Seminar Instructors/Field Liaisons meets with the Field Instructor/Supervisor and with the student to discuss assignments and student performance (see *Field Liaison Assessment Form* in assessment section). The Field Liaison is also available for phone contacts and additional visits if the need arises.

As the student becomes more experienced in the field setting and as student interests and field internship needs change, the *Student Educational Learning Plan* may be modified. Any substantive changes should to be documented by student and supervisor and discussed with the liaison. For alleged incidents considered minor or major, please refer to "Policies and Procedures of Field Education Program" in this Manual.

Criteria and Procedures for Selecting Field Faculty and Field Instructors

Accreditation Standard 2.1.6: The program specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective (CSWE, 2010).

York's Office of Field Education intends to improve its learning environment's support of diverse identities by more aggressively recruiting and retaining diverse students and field agencies that include diverse populations, for example, Lesbian, Gay, Bi-Sexual, Transgender, Questioning, and Allied (LGBTQA), men, and national and global learning opportunities. See Appendix B for Supervisor Field Faculty-Agency Application. The following criteria for prospective field faculty and field instructors either solicited or self-initiated is required:

- (1) Hold a master's degree in social work from a CSWE-accredited institution and have at least two years post-graduate experience in the field (the Program does not approve Field Instructors who do not hold a CSWE-accredited social work degree). However, in selected situations and with prior approval from the Director of Field Education, in consultation with the On-Site/Off-Site Field Instructor/Supervisor (required MSW) an On-Site Task Supervisor may be utilized by the field agency, which does not have to be a MSW. The Field Instructor/Supervisor assumes primary responsibility for orienting the student to the agency, to agency staff, and to work projects; collaborates with the on-site supervisor in assisting the student with the development of the education learning plan; meets periodically with student and on-site Field Instructor to evaluate student performance and modify the education learning plan if necessary;
- (2) Submit a copy of credentials and resume documenting practice experience;
- (3) Demonstrate an interest in teaching the generalist model of practice;
- (4) Provide training opportunities in general practice methods applicable to the Program's curriculum;
- (5) Attend training related to assessment forms offered by the office of Field Education;
- (6) Attend the required 2-3 supervisory education and trainings at the College;
- (7) Allow time for preparation for student instruction, for regular conferences with the student, consultation with college faculty, and, if needed, attendance at training sessions held at the College;
- (8) Agree to provide a broad-based assignment that meets the expectations of a generalist mode of social work practice; provide 200 hours per semester of field learning opportunities for each student—the field assignment is 14 hours per week for 15 weeks;
- (9) Set aside time for visits with the Seminar Instructor or Assistant Director of Field Education;
- (10) Provide an opportunity for the student to develop and/or co-facilitate a support group and to complete required assignments outlined in course syllabi.

Field Orientation, Training and Continuing Dialogue with Agencies and Field Faculty

NOTE: *Accreditation Standard 2.1.7: The program provides orientation, field instruction training, and continuing dialogue with agencies and field instructors (CSWE, 2010).*

The Office of Field Education provides orientation, field instruction training, and continuing dialog with field education settings, field instructors and community partners.

- (1) Field instruction orientation and training are held six times a year and chaired by the Field Director. The purpose of the orientation meeting is to introduce new Field Instructors to each other, to the Social Work Seminar Instructors/Field Liaisons, and to orient new Field Instructors to the Program's mission, objectives, procedures, competencies and the practice behaviors that characterize them. The Director provides the Field Instructors with the appropriate course syllabi, program field manual, and pertinent information about students placed at the agency. Orientation also allows for ongoing discussion of relevant knowledge and skill sets associated with each of the ten competencies and associated practice behaviors, along with specific tasks and activities, consistent with the school's expectations and the students' abilities that facilitate this experience. The sessions also provide an opportunity to share and discuss the trajectory of the field education process (e.g. syllabi, preview of field placement assignments, educational plan, field manual, program requirements, the value of and techniques for aligning seminar curriculum with field experience, communication with Seminar Instructors/Field Liaisons and program administrators, expectations regarding student developmental process as students move through and gain experience in their field placements, addressing problems that come up in the field placement). Seminar Instructors also have the opportunity to network with each other and learn about the diverse agencies. The Director of Field Education meet with participating Field Instructors and Seminar Instructors to discuss practice and policy trends that impact on agencies, supervisors and students. The meetings serve as a forum for keeping faculty informed about professional standards and the research-based evidence of the most effective social work practice. At the same time, the meetings give Seminar Instructors an opportunity to inform the program of the new practices at social service agencies and current problems facing clients. Attendance and participation in these training sessions also facilitate the integration of field and classroom experiences.
- (2) The Field Education Advisory Council, which is chaired by the Director of Field, serves a team of advisors to the Office of Field Education as to improve the education and training of York College Social Work students in a learning environment that models affirmation and respect for client populations who are diverse and different as well as at a high risk for competent practice skills. This includes: respect to race, color, ethnic or national origin, genetic predisposition or carrier status, alienage or citizenship, gender, gender and identity expression, sexual orientation, political ideology, social class, age, culture, disability, marital status, national origin, family structure, religion, spirituality, veteran status, and physical and mental ability.
- (3) The Council is comprised of the Field Education Director, the Assistant Field Director/Substitute Clinical Professor, social workers that teach the social work field seminars or supervise students, and a York Social Work Program Alumna, two student representatives and a representative from the Office of Disability to ensure appropriate accommodations for every student. The aim of the Advisory Board is to discuss changes in the field and to offer recommendations to improve the

field education experience and administration. The members represent racial, gender, geographic areas, and age diversity and exemplify a scope of diverse social work interests. Advisory Board members discuss trends in the field consistent with The York College Social Work Program Mission, with a particular emphasis on serving diverse urban populations in the global context. Discussions include raising awareness about resources for those identifying as Lesbian, Gay, Bi-sexual, Transgender, Questioning, and Allied (LGBTQA) who experience violence, incarceration of multiple generations of families, mental health, trauma, and wellness associated with domestic and global catastrophes and combat. Other trends and recommendations to improve field education include discussions of ethical accountability in response to social networking and unintended consequences of licensing legislation.

- (4) Education for social work practice requires a one-to-one relationship between the student and the Field Instructor in the forms of advisement, communication through email, Blackboard, and office hours.
- (5) Seminar Instructors/Field Liaisons visit the field agencies in which students in their seminar are placed at least once a semester and maintain telephone and e-mail contact with field supervisors as needed. Agency visits are made by the Seminar Instructors/Field Liaisons once a semester, and more frequently if a special need arises. When a Field Instructor is supervising students for the first time, the Seminar Instructor/Field Liaison will visit the agency one time before the 6th week of the semester and will have at least one phone contact after the 6th week of the semester. Maintaining continued dialogue between the Seminar Instructors/Field Liaisons and field agencies is to: (1) enable the Seminar Instructor/Field Liaison to gain comprehensive understanding of the agency's programs, policies, atmosphere, and agency effectiveness (see *Field Liaison Assessment of Field Agency*, pg. 98, in assessment section); (2) provide students, Field Faculty, the Seminar Instructor/Field Liaison an opportunity to discuss *Student Learning Educational Plan*, pg. 91, and assignments; and (3) discuss any procedural and curriculum opportunities to prepare students for professional transition into social work profession and graduate studies.
- (6) The Office of Field Education maintains on-going dialogue with agencies and field instructors through agency visits, phone contacts, email, Social Work Field Education Signature Pedagogy E-Newsletter and other initiatives (e.g. Social Work Matters Brunch). For example, The Office of Field Education, Social Work Program marked its first “Social Work Matters” Special Brunch on, Wednesday, May 23, 2012 as a way to introduce the forthcoming Council on Social Work Education (CSWE) assessment trainings (October 17, 2012 and November 14, 2012), and to acknowledge social work supervisors, seminar instructors and field education advisory council for their dedication to mentoring and supervising our students. Goals for assessment training in field instruction include, technical proficiency among field faculty to enhance comprehension of generalist practice, learning agreements that emphasize core competencies and related practice behaviors that operationalize program’s competencies (see *Assessment*, Section V in this manual).
- (7) The Field Education Director has had 15 publications in the *York College Academic Affairs Update* between 2010-2012 as a means to improve visibility of the Social Work Program and on-going dialogue with agencies (see <http://www.york.cuny.edu/Members/srodgers>; hard copies are on file with the Office of Field Education).

- (8) Faculty maintains connections with global social work practice through participation in international delegations and through collaborations in study abroad, research and professional presentations. For example, the former Program Director and Field Director joined the first CSWE sponsored research delegation to Cuba. The Field Director also served as an invited U.S. delegate to Seoul, Korea for *Meeting the Challenge of Social Service Delivery* Symposium. Additionally, the former Program Director led the first summer study abroad for students to Moldova, Eastern Europe. In 2012, the Field Director submitted applications for Diversity grants *to promote linkage between U.S. academics and professionals and their counterparts at overseas universities or institutions with education focused programs*, to stimulate academic pedagogy of diversity, and enhance CUNY visibility to the global community.
- (9) Faculty maintains connections with practice through research. All full time faculty members have active research programs that require interaction with both client populations and the service community (available online at <http://www.york.cuny.edu/academics/departments/socialsciences/faculty-staff>)
- (10) Faculty maintain ongoing communication with colleagues from other Disciplines by participating in standing College committees, and by participating in ad-hoc community service projects. For example, the Field Director collaborated with a social work colleague from the Department of Health & Physical Education/Gerontological Studies & Services on the Health Indicators Survey for Advancing Healthy Aging in Communities (United Hospital Fund/Department of the Aging Sponsored). The aim of the survey is to determine health risks for an estimated 500 Rochdale's aging residents¹.

¹ Rochdale Village, "The Jewel of Jamaica" is the second largest housing cooperative in the United States and a cornerstone located in the heart of Jamaica, Queens. Since 1963, Rochdale has been home to 25,000 cooperatives. <http://www.rochdalevillage.com/>

Section III: Field Placement Process

FIELD EDUCATION APPLICATION – SCWK 410: FIELD PLACEMENT AND SEMINAR I

Student E-Application for Senior Field Placement

YORK COLLEGE
THE CITY UNIVERSITY OF NEW YORK (CUNY)
School of Social and Behavioral Sciences
Department of Social Sciences

SOCIAL WORK PROGRAM **FIELD EDUCATION: THE SIGNATURE PEDAGOGY**

Core Competencies refers to measurable practice behaviors that are comprised of knowledge, values, and skills. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)]

- EP 2.1.1- Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2-Apply social work ethical principles to guide professional practice
- EP 2.1.3-Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4-Engage diversity and difference in practice
- EP 2.1.5-Advance human rights and social and economic justice
- EP 2.1.6-Engage in research-informed practice and practice-informed research
- EP 2.1.7-Apply knowledge of human behavior and the social environment
- EP 2.1.8-Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- EP 2.1.9-Respond to contexts that shape practice
- EP 2.1.10-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Once social work majors have been admitted into the Program and have completed the required prerequisites, they are ready to apply and be admitted into field practice. Students who do not meet specified field criteria are referred back to the Field Director or Assistant Field Director/Substitute Clinical Professor for advisement and remediation plan. Successful completion of all courses required for admission to the Social Work Program **and** successful completion of the support courses (see course handbook).

Student Liability Insurance

Prior to the beginning of the practicum, students are required to provide evidence that they have purchased liability insurance that provides appropriate coverage of any claims that might be entered against them in the discharge of their professional responsibilities during their student internship. National Association of Social Workers (NASW) provides a reasonably priced policy for individual students. For information and application forms, students should visit Professional Liability Insurance through NASW are available to students at: http://www.naswassurance.org/student_liability.php?page_id=12

CONFIDENTIAL

YOUR NAME: _____

COLLEGE I.D. # _____

EMAIL: _____

Application must be emailed to the Social Work Field Office (3A11) by 6:00 PM, on the date that has been listed on the Social Work Bulletin Board (**November 12, 2012**). *Late Applications will not be accepted.* The Program does hold Applications from one semester to another. Therefore, even if you submitted an Application before, you do not have to complete this application.

Before you attempt to complete the Application, you should check your current transcript to make sure that everything you check on the Application can be verified with your transcript. If there are any discrepancies between your transcript and the requirements, try to have them reconciled through the Registrar's Office as soon as possible. If any discrepancies remain at the time you submit your Application, explain them in # 9, below.

To complete #s 1-8, use the following procedure. Place an "X" next to each requirement that you have completed. Place a "C" (currently) next to each requirement that you are completing this semester. If you meet a requirement, but it does not appear on your transcript, place the letters "E" (explanation) in the space next to that requirement. Explain the discrepancy in # 9. In all of your responses be mindful of the profession's ethical expectations.

If you are missing any requirement, do not apply for the field now. Wait until the semester in which you will complete all the requirements.

List of Field Requirements:

1. Formal acceptance into the Social Work Program, indicated by your having received a letter of acceptance from the Director of the Social Work Program: _____

2. Completion of at least 94 credits by the end of the current semester: _____

3. A minimum cumulative GPA of 2.50: _____

4. A grade of "C" or better in all Social Work courses: _____

5. The following General Education courses:

ENG 125 _____ WRIT 303 _____

Although you may have an associate degree from a CUNY or SUNY college, the Social Work Program requires you to take English 125 and Writing 303 if you have not successfully completed it at your previous institution or at York College.

7. The following Social Work courses:

SCWK 101 _____ SCWK 203 _____ SCWK 293 _____ SCWK 300 _____ SCWK 350 _____
SCWK 360 _____ SCWK 370 _____

(If you have not completed SW 400, take it this semester.)

8. The following Social Work Support courses:

AC 101 _____ ANTHRO 101 _____ BIO 130 _____ HE 312 _____ POL Sc 103 _____
PSY 102 _____ PSY 215 _____ PSY 216 _____ SOC 101 _____

9. Two courses selected from the Human Diversity Requirements (*Group II—see Bulletin*):

BLST 202 _____ ANTHRO 243 _____ PSY 333 _____ SOC 235 _____ SOC 333 _____

10. If you need to explain any discrepancies between your transcript and requirements that you know you have met, do so here. Also explain how and when you expect to solve any problems with your transcript, and if you have sought help from any faculty member to get the difficulty resolved.

Name: _____ Last Four Digits of Social Security # _____
LAST FIRST

Address: _____
NUMBER STREET TOWN, (EXAMPLES: HOLLIS, GREENPOINT)

_____ BOROUGH ZIP

Phone: _____
HOME WORK

(If you change your name, address, or phone #, notify the Field Office as soon as possible.)

11. Do you drive? Yes No

If yes, do you have regular use of an automobile? Yes No

12. Please identify any medical condition that should be taken into account in planning your placement:

13. Please identify all prior convictions:

14. Please identify any foreign language(s) you speak and indicate your level of fluency:

15. Briefly describe any life-experiences that you think would be important in matching you with a placement. For example, any of the following might have helped to prepare you for certain settings: hobbies, volunteer activities, experience in raising children, placements (internships), work experiences (even when not social work related).

16. If you have very specific career goals in social work, please briefly describe them:

17. Please indicate your wishes if you have a very strong preference for a: type of setting, field of practice, client population, or specific agency:

If you wish to be placed in an agency in which you are employed, secure the Field Agency Application and Application for Field Supervisor forms from the Social Work Office and give it to the person who will be arranging your placement in the agency. Return these completed forms to the Director of Field Education in Room 3A11.

Time requirements:

Both SCWK 410 and SCWK 492 require at least 28 hours of your time each week: 14 hours in the field agency, 6 hours for travel time to and from your placement, 2 hours for the field seminar, and 6 hours for seminar related assignments and recording.

Set aside no less than 2 1/2 week days for your placement. You must be available during the regular business hours (9 AM to 5PM).

Incidental Costs:

You will need some extra money for double fares to your agency and for minor expenses that arise in the course of day to day placement activities.

Orientation:

You are required to attend a Field Orientation Meeting. Check the time and date on the Social Work Bulletin Board or in the Social Work Office.

My Overall GPA: _____ My Social Work GPA: _____

Student's Signature _____ Date _____

If you have questions about the field application process contact: the Assistant Field Director/Substitute Clinical Professor (718) 262-3755 or 2607 or come to Room 3A11.

DO NOT WRITE BELOW THIS LINE

Field Office notes:

Group Orientation Invitation Letter

SOCIAL WORK PROGRAM FIELD EDUCATION: THE SIGNATURE PEDAGOGY

The Field Education Office is responsible for the overall administration of the field program. The Field Education Office coordinates agencies, faculty members, students, and Field Instructors to provide the best experience possible.

This Field Placement Orientation Meeting is a **mandatory** meeting that will give the prospective intern an overview of the preparation and requirements for internship. This meeting will give the prospective student intern an overview of the preparation and requirements for internship.

The tentative agenda will include: (1) Field Placement Learning Objectives in accordance with Council on Social Work Education EPAS Competencies and York College Social Work Program and practice behavior expectations in accordance with the *National Association of Social Workers Code of Ethics* and York College Social Work Program, (2) The criteria and process of placing students in the field and some of the most important considerations of which students should be aware as they start their placement: time management, (3) Concerns about personal safety, incidental costs, use of automobiles, etc, (4) Time frame for deciding on placements, and their right to refuse a placement that is offered to them after they visit an agency if they find substantial basis for objecting to the setting, (5) Instructions about the interview that they will have with the Field Faculty member when the student visits the field agency during the placement process, (6) Overview of York College, CUNY sexual harassment policies (quid pro quo and hostile work environment), and (7) Review of Student Field Placement Agreement

Date: December 5, 2012

Location: African American Studies Resource Center, Room 3B04

Time: 5:00 p.m. – 5:50 p.m.

Dr. S. T. Rodgers

Professor N. Benjamin

Selena T. Rodgers, Ph.D., LCSW-R
Director of Field Education
Assistant Professor of Social Work
School of Health and Behavioral Sciences
Department of Social Sciences
York College, CUNY
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Nicole Benjamin, MSW, LCSW-R
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(718) 262-3755

Group Orientation Agenda

Field Education: *The Signature Pedagogy* Student Field Orientation Wednesday, December 5, 2012

AGENDA

I. Welcome/Congratulations

II. Sexual Harassment Policy (Handout)

The link address is:

http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001178.htm

III. Field Placement

a. Process and Expectations

b. Field Education Manual

c. *Field Placement Student Agreement* (Handout) – **Signature is required before the start of Internship**

IV. At the meeting, the Director describes the process of placing students in the field and some of the most important considerations of which students should be aware as they start their placement: time management challenges, professional conduct, concerns about personal safety, incidental costs, use of automobiles, etc.

V. Questions

VI. Individual Pre-Placement Meeting Sign-up Sheet

NOTE: Individual planning meetings are held following group orientations. During the planning meeting, the Assistant Field Director/Substitute Clinical Professor meets with students to learn more about their preferences and to describe some of the settings that are available. Tentative matches between available field placements and student needs and interests are made. The student is asked to contact the Assistant Field Director/Substitute Clinical Professor immediately if the placement has been confirmed or if having difficulty securing a placement. If the Field Faculty member or student does not feel that the placement and student would make a good match, the student is asked to contact the Assistant Field Director/Substitute Clinical Professor to try to arrange another placement. The Office of Field Education reassures students that if an agency does not accept them, the Program will find them another placement. The Assistant Field Director/Substitute Clinical Professor then contacts the agency to further explore the reasons why the student and Field Faculty member did not arrive at an internship opportunity.

Field Education Student Agreement

SOCIAL WORK PROGRAM
School of Social and Behavioral Sciences
Department of Social Sciences

FIELD EDUCATION: THE SIGNATURE PEDAGOGY **FIELD EDUCATION STUDENT AGREEMENT**

The 2008 Educational Policy and Accreditation Standards highlight the role of field education as “to connect the theoretical and conceptual contribution of the class room with the practical world of the practice setting” (CSWE, 2008, p. 8).

Core Competencies: The Social Work Field Education seeks to provide students with the opportunity to reinforce integrate and demonstrate the practice behaviors associated with each Council on Social Work 10core competencies:

- EP 2.1.1- Identify as a professional social worker and conduct oneself accordingly
- EP2.1.2-Apply social work ethical principles to guide professional practice
- EP 2.1.3-Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4-Engage diversity and difference in practice
- EP 2.1.5-Advance human rights and social and economic justice
- EP 2.1.6-Engage in research-informed practice and practice-informed research
- EP 2.1.7-Apply knowledge of human behavior and the social environment
- EP 2.1.8-Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- EP 2.1.9-Respond to contexts that shape practice
- EP 2.1.10-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Statement of Equal Opportunity and Nondiscrimination: Consistent with York College, a unit of the City University of New York, policy of nondiscrimination, Field Instructors/Supervisors and agencies are selected only if they agree that no student intern will be subject to discrimination based on race, color, ethnic or national origin, genetic predisposition or carrier status, alienage or citizenship, gender, gender and identity expression, political ideology, social class, age, culture, disability, marital status, national origin, family structure, sexual orientation, religion, spirituality, veteran status, and physical and mental ability.

Towards preparing students for beginning *generalist* social work practice with individuals, families, small groups, organizations, and communities, the Field Education Agreement delineates York Social Work Program’s expectations for professional performance behavior in field practicum. The Field Education Office is responsible for the overall administration of the field program. The Field Education Office faculty and staff coordinate agencies, faculty members, students, and field instructors to provide students with a valuable learning experience. Field Education, as an integral part of the Social Work Program at York, provides culturally and competency-based internships which prepare students to:

1. Identify as a professional social worker and conduct oneself accordingly (e.g. demonstrate professional demeanor in appearance, communication and punctuality);

2. Apply social work ethical principles to guide professional practice (e.g. do not breach client confidentiality, destroy client/agency documentation, falsify weekly time log; respect professional boundaries);
3. Apply critical thinking to inform and communicate professional judgments;
4. Engage diversity and difference in practice;
5. Advance human rights and social and economic justice;
6. Engage in research-informed practice and practice-informed research;
7. Apply knowledge of human behavior and the social environment;
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. Respond to contexts that shape practice;
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (Council on Social Work Education, www.cswe.org).

I understand that as a student, it is my responsibility to:

1. Acquire professional liability insurance – the majority of students may choose to subscribe to the plan offered through the National Association of Social Workers (NASW). If a student chooses the professional liability plan, they must first become a member of NASW. This process often takes up to three months to complete and students are advised to begin this process during the spring semester of their junior year. Students can obtain the application form from the Field Education Office. Proof of coverage for professional liability insurance is mandatory and must be submitted to the Field Education Office prior to starting the practicum. Students are advised that failure to comply will result in stopping and/or delaying the start of the practicum experience and may result in the agency deciding not to continue with the student. Significant delays because of failure to submit proof of liability coverage can impact the student not being able to complete the field practicum.
2. Adhere to the principles of professional conduct found in the *National Association of Social Workers Code of Ethics (York College Student Handbook)*. All students enrolled in the York College Social Work Program are subject to the provisions in the *York College Student Handbook*, *York College Field Education Manual*, *Council on Social Work Education (CSWE) EPAS*, and the *Code of Ethics of the National Association of Social Workers* and are responsible to follow the policies and standards of behavior included in them. Electronic versions are available online at:

<http://www.cswe.org/File.aspx?id=13780>,
<http://www.naswdc.org/pubs/code/code.asp>, and printed versions of the field education manual and York College Student handbook are available upon request from the Field Education Office (3A06-A).
3. Meet academic criteria as outlined in the *York College Student Handbook* (p. 15)
4. Adhere to the guidelines provided in the field placement orientation; especially those parts related to expediting field placement arrangements (e.g. notify the Assistant Field Director/Substitute Clinical Professor of the results of the interview immediately).
5. Participate in the learning contract that is formulated between the Program, agency and student;
6. Adhere to the schedule (days/hours/time) agreed upon by the student and Field Faculty;
7. Notify Field Faculty in advance as early as possible about absences due to personal emergencies;

8. Participate appropriately in all agency meetings, regular supervisory conferences, and in other professional activities;
9. Be punctual and well-prepared “having an agenda” for supervisory conferences;
10. Prepare records that are required by the agency, and regularly recording the process records that are required by the Program for supervisory conferences;
11. Make certain to assure client confidentiality when submitting placement – related assignments to the seminar and in all other activities;
12. Notify the Field Faculty member and/or the Seminar Instructor/Field Liaison, when appropriate, of any serious instructional deficiencies in the placement, taking care to raise these concerns in a professional (tactful, assertive and thoughtful) manner.
13. The field internship must be in an agency approved by the Field Education faculty.
14. Complete two semesters of field instruction at the same agency.
15. Complete two semester of field instruction with the same seminar instructor.
16. Complete any mandatory agency orientation and/or background checks prior to the beginning of the semester (fees associated with criminal checks are the student’s responsibility).
17. Agree to dress professionally and appropriately for assigned agency setting.
18. Begin field practicum in coordination with the field seminar. The Council on Social Work Education requires that students enrolled in undergraduate programs complete a minimum of 400 hours (200 hours each semester) of field education instruction. Failure to complete required hours will result in a failing grade for the course. Hours accumulated prior to the start of the academic year will not be counted towards 400 field placement hours. Please note that hours cannot be accumulated between semesters.
19. Students are expected to complete 14 hours (2 seven-hour days) weekly. Begin Field Placement and Seminar II (only for spring semester) the first week in January.
20. Students are not permitted to finish internship hours more than 1-2 weeks before the end field seminar.
21. Participate in weekly supervision for at least one-hour per week with an individual who holds a MSW degree.
22. Notify the Field Education Office of physical impairments and learning disabilities in order to ensure practicum accommodations. In situations where a student is registered with the Office of Disability Services, the Field Education Office will consult with Disability Services personnel as necessary to arrange appropriate accommodations in internship. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. Every effort is made by the Field Education Office to ensure equal access to practicum opportunities. Reasonable accommodation means any adjustment to the way in which a program or service is provided which can be made to assist a qualified person with a disability achieve meaningful access to that program or service. Additional information about the services provided to students at York College can be found at the Office of Services for Students with Disabilities, on-line at: <http://york.cuny.edu/student-development/ossd> York Social Work Program is not required to make reasonable accommodations which fundamentally alter the nature of its curriculum.

23. Prior convictions must be disclosed on field application and at time of meeting with Field Director.
24. Background checks are required for working with children.
25. Attend mandatory Field Orientation session at York College.
26. Notify Seminar Instructor immediately should concerns/questions regarding practicum experience arise.

Note: Students are able to identify possible field placements, borough choices, and population interests; however the final decision about suitability of the placement rests with Field Education Administrators.

My signature below acknowledges that I agree to read the *Code of Ethics of the National Association of Social Workers* prior to the **third week of the first semester** of enrollment in Field Education. I will ask questions and receive clarification on any issues needed and therefore certify that I understand these policies and standards. Furthermore, I agree to abide by the policies and standards of behavior contained therein.

I understand that should I violate these policies or standards, I will be subject to review and possible dismissal from York's Social Work Program as detailed in the *York College Student Handbook*. I understand that failure to sign this form does not exempt a student from the provisions in the *Field Education Manual* or the *Code of Ethics of NASW*.

Print Name

Date

Student Signature

Date

Cc: student file

Student Resources

Council on Social Work Education Accreditation Standards (EPAS):

<http://www.cswe.org/Accreditation.aspx>

Carroll and Milton Petrie Student Emergency Grant Fund

The Carroll and Milton Petrie Student Emergency Grant Fund was created to provide eligible students facing short-term, non-reoccurring financial emergencies with a one-time grant to alleviate the situation. To insure that the greatest number of students in need get assistance, recipients will receive only one grant during their tenure at York College. The *application is not a guarantee* that you will be awarded funds.

For more information, please visit:

<http://www.york.cuny.edu/student-development/petrie-fund-application?searchterm=petr>

Division of Student Development

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

Resources for Students

There are many resources to help students succeed at York, and in this class. A list can be found at:

<http://www.york.cuny.edu/bulletin/online/student-resources-student-resources>

SEEK Program

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

Student Liability Insurance

Prior to the beginning of the practicum, students are required to provide evidence that they have purchased liability insurance that provides appropriate coverage of any claims that might be entered against them in the discharge of their professional responsibilities during their student internship. National Association of Social Workers (NASW) provides a reasonably priced policy for individual student. For information and application forms, students should visit Professional Liability Insurance through NASW are available to students at: http://www.naswassurance.org/student_liability.php?page_id=12

National Association of Social Workers Code of Ethics

<http://www.socialworkers.org/pubs/code/default.asp>

Tutoring Service

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

Section IV: Field Instruction Curriculum Syllabi

York College of the City University of New York
Social Work Program
SCWK 293
Social Work Practicum

Instructor Information

Bulletin Course Description

Social Work 293. 2 hours lecture; 6 hours fieldwork; 3 cr. Prerequisites: Students must have completed SCWK 101; SCWK 203; PSY 215, SOC 101, POL 103, and ENG 125. This course is a foundational field practicum course. Direct service experience in a professionally supervised setting. Emphasis on integration of field and classroom learning in seminar format. Field placement is for six daytime hours per week.

Course Overview

The purpose of this foundational field practicum course is to prepare students for professional social work practice in an agency setting. This course fosters the development of knowledge, values, and skills of generalist social work practice; promotes an understanding of the structure and function of the social service agency; and provides opportunities for students to integrate learning in both class and field.

Students are expected to complete 70 placement hours in an approved field practicum site and attend a weekly two-hour field practicum seminar. The field internship consists of placement in an agency setting for six hours, usually one day per week. The field internship experience offers opportunities for students to learn the role and responsibilities of the professional social worker; apply concepts and principles to direct practice; fosters the development of foundation skills in communication and self-awareness. Students learn to identify ethical practice behaviors and understand the importance of professional accountability, documentation and record keeping.

The field seminar provides opportunities for students to integrate learning from the field and class. The Seminar engages students in an interactive learning environment through discussion and experience sharing with peers. Student assignments in the course promote opportunities to demonstrate beginning knowledge and understanding of social work values and ethics; skills in self-reflection and self-awareness; and the application of theoretical concepts and principles to understanding social service organizations and the needs and strengths of diverse populations.

Required Main Texts

Garthwait, C.L. (2011). *The social work practicum: A guide and workbook for students* (5th ed.). Boston: Allyn and Bacon.

The required course text is available as an e-textbook. Visit <http://www.coursesmart.com/> to purchase an online version.

MySocialWorkLab for Garthwait text is available at no extra cost when purchased with the course text. For access to MySocialWorkLab, visit <http://www.mysocialworklab.com> to request access.

A copy of the required text will be placed on reserve in the York College Library. Other readings will be assigned and will be available via Blackboard or in class.

Supplemental Readings

Baird, B.N. (2008). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions* (5th Ed.). Upper Saddle River: Pearson Education.

Birkenmaier, J. M. & Berg-Weger, M. (2011). *The practicum companion for social work:*

- Integrating class and field work*, (3rd ed.). Boston: Allyn and Bacon.
- Corey, G., & Corey, M. S. (2007). *Becoming a Helper* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Danowski, W. A. (2012). *In the field: A guide for the social work practicum* (2nd ed.). Prentice Hall.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2012). *Field Instruction: A guide for social work students*. Boston: Pearson Education.
- Sheafor, B., & Horejsi, R. (2003). *Techniques and guidelines for social work practice* (6th ed.). Boston: Allyn and Bacon.
- Sweitzer, H.F. & King, M.A. (2004). *The Successful Internship: Transformation and Empowerment in Experiential Learning* (2nd Ed.). Belmont: Brooks/Cole.
- Thomlison, B., Rogers, G., Collins D. & Grinnell, R.M. (1996). *The Social Work Practicum: An Access Guide* (2nd Ed.). Itasca: F.E. Peacock Publishers Inc.
- Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria, VA: Author. Available online: <http://www.cswe.org/File.aspx?id=13780>
- NASW. (2008). Code of ethics of the national association of social workers. Available online: <http://www.socialworkers.org/pubs/code/default.asp>
- NASW (2001) Standards for Cultural Competence in Social Work Practice. Washington, DC: Author. Available online: <http://www.naswdc.org/practice/standards/NAswCulturalstandards.pdf>
- NASW (n.d.). Social Work Safety. Available online: <http://www.socialworkers.org/pressroom/events/safety1006/default.asp>
- The New Social Worker online magazine available online: <http://www.socialworker.com/home/index.php>
- York College Social Work Program, Field Practicum Student Handbook –This handbook contains all practicum policies and procedures and additional reference materials.

Goals

- Goal #1: Develop professional social work attitudes, behaviors, and communication skills based on the foundation of professional social work values and ethical principles.
- Goal #2: Will develop a strong intellectual foundation of analytical skills and research methods to understand the existing knowledge and develop new models of professional intervention.
- Goal #3: Develop culturally-competent empowerment-based practice skills to promote understanding, sensitivity and social justice for marginalized and oppressed client systems.
- Goal #4: Integrate the knowledge of scientific theories into the bio-psycho-social and political systems approaches in order to understand human systems on micro-, mezzo, and macro-levels of social work practice
- Goal #5: Demonstrate competence in the generalist social work practice skills of engagement, assessment, intervention and evaluation skills in working with diverse individuals, families, groups, organizations, and communities
- Goal #6: Develop a coherent body of applicable knowledge by integrating the liberal arts foundation with professional knowledge and interconnecting various components of the Program curriculum.

Competencies (practice behaviors)

1. Demonstrate professional demeanor in behavior, appearance, and communication
(EP 2.1.1) (4)
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics; and, as applicable, of the International Federation of Social

- Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles **(EP2.1.2) (2)**
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues **(EP 2.1.3) (3)**
 4. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups **(EP 2.1.4) (2)**
 5. Understand the forms and mechanisms of oppression and discrimination **(EP 2.1.5) (1)**
 6. Engage in practices that advance social and economic justice **(EP 2.1.5) (3)**
 7. Use research evidence to inform practice. **(EP 2.1.6) (2)**
 8. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment **(EP 2.1.7) (1)**
 9. Analyze, formulate, and advocate for policies that advance social well-being **(EP 2.1.8) (1)**
 10. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. **(EP 2.1.9) (1)**
 11. Use empathy and other interpersonal skills **(EP 2.1.10) (a) (2)**
 12. Negotiate, mediate, and advocate for clients **(EP 2.1.10) (c) (4)**

Instructional Methods

Mini-Lecture, assigned readings, group discussion, role-play and class discussion.

Assignments/Evaluation of Student Performance

	Type of Assignment	% of the Final Grade
1	Logbook Assignment	15%
2	Mid-Semester Field Evaluation	10%
3	Midterm Paper	20%
4	Final Field Evaluation	25%
5	Final Integrative Paper	30%

E-Learning Systems

Electronic communications via Blackboard will be utilized for announcements, documents/assignments postings, electronic discussions, and communications between instructor and students.

Reference Resources

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.
- Barnet, S., & Bedau, H. (1996). *Critical thinking, reading & writing: A brief guide to argument* (2nd ed.). Boston: Bedford Books of St. Martin's Press.
- Dolgoff, R. & Loewenberg, F., & Harrington, D. (2009). *Ethical decisions for social work practice*. (8th ed.). Florence, KY: Brooks/ Cole.
- Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M., (2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42(2), 377-396.

Mizrahi, T. & Davis, L.E. (Editors), *Encyclopedia of Social Work*. Washington DC: National Association of Social Workers and Oxford University Press.

Reamer, F. (2003). *Social work malpractice and liability*. (2nd ed.) New York: Columbia University Press.

Popple, P. R. & Leighninger, L. (2008). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. 4th ed. Boston: Allyn and Bacon.

Segal, E. (2007). *Social welfare policy and social programs: A values perspective*. Florence, KY: Brooks Cole.

www.nasw.org National Association of Social Workers

www.ifsw.org International Federation of Social Workers

www.unwire.org United Nations Global News for Human Rights

www.cuny.libraries.edu City University of New York Office of Library Services

www.apa.org American Psychological Association

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other’s work and submitting it as one’s own, complicity (allowing one’s work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
- Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
- Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.
- Written and oral assignments must be submitted at the beginning of class on the due date. Late submission will result in a lowered grade.
- Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Course Outline

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplementa l Readings	Group Assignments	Individual Assignments
1			The NASW Code of Ethics; Field Practicum Student Handbook		
2	practicum, CSWE/EPAS core competencies; goals for learning; field	Chapter 1: The Purpose of a Practicum	Council on Social Work Education. (2008).	In class exercise: Practicum expectations	Log 1

	instructor; practicum coordinator; practicum seminar	Chapter 2: School, Agency, and Student Expectations	Educational policy and accreditation standards. Alexandria, VA: Author. Available online: http://www.cswe.org/File.aspx?id=13780		
3	learning outcome/goal/objective/activities; social work knowledge, skills, values; evaluating progress; generalist perspective/competencies; learning style; disability accommodation; integration of theory and practice; office culture/politics; attitudes toward learning; work habits; formal/informal agency structure and function	Chapter 3: Learning Plans Chapter 4: Getting Started		In class exercise: establishing learning goals; entering the agency	Log 2
4	supervision; administrative, educational, supportive functions of supervision; types & responsibilities of supervision; problems in supervision; supervisory styles; using supervision purposefully; supervisory feedback and evaluation; stages of practicum; student / supervisor	Chapter 5: Supervision; Chapter 6: Personal Safety	NASW Social Work Safety. Available online: http://www.socialworkers.org/pressroom/events/safety1006/default.asp	In-class exercise: Learning styles inventory	Log 3

	relationships; sources of risk/danger to social workers; impact of threats/risk on social workers; stages of escalation of danger; guidelines to de-escalate risk and danger; dealing with potentially violent clients; dealing with home visits; handling intense arguments				
5	communication; interpersonal communication; organizational; downward/upward communication; horizontal/centralized communication; communication technology; professional language and jargon; problems in communication; barriers to communication; diversity and communication; observations of agency communication; listening skills; written communication skills	Chapter 7: Communication		Communication and safety role play	Log 4
6	agency; nonprofit organization; sectarian organization; for-profit organization; host setting; advisory board; social programs; stakeholders of social programs	Chapter 8: Agency Context of Practice		Prepare for mid-semester evaluation	
7	community; goods and services; social control; power;	Chapter 9: Community Context of		Community asset mapping exercise;	

	influence; community size; community dynamics; mezzo and macro practice; social condition; social problem, social policy, social program; practices; theories of causation of social problems: Ecological perspective on social problems; social systems view of social problems; prevention of social problems; resiliency	Practice Chapter 10: Social Problem Context of Practice		recognizing resiliency exercise	
8	social policy; resources assignment; allocation; responsibilities; rights; administrative rules and regulations; societal values regarding social policy; power; influence; social policy practice; social policy analysis; social policy domains; categories of social policy	Chapter 11: Social Policy Context of Practice		Visions of the future exercise	Midterm paper due Mid-semester evaluation due
9	Pluralistic society; culture; cross cultural encounter; ethnocentrism; stereotypes; discrimination; minority group; agency cultural competence; human rights; ethnic pride; misunderstandings and misinterpretations in cross	Chapter 12: Diversity and Cultural Competency Chapter 13: Professional Social Work	NASW (2001) Standards for cultural competence in Social Work practice. Washington, DC: Author. Available online: http://www.na	Cultural competency listening exercise	Log 5

	<p>cultural encounters; cultural beliefs; history of cross cultural experiences; NASW standards for cultural competency; helping profession; social functioning; person-in-environment focus NASW Code of Ethics Professional and non- professional behavior; student role; social work role; professional identity; views of social work</p>		<p>swdc.org/practice/standards/NAswculturelstandards.pdf</p>		
10	<p>NASW Code of Ethics; ethical dilemma; ethical competencies; moral code; ethical mistakes; privileged communication; legal context of practice; confidentiality; testifying in court; malpractice; Tort law; plaintiff; defendant; proximate cause; acts and omissions; professional negligence</p>	<p>Chapter 14: Social Work Ethics Chapter 15: Legal Concerns</p>	<p>NASW. (2008). Code of ethics of the national association of social workers. Available online: http://www.socialworkers.org/pubs/code/default.asp</p>		Log 6
11	<p>planned change process; nature of change; social functioning; social work practice roles; micro, mezzo, macro level practice; phases of planned change; data collection; assessment;</p>	<p>Chapter 16: Social Work as Planned Change</p>		<p>Prepare for final evaluation</p>	Log 7

	intervention; termination; evaluation; conceptual frameworks; generalist perspective strengths-perspective ecological perspective; orienting/practice theories; practice models; core processes of social work	<u>S</u>			
12	Evaluation; informal evaluation; formal evaluation; evaluation criteria; evaluation tools; self-assessment of performance; post- test of performance	Chapter 17: Evaluating the Practicum		Semester wrap up. Identifying personal strengths and growth	Log 8
13	personal growth; professional growth	Chapter 18: Merging Self and Profession			
14	continuing education; practice wisdom; positivist view of knowledge; scientific method of understanding; social construction of knowledge; concept of client; professional organizations; social justice; leadership; transformative leader	Chapter 19: Leadership and Social Justice			Final paper due Final evaluation due
15					

sioStS Student Resources and Policies:

Division of Student Development

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

Tutoring Services

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

SEEK Program

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

Student Policies and Procedures

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

York College of the City University of New York
Social Work Program
SCWK 410
Field Placement and Seminar I

Instructor Information

Bulletin Course Description

Social Work 410 Field Placement and Seminar I. 2 hrs. lecture; 14 hrs. fieldwork; 6 cr. Prereq: Acceptance into Field Placement, Social Work 293, Social Work 360, Social Work 370. Prereq. or Coreq: Social Work 400. Social Work 410 is the second of the three-course field practice sequence. Supervised field experience. On-site visits by Social Work faculty. Integration of field and classroom learning in a weekly on-campus seminar. Placements are from 9:00 a.m. to 5:00 p.m. on two weekdays for a minimum of 200 hours for the semester. Permission required for repeating the course.

Course Overview

Social Work 410 is the first course in a two-course sequence, the second field placement course being SCWK 492. The purpose of this field placement and seminar course is to integrate the components of social work education into a structured practice experience to prepare generalist social work practitioners with micro systems who 1) understand the social issues and concerns facing diverse urban populations, including ethnic minorities and immigrants; 2) understand the global dimensions of human needs and social problems; 3) are capable of making critical assessments of individuals and families, using knowledge of clients' physical, mental and spiritual resources; 4) understand the concepts and theories that are applied in direct practice; 5) are able to use findings from social science research to guide evidence-based practice aimed to improve the functioning and well-being of individuals, families, groups, organizations, and communities; 6) are committed to influencing service delivery systems that are socially and economically just and responsive to human needs; 7) are committed to professional growth and development through the pursuit of life-long learning.

In light of the missions of the Social Work profession, the Social Work Program, and York College, special attention is given to learning the concepts, theories, and skills that will prepare students to work with oppressed groups, diverse cultures, and urban populations worldwide. The course provides entry-level tasks to enable students to develop knowledge, values and skills in social work competency areas: professional identity, ethical practice; critical thinking; diversity in practice; human rights & justice; research based practice; policy practice; practice contexts; and, engage, assess, intervene and evaluate.

A generalist model of practice will be used. Students will learn to apply generalist practice skills (e.g., engagement skills, assessment skills, communication skills, collaboration and networking skills) with individuals. Relevant research, theory, and practice skills are integrated into the seminar and are reinforced in fieldwork practice. Emphasis is placed on micro systems and strengthening and deepening the learning that has taken place in earlier course work, especially in Social Work 293 (i.e., organizations and communities), 300, 350, 360, and 370, and that takes place in accompanying course work, Social Work 400, 470 and 480. Seminar learning and fieldwork are closely articulated. Most of the teaching materials that are distributed to students in seminar are shared with the field faculty. Students share their field experiences with their classmates by reading their process recordings and presenting other assignments in class.

Social Work 410 is the first of the two-course field practice sequence. Students take two field courses, Social Work 410 and Social Work 492, with accompanying seminars, in their senior year. In both Social Work 410 and 492, students spend 14 hours a week for 15 weeks (minimum of 200 hours) in a field work agency and spend two hours a week in seminar. Students are placed in a variety of agencies in which they engage in work with individuals, families, groups, communities, and organizations. Students remain in the same fieldwork agency and in the same seminar class for both Social Work 410 and 492. In Social Work 410 students begin to 1)

integrate the content of previous coursework in generalist social work research, policy, and practice with the skills required to actually deliver social work service to a diverse urban population; and 2) reinforce their understanding of and identification with the purposes, values and ethics of the social work profession. Field placement seminar is scheduled weekly for two hours; placement schedule is arranged with the field agency.

Required Main Texts

Shulman, L. (2012). *The skills of helping individuals, families, groups, and communities* (7th ed.). Pacific Grove, CA: Thompson Learning.

Summers, N. (2012). *Fundamentals of Case Management Practice*. (4th ed.) Belmont, CA: Wadsworth/Thomson Learning.

Course texts are available as e-textbooks. Visit <http://www.coursesmart.com/> to purchase online versions of required texts. Additional resources are available at no extra cost when purchased with the course text. For access to The Book Companion Website (Shulman text) (Cengage Publisher), visit www.cengagebrain.com/shop/ISBN/1111521255 to request access. A copy of the required texts will be placed on reserve in the York College Library. Other readings will be assigned and will be available via Blackboard or in class.

Supplemental Readings

Barnes, S. L. (2001). Stressors and strengths: A theoretical and practical examination of nuclear, single-parent, and augmented African-American families. *Families in Society*, 82 (5), 449-460.

Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work*, 39(3), 288-293.

Coady, N.F. (1993). The worker-client relationship revisited. *Families in Society: The Journal of Contemporary Human Services*, 32, 291-300.

Congress, E. P. (2001). Resolving ethical dilemmas in social work practice. *Affilia- Journal of Women and Social Work*, 16 (1), 113-116.

Dudley, J. R. (2007). Helping nonresidential fathers: The case for teen and adult unmarried fathers. *Families in Society*, 88(2), 171-181.

Palmer, N. & Kaufman, M. (2003). The ethics of informed consent: Implications for multicultural practice. *Journal of Ethnic and Cultural Diversity in Social Work*, 12(1), 1-26.

Fox, M. (2002). A question of survival: who cares for the carers? *Journal of Social Work Practice*, 16(2), 185-190.

Furman, R., Negi, N.J., Iwamoto, D.K., Rowan, D., Shukraft, A. & Gragg, J (2009). Social work practice with Latinos: Key issues for social workers, *Social Work*, 54(2), 167-174.

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society*, 82(3), 233-242.

Gutiérrez, L. M., DeLois, K. A., & GlenMaye, L. (1995). Understanding empowerment practice: Building on practitioner-based knowledge. *Families in Society*, 76(9), 534-542.

Hodge, D. R. (2011). Using spiritual interventions in practice. Developing some guidelines from evidence-based practice. *Social Work*, 56(2), 149-158.

Saleebey, D. (2001). Practicing the strengths perspective: Every-day tools and resources. *Families in Society*, 82(3), 221-222.

- Savitsky, L., Illingworth, M., & DuLaney, M. (2009). Civilian social work: Serving the military and veteran populations. *Social Work, 54*(4), 327-339.
- De Jong, P., & Miller, S. (1995). How to interview for clients strengths. *Social Work, 40*, 729-736.
- Mirabito, D.M. (2006). Revisiting unplanned termination: clinician's perceptions of termination from adolescent mental health treatment, *Families in Society, 87*(2), 171-180.
- Reamer, F.G. (2005). Update on confidentiality issues in practice with children: Ethics risk management. *Children & Schools, 27*(2), 117-120.
- Ryan, C., Russell, S.T., Huebner, D., Diaz, R, Sanchez, J. (2010). Family acceptance in adolescence and the health of LGBT young adults. *Journal of Child and Adolescent Psychiatric Nursing, 23*(4), 205-213.
- Sullivan, W. P., & Fisher, B. J. (1994) Intervening for success: Strengths-based case management and successful aging. *Journal of Gerontological Social Work, 22*(1.2), 61-74.
- Sung, K & Dunkle, R.E. (2009). How social workers demonstrate respect for elderly clients. *Journal of Gerontological Social Work, 52*(3), 250-260.
- Weick, A., & Saleebey, D. (1995). Supporting family strengths: Orienting policy and practice toward the 21st century. *Families in Society, 76*, 141-149.

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria, VA: Author. Available online:

<http://www.cswe.org/Accreditation/2008EPASDescription.aspx>

National Association of Social workers (NASW). (2008). *Code of ethics of the national association of social workers*. Available online: <http://www.socialworkers.org/pubs/code/default.asp>

NASW (2001) *Standards for cultural competence in social work practice*. Washington,

DC: Author. Available online: <http://www.naswdc.org/practice/standards/NASWculturalstandards.pdf>

National Association of Social Workers (NASW). (2007). Indicators for the achievement of the NASW standards for cultural competence in social work practice. Available at:

<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>

NASW Social Work safety information:

<http://www.naswdc.org/pressroom/events/safety1006/default.asp>

Goals

Goal #1: Develop professional social work attitudes, behaviors, and communication skills based on the foundation of professional social work values and ethical principles.

Goal #2: Will develop a strong intellectual foundation of analytical skills and research methods to understand the existing knowledge and develop new models of professional intervention.

Goal #3: Develop culturally-competent empowerment-based practice skills to promote understanding, sensitivity and social justice for marginalized and oppressed client systems.

Goal #4: Integrate the knowledge of scientific theories into the bio-psycho-social and political systems approaches in order to understand human systems on micro-, mezzo, and macro-levels of social work practice

Goal #5: Demonstrate competence in the generalist social work practice skills of engagement, assessment, intervention and evaluation skills in working with diverse individuals, families, groups, organizations, and communities

Goal #6: Develop a coherent body of applicable knowledge by integrating the liberal arts foundation with professional knowledge and interconnecting various components of the Program

Competencies (practice behaviors)

1. Attend to professional roles and boundaries **EP 2.1.1 (3)**
2. Demonstrate professional demeanor in behavior, appearance, and communication **EP 2.1.1 (4)**
3. Use supervision and consultation. **EP 2.1.1 (6)**
4. Recognize and manage personal values in a way that allows professional values to guide Practice **EP 2.1.2 (1)**
5. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles **EP 2.1.2 (2)**
6. Analyze models of assessment, prevention, intervention, and evaluation **EP 2.1.3 (2)**
7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues **EP 2.1.3 (3)**
8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (**EP 2.1.4 (2)**)
9. Understand the forms and mechanisms of oppression and discrimination **2.1.5 (1)**
10. Advocate for human rights and social and economic justice **EP 2.1.5 (2)**
11. Engage in practices that advance social and economic justice **EP 2.1.5 (3)**
12. Use research evidence to inform practice **EP 2.1.6 (2)**
13. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment **EP 2.1.7 (1)**
14. Analyze, formulate, and advocate for policies that advance social well-being **EP 2.1.8 (1)**
15. Collaborate with colleagues and clients for effective policy action **EP 2.1.8 (2)**
16. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services **EP 2.1.9 (2)**
17. Use empathy and other interpersonal skills. **EP 2.1.10(a) (2)**
18. Assess client strengths and limitations **2.1.10 (b) (2)**
19. Social workers critically analyze, monitor, and evaluate interventions. **EP 2.1.10(d)**

Instructional Methods

Lecture, class presentations, discussions and role-plays.

Assignments/Evaluation of Student Performance

	Type of Assignment	% of the Final Grade
1	Field performance	60%
2	Seminar performance (Includes midterm paper, final paper, process recordings, classroom grade - attendance, punctuality, participation, reading, and logs)	40%

Field Performance (worth 60% of final grade)

Final Field Evaluation: The end of semester field evaluation is designed to assess the student's overall progress and development of professional social work skills. Based on a review of the evaluation, the instructor will determine the final grade for this assignment. You are required to submit a hard copy of the following items in class on the due date 1) Field Placement Timesheet documenting your placement hours and signed by your field instructor 2) Final Field Evaluation (signed by the student and the field faculty member). This assignment is due on the last class.

Seminar Performance (worth 40% of final grade)

This assignment includes the midterm paper, process recordings, classroom grade (attendance, punctuality, participation, reading, and logs) and final paper.

Midterm Skills Analysis Paper (worth 25%): For this assignment you will analyze skills used during an interview with a client.

1. Select a process recording to be the subject of the skills analysis paper.
2. Identify and discuss the skills you used during the interview with the client, referencing skills described by Shulman in the handout that accompanies the assignment.
3. Present this analysis in a report format, including direct quotes from your process recordings to illustrate main points in your analysis.

Process Recordings (worth 25%): A process recording is a detailed form of case recording often used to assist students and new workers in learning basic skills and refining more advanced skills. You are required to submit **ten** typed-written process recordings during the semester. I will not be able to accept more than one recording per week except under special circumstances and you must speak to me first if you need to hand in more than one.

Students give their process recordings first to their Field Faculty member who reads and comments on the recording. Once the Field Faculty member returns the process recording to the student, the student then gives the recording, with the Field Faculty member's written notes and comments, to the Seminar Instructor/Field Liaison. Students should give their Field Faculty member a process recording every week and no less than every other week.

You should date each recording indicating 1) when the activity took place, and 2) when you gave the recording to your Field Faculty member. As your process recordings are one of the best methods for evaluating your skills, please save them so that you can see your progress as you move through the fieldwork sequence. Process recordings must be submitted electronically prior to scheduled class. A grading rubric will be used to evaluate process recordings. Late process recordings will impact final grade for the course.

Classroom Grade (Attendance, Punctuality, Participation, Reading, Logs) (worth 10% of final grade) (worth 25%): Students are expected to attend all classes and be on time. Attendance will be taken each week. Consistent attendance and punctuality demonstrates a commitment to professional development. Absence from class will impact final grade for the course.

The seminar format of the course is devoted to student reflection and discussion of field placement experiences. Active participation in class discussion and activities is expected. Participation includes preparing for seminar and field by completing assigned readings, contributing to seminar and fieldwork discussions in an informed manner, and actively completing seminar and fieldwork assignments. Participation will be graded on attendance and quality of the student's contribution to class discussion. Lack of participation will impact final grade for the course.

Final Paper (worth 25%): For this assignment you will collect data concerning a client and present these data in an organized manner along with your understanding and interpretation of what the data might mean.

1. Select a client to be the subject of the written assessment report.
2. Organize and present the data you collect from and about the client by topic headings provided in the format handout.
3. Integrate your impressions and assessment of data to any section.
4. Discuss what you learned from this assignment and identify areas for ongoing learning and development.

E-Learning Systems

Electronic communications via Blackboard will be utilized for announcements, documents/assignments postings, electronic discussions, and communications between the instructor and students.

Reference Resources

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.
- Baird, B.N. (2008). *The internship, practicum, and field placement handbook: A guide for the helping professions* (5th Ed.). Upper Saddle River: Pearson Education.
- Barker, R.L. (2003). *The social work dictionary* (5th ed.). Washington, DC: NASW Press.
- Barnet, S., & Bedau, H. (1996). *Critical thinking, reading & writing: A brief guide to argument* (2nd ed.). Boston: Bedford Books of St. Martin's Press.
- Birkenmaier, J. & Berg-Weger, M. (2011). *The practicum companion for social work: Integrating class and field work*, (3rd ed.). Boston: Allyn and Bacon.
- Fortune, A.E. (2009). Terminating with clients. In Roberts, A.R. *Social workers' desk reference* (2nd ed.) (pp. 627-631). New York: Oxford Press.
- Mizrahi, T. & Davis, L.E. (Editors), *Encyclopedia of Social Work*. Washington DC: National Association of Social Workers and Oxford University Press.
- National Association of Social Workers (NASW) (2008b). Professional self-care and social work. *Social Work Speaks* (2009-2012). Washington, D.C.: Author.
- Popple, P. R. & Leighninger, L. (2008). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. (4th ed.). Boston: Allyn and Bacon.
- Reamer, F.G. (2009). Ethical issues in social work. In Roberts, A.R. *Social workers' desk reference* (2nd ed.) (pp. 115-120). New York: Oxford Press.
- Roberts, A. R., & Yeager, K. R. (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford.

Rothman, J. C. (1998). *From the front lines: Student cases in social work ethics*. Needham Heights, MA: Allyn and Bacon.

Royse, D., Dhooper, S. S., & Rompf, E. L. (2012). *Field Instruction: A guide for social work students*. Boston: Pearson Education.

Segal, E. (2007). *Social welfare policy and social programs: A values perspective*. Florence, KY: Brooks Cole.

Sweitzer, H.F. & King, M.A. (2004). *The successful internship: Transformation and empowerment in experiential learning* (2nd ed.). Belmont: Brooks/Cole.

Thyer, B.A. (2009). Evidence-based practice, science, and social work. In Roberts, A.R. *Social workers' desk reference* (2nd ed.) (pp. 1115-1119). New York: Oxford Press.

Westerfelt, A., & Dietz, T. J. (2001). *Planning & conducting agency-based research: A workbook for social work students in field placements*. Needham Heights, MA: Allyn & Bacon.

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| www.nasw.org | National Association of Social Workers |
| www.ifsw.org | International Federation of Social Workers |
| www.unwire.org | United Nations Global News for Human Rights |
| www.cuny.libraries.edu | City University of New York Office of Library Services |
| www.apa.org | American Psychological Association |

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
- Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
- Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.
- Written and oral assignments must be submitted at the beginning of class on the due date. Late submission will result in a lowered grade.
- Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Course Outline

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
1		Introduction: Orientation &	Council on Social Work Education		Process Recording

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
		overview of the course	Accreditation Standards (EPAS): http://www.cswe.org/Accreditation.aspx York College Field Manual		Format (<i>handout</i>); Packet of Field Education materials (<i>handout</i>); Roles/ Responsibilities in Field Education (<i>handout</i>)
2	ethics, dual relationships, value conflicts, client rights, confidentiality, privacy, HIPAA, boundary issues, privileged communication, informed consent, intention to harm, mandated reporting, involuntary, ethical responsibility, competence, professional responsibility/case management, assessment, planning, linking, monitoring, advocacy, service coordination, self-determination, resiliency and recovery models, case management versus therapy	Ethics and Values-Summers, Ch. 1. Ethics and Other Professional Responsibilities for Human Service Workers; Dual Relationships (<i>Handout</i>) and Summers, Ch. 2. Case Management: Definition and Responsibilities ; Planning for Marta (<i>Handout</i>); Building Blocks for the Social Service Worker (<i>Handout</i>)	Congress, E. P. (2001). Resolving ethical dilemmas in social work practice. <i>Affilia- Journal of Women and Social Work, 16</i> (1), 113-116. NASW. (2008). <i>Code of ethics of the national association of social workers</i> . Available online: http://www.socialworkers.org/pubs/code/default.asp NASW. (1992). <i>Standards for social work case management</i> : http://www.socialworkers.org/practice/standards/sw_case_mgmt.asp#intro Sullivan, W. P., & Fisher, B. J. (1994) Intervening for success: Strengths-based case		

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
			management and successful aging. <i>Journal of Gerontological Social Work</i> , 22(1.2), 61-74.		
3	social work practice theory, generalist practice, assumptions of strength, resiliency, empowerment, dynamic versus linear thinking, medical model versus interactional model, empirically based practice theory, issues of oppression, systems or ecological approach; preliminary (or preparatory) phase, beginning (or contracting) phase, middle (or work) phase, ending and transition phase; engagement, assessment, vulnerable client, caring, personal and professional self	The Generalist Model - Shulman, Chapter 1: An Interactional Approach to Helping and Chapter 2: Oppression Psychology, Resilience, and Social Work Practice	Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. <i>Families in Society</i> , 82(3), 233–242. Gutiérrez, L. M., DeLois, K. A., & GlenMaye, L. (1995). Understanding empowerment practice: Building on practitioner-based knowledge. <i>Families in Society</i> , 76(9), 534– 542. NASW (2001) <i>Standards for cultural competence in social work practice</i> . Washington,DC: Author. Available online: http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf		
4	relationship building skills, establishing and maintaining a working relationship (therapeutic	Essentials of the Relationship - Shulman, Ch. 3. The Preliminary Phase of Work	Sung, K & Dunkle, R.E. (2009). How social workers demonstrate respect for elderly clients.		

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
	alliance), tuning in, empathy, engagement, individuation, confidentiality, self-awareness, client self-determination, motivation, diversity and culturally competent practice/helping professional, helping attitudes, warmth, genuineness, empathy, discouragement, encouragement, judgmental, collaboration, transference, countertransference	Summers, Ch. 5. Attitudes and Boundaries	<i>Journal of Gerontological Social Work</i> , 52(3), 250-260.		
5	macro level, developmental transition, biological characteristics, psychological characteristics, micro, mezzo, macro level interventions, person-in-environment/stereotypes, ethical responsibility, exceptions, individualistic versus collectivistic cultures, subculture, ethnocentrism, vertical and horizontal cultures	Essentials of the Relationship - Summers, Ch. 3. Applying the Ecological Model: A Theoretical Foundation for Human Services; Person in Environment Activity (Handout) Summers, Ch. 4. Cultural Competence (Sect. 2)	Ryan, C., Russell, S.T., Huebner, D., Diaz, R, Sanchez, J. (2010). Family acceptance in adolescence and the health of LGBT young adults. <i>Journal of Child and Adolescent Psychiatric Nursing</i> , 23(4), 205-213. Furman, R., Negi, N.J., Iwamoto, D.K., Rowan, D., Shukraft, A. & Gragg, J (2009). Social work practice with Latinos: Key issues for social workers, <i>Social</i>		

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
			<i>Work, 54(2), 167-174.</i>		
6	intervention skills, checking for underlying ambivalence, containment of feelings, detecting and challenging the obstacles to work, elaborating skills, exploring client resistance, facilitative, support, confrontation, feeling-thinking-doing connection, focused listening, generalizing, holding to focus, identifying content and process connections, identifying the next steps, pointing to obstacles, moving from the general to the specific, summarizing, partializing, parallel process, sharing worker's data, sharing worker's feelings, act out, countertransference	Skills of Interaction - Shulman, Ch. 5. Skills in the Work Phase	Summers, Section 3. Effective Communication/Ch. 7. Identifying Good Responses and Poor Responses; Ch.8. Listening and Responding; Ch.9. Asking Questions; Ch. 10. Bringing Up Difficult Issues		
7	assessment skills, opening statement, building trust and rapport, empathy, listening, clarifying purpose, clarifying role, motivating and	Assessment - Part 1 - Shulman, Ch. 4. Beginnings and the Contracting Skills; Interviewing	Summers, Ch. 11. Addressing and Disarming Anger; Ch.12. The Effective Combination of Skills; Ch. 13. Putting It All		Midterm paper due

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
	encouraging, supporting client self-determination, reaching for client's feedback, providing support, understanding of client's feelings, putting the client's feelings into words, direct and indirect communication, nonverbal communication, checking for underlying ambivalence, clarifying, contracting skills, using silence, sustaining procedures, partializing the problem, universalizing, responding to "doorknob" communication, sharing worker's feelings	Skills Observers (<i>Handout</i>)	Together Exercises Barnes, S. L. (2001). Stressors and strengths: A theoretical and practical examination of nuclear, single-parent, and augmented African-American families. <i>Families in Society</i> , 82 (5), 449-460. Thompson, S. J., Pollio, D.E., Constantine, J., Reid, D., & Nebbitt, V. (2002). Short-term outcomes for youth receiving runaway and homeless shelter services. <i>Research on Social Work Practice</i> , 12(5), 589-603.		
8	Social history, presenting problem, open questions, client successes, strengths and resources, description and history of the problem, impressions and recommendations	Assessment - Part 2 - Summers, Ch. 15. The First Interview; Ch.16. Social Histories and Assessment Forms	Summers, Ch. 14. Documenting Initial Inquiries; Ch. 21. Developing a Service Plan at the Case Management Unit		
9	key worker, professional impact,	The Agency Contest of	Summers, Ch. 24. Documentation and		

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
	systems approach, documentation, case file/client record	Practice - Shulman, Ch. 15. Professional Impact and Helping Clients Negotiate the System; Summers, Ch. 26. Developing Goals and Objectives in the Provider Agency Client Record/Case File (<i>Handout</i>)	Recording; Ch.22. Preparing for a Service Planning Conference or Disposition Planning Meeting; Ch. 23. Making the Referral and Assembling the Record		
10	Family assessment models, family assessment tools, family dynamics, identified patient (IP), the beginning phase: contracting with the family, culture of the family	Work with Families - Shulman, Ch. 7. The Preliminary and Beginning Phases in Family Practice	Batiste, D.A., Hardy, K.A., Lewis, L. (1997). Family therapy with English Caribbean immigrant families in the United States: Issues of emigration, immigration, culture, and race. <i>Contemporary Family Therapy</i> , 19(3), 337-359. Dudley, J. R. (2007). Helping nonresidential fathers: The case for teen and adult unmarried fathers. <i>Families in Society</i> , 88(2), 171-181.		
11	Middle and ending phase family practice	Shulman, Ch. 8. The Middle and Ending Phases in Family Practice	Saleebey, D. (2001). Practicing the strengths perspective: Every-day tools and resources. <i>Families</i>		

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
			<p><i>in Society</i>, 82(3), 221-222. Weick, A., & Saleebey, D. (1995). Supporting family strengths: Orienting policy and practice toward the 21st century. <i>Families in Society</i>, 76, 141-149.</p>		
12	<p>termination, final interview, types of termination, termination letter, discharge summary</p>	<p>Termination - Shulman, Ch. 6. Endings and Transitions</p>	<p>Ch. 27. Terminating the Case Mirabito, D.M. (2006). Revisiting unplanned termination: clinician's perceptions of termination from adolescent mental health treatment, <i>Families in Society</i>, 87(2), 171-180.</p>		
13	<p>burnout, self-care</p>	<p>Ch. 28. Taking Care of Yourself; Self-Evaluation (Handout)</p>	<p>Acker, G. M. (2003). Role conflict and ambiguity: Do they predict burnout among mental health service providers? <i>Social Work in Mental Health</i>, 1(3), 63-80.</p> <p>Fox, M. (2002). A question of survival: who cares for the carers? <i>Journal of Social Work Practice</i>, 16(2), 185-190.</p>		
14	<p>Course Overview</p>				<p>Final Field</p>

Date/ Session #	Key concepts	Textbook Chapter (number/title)	Supplemental Readings	Group Assignm ents	Individual Assignments
					Evaluation Due
					Final Paper Due
15					Final Exam

Student Resources and Policies

Division of Student Development

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

Tutoring Services

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

SEEK Program

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

Student Policies and Procedures

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

York College of the City University of New York

Social Work Program
SCWK 492
Field Placement and Seminar II
COURSE SYLLABUS

Semester:
Day and Time:
Office Hours and Room:
Online Office Hours:

Instructor:
Phone:
Email:

The Instructor will respond to students' electronic requests within 48 hrs.

Bulletin Course Description

Social Work 492: Field Placement and Seminar II. 2 hrs. lecture; 14 hrs. field work; 6 cr. Prereq: Social Work 410; Prereq or Coreq: Social Work 470 & 480. In the Spring semester, this course begins the first week in January. Continuation of supervised field experience. On site visits by Social Work faculty. Integration of field and classroom learning in a weekly, on-campus seminar. Placements are from 9:00 a.m. to 5:00 p.m. on two weekdays per week for a minimum of 200 hours for the semester. Permission from field education director required for repeating the course.

Course Overview

Social Work 492 is the second course in a two-course sequence. The objectives emphasize building on the knowledge and skills that were developed in the previous field course, Social Work 410. Additional foci incorporate group, community, policy and organizational content. As this is the capstone course of the undergraduate Social Work Program, special efforts are made to prepare students for the transition in role from, student to beginning professional practice, graduate education, or both. Thus, the emphasize on professional attributes of the individual in professional practice; i.e., self-awareness, oral and written communication skills, empathy and genuineness, organization and planning.

A generalist model of practice is used. Relevant evidenced-based theory and practice skills are taught in seminar and are reinforced in fieldwork practice. Emphasis is placed on strengthening and deepening the learning that has taken place in earlier course work, especially in Social Work 300, 350, 360, and 370 and that takes place in accompanying course work, Social Work 400, 470 and 480. Seminar learning and fieldwork are closely articulated. Most of the teaching materials that are distributed to students in seminar are shared with the Field Faculty. Students share their field experiences with their classmates by reading their process recordings and presenting other assignments in class. The course gives students opportunities to role-play some of the ethical, policy, and practice issues that they will be likely to experience, now, as social work interns and as new practitioners after graduation. It aims to engage students to integrate the many facets of previous course work into their practice while adding depth to their skills in assessment, intervention and learning outcomes for professional social work development.

Under the supervision of an experienced agency Field Instructors, students are provided an opportunity to develop and integrate foundation level social work knowledge, culturally-competent practice skills, values and

ethics, professional relationships and work habits within a multi-modal, multi-level educational approach with individuals, families, groups, organizations and communities with respect to race, color, ethnicity, national origin, gender, gender expressions, social class, age, culture, disability, marital status, national origin, family structure, sexual orientation, religion, spirituality and those with mental and physical disabilities when assessing and planning interventions.

Required Main Text

Royse, D., Dhooper, S.S., Rompf, E.L. (2012). *Field Instruction: A guide for social work students*. Updated 6th edition. Boston: Pearson Education.

Shulman, L. (2012). *The skills of helping individuals, families, groups, and communities* (7th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

The required course text is available as an e-textbook. Visit <http://www.coursesmart.com/> to purchase an online version.

A copy of the required texts will be placed on reserve in the York College Library. Other readings will be assigned and will be available via Blackboard or in class.

Supplemental Readings

In addition to the readings and resources listed below, the instructor may distribute handouts, journal articles, or other resources. A copy of all course texts and additional readings will be placed on reserve in the York College library or on Blackboard.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bemak, F. & Chi-Ying Chung, R. (2011). Post-Disaster Social Justice Group Work and Group Supervision. *The Journal for Specialists in Group Work*, 36(1), 3–21.

Brown, G.L. & Martin, J.A. (2011). The Resiliency Model of Role Performance for Service

Members, Veterans, and their Families: A Focus on Social Connections and Individual Assets *Journal of Human Behavior in the Social Environment*, 21(2), 162-178.

Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-2011 Edition:
<http://w.bis.gov/oco/ocos060.htm>

Collins, W. L (2011). A Strengths-Based Support Group to Empower African American Grandmothers Raising Grandchildren. *Social Work & Christianity*, 38(4), 453-466, 14.

Council on Social Work Education Accreditation Standards (EPAS):

<http://www.cswe.org/Accreditation.aspx>

Jindani, S.G. & Newman, C.P. (2006). Producing Your Own Evidence for Evidence-Based Practice. *Journal of Evidence-Based Social Work*, 3(3/4), 115-125.

Knight, C. (2010). Indirect trauma in the field practicum: Secondary traumatic stress, vicarious trauma, and compassion fatigue among social work students, and their field instructors. *The Journal of Baccalaureate Social Work*, 15(1), 31-52.

Macdonald, G. (2001). *Effective Interventions for Child Abuse and Neglect*. West Sussex, England: Wiley & Sons.

- National Association of Social Workers (Summer, 2012). *Salary guidelines*. NASW Press.
- National Association of Social Workers (2001) *Standards for cultural competence in social work practice*. Washington, DC: Author. Available online: http://www.naswdc.org/practice/standards/NASW_culturalstandards.pdf
- Office of Professions: <http://www.op.nysed.gov/>
- Roberts, A. R. & Yeager, K. R. (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford.
- Rodgers, S. (in press). The Trauma Pipeline in Baccalaureate Social Work Students enrolled in field education at urban public colleges. *The National Journal of Urban Education & Practice*. Special Edition.
- Rae, A. & Nicholas-Wolosuk, W. (2003). *Changing agency policy: An incremental approach*. Boston: Allyn & Bacon.
- Rauch, J. B. (Ed.). (1993). *Assessment: A sourcebook for social work practice*. Milwaukee, WI: Families International, Inc.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation, a systematic approach* (7th ed). Thousand Oaks, CA: Sage Publications, Inc.
- Sheafor, B. W. (2011). Measuring Effectiveness in Direct Social Work Practice. *Social Work Review*, 1, 25-33.
- Social Work Examination Preparation: <http://www.socialworkerexam.com/>
<http://www.lmswexambootcamp.com/>
- Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole.
- Wills, P., Ward, N., & Fish, J. (2011) Searching for LGBT Carers: Mapping a Research Agenda in Social Work and Social Care. *British Journal of Social Work* 41, 1304–1320.
- York College Social Work Program, Field Education Manual (2012-2013).

Goals

- Goal #1: Develop professional social work attitudes, behaviors, and communication skills based on the foundation of professional social work values and ethical principles.
- Goal #2: Will develop a strong intellectual foundation of analytical skills and research methods to understand the existing knowledge and develop new models of professional intervention.
- Goal #3: Develop culturally-competent empowerment-based practice skills to promote understanding, sensitivity and social justice for marginalized and oppressed client systems.
- Goal #4: Integrate the knowledge of scientific theories into the bio-psycho-social and political systems approaches in order to understand human systems on micro-, mezzo, and macro-levels of social work practice
- Goal #5: Demonstrate competence in the generalist social work practice skills of engagement, assessment, intervention and evaluation skills in working with diverse individuals, families, groups, organizations, and communities
- Goal #6: Develop a coherent body of applicable knowledge by integrating the liberal arts foundation with professional knowledge and interconnecting various components of the Program

Competencies (practice behaviors)

1. Practice personal reflection and self-correction to assure continual professional development **2.1.1 (2)**
2. Attend to professional roles and boundaries. **EP 2.1.1 (3)**
3. Use supervision and consultation **EP 2.1.1 (5)**
4. Recognize and manage personal values in a way that allows professional values to Guide Practice **EP 2.1.2 (1)**
5. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles **E.P. 2.1.2(2)**
6. Analyze models of assessment, prevention, intervention, and evaluation **EP 2.1.3 (2)**
7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues **(EP 2.1.3) (3)**
8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups **EP. 2.1.4 (2)**
9. View themselves as learners and engage those with whom they work as informants **2.1.4 (4)**
10. Analyze, formulate, and advocate for policies that advance social well-being **EP 2.1.8 (1)**
11. Engage in practices that advance social and economic justice **E.P.2.1.5 (3)**
12. Use research evidence to inform practice **EP 2.1.6 (2)**
13. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation **EP 2.1.7 (1)**
14. Analyze, formulate, and advocate for policies that advance social well-being **E.P. 2.1.8 (1)**
15. Collaborate with colleagues and clients for effective policy action **E.P. 2.1.8 (2)**
16. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services **EP 2.1.9 (1)**
17. Use empathy and other interpersonal skills **2.1.10 (a) (2)**
18. Assess client strengths and limitations **2.1.10 (b) (4)**
19. Initiate actions to achieve organizational goals **2.1.10 (c) (1)**
20. Implement prevention interventions that enhance client capacities **2.1.10 (c) (2)**
help clients resolve problems **2.1.10 (c) (3)**
21. Negotiate, mediate, and advocate for clients' **2.1.10 (c) (4)**
22. Facilitate transitions and endings **2.1.10 (c) (5)**
23. Social workers critically analyze, monitor, and evaluate interventions. **EP 2.1.10 (d)**

Instructional Methods

Lecture, discussions and role-plays, experiential learning activities (e.g. small group work, individual and group presentations).

Assignments

The final grade for SCWK 492 will be determined by a combined evaluation in both the field internship and seminar. The Seminar Instructor (Field Liaison) is responsible for assigning the final course grade. Consultation from the internship supervisor will also be a factor. The evaluation completed by the student's Field Faculty member is an important guideline to the Seminar Instructor/Field Liaison in evaluating student performance. The grade will be determined by the student's overall professional performance in and relating to the field, completion of course and field related assignments, mastery of learning outcomes, and performance at final evaluation. Unprofessional social work conduct can result in lowering of the final grade.

Assignments/Evaluation of Student Performance

	Type of assignment	% of the total grade
1	<p>Process Recordings 10 (minimum 5 group work)</p> <p>Individual Process Recording: A process recording is a detailed form of case recording often used to assist students and new workers in learning basic skills and refining more advanced skills. It is also used when a worker is having unusual problems with a client a wants to create a record that can be examined by peers and/or supervisors in case consultation.</p> <p>Group Process Recording: The process recording is an evaluative tool used to assess a student's communication skills, increase self-awareness and develop critical thinking skills. In addition, the student receives feedback from the Field Instructor, and utilizes the recording to document and process group dynamics. Students must identify SLO's throughout the process recording.</p>	10%
2	<p>Group Discussion Board – are 10 graded discussions. Each week, one student is responsible for moderating the discussion to ensure continued dialogue. Students must identify SLO's and summarize an assigned reading for that week. Everyone in the class must start a new thread, and respond to at least 3 other threads for points.</p>	3%
3	<p>Mid-Term Examination – written take-home assignment. The purpose of the Policy Assignment (Mid-Term) is for students to: (a) demonstrate the ability to understand and evaluate the impact of agency and social policies on the client populations and on the services and resources available, (b) identify and understand the complex barriers to client service delivery and demonstrate an ability to link clients to resources and to advocate for client access to services.</p>	10%
4	<p>Final Examination – written take-home assignment.</p> <p>The purpose of the Single Subject Design Assignment (Final Examination) is for students to: (a) demonstrate increased use of in-depth of assessment, using the ecological perspective, practice-informed research, and clients' strengths, (b) demonstrate critical thinking skills and apply knowledge of the scientific method and basic research concepts to assess micro, mezzo and macro systems and to evaluate practice, and demonstrate increased use of in-depth of assessment, using the ecological perspective, practice-informed research, and clients' strengths.</p>	15%
5	<p>Professional Decorum – Attendance, punctuality and participation. Students submit Weekly Time Logs and Field Student Logs. The aim of the Field Student Log is to help students and field faculty monitor amount of time spent on activities at the agency placement. Additional the log enables the Seminar Instructor/Field Liaison, student and Field Faculty to engage in a parallel process about the necessary modifications in student's assignment if placement to ensure compliance with CSWE practice behaviors and generalist practice. At the end of the semester, students will submit completed log book to Seminar</p>	2%

	Instructor. The instructor will submit to social work office assistant for filing.	
6	Field Performance – The Final Core Competency assessment forms are completed by the Field Supervisor the 13 th session of each semester, is 60% of overall grade performance. The evaluation process provides an overview of how the student is progressing in field and allows the Field Supervisor and student to participate in a parallel process of evaluation. Supervisors evaluate students' performance as it relates to the 10 Core Competencies, associated practice behaviors and SLO's. In addition, a commentary section is provided after each competency for the field supervisor to include qualitative feedback. Finally, the Field Instructor/Supervisor provides an overall evaluation regarding the intern's performance along with any related comments.	60%

Grading Scale

A+ 97 – 100	C+ 77 – 79.9
A 93 – 96.9	C 73 – 76.9
A- 90 – 92.9	C- 70 – 72.9
B+ 87 – 89.9	D+ 67 – 69.9
B 83 – 86.9	D 60 – 66.9
B- 80 – 82.9	F 0 – 59.9

E-Learning Systems

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

Reference Resources

Social Work Organizations

www.nasw.org	National Association of Social Workers
www.ifsw.org	International Federation of Social Workers
www.statepolicy.org	Social Work National Committee for Educating Students to Influence State Policy and Legislation—they have a yearly contest to recognize exemplary BSW and MSW projects!
www.cswe.org	Council on Social Work Education <i>Educational policy and accreditation standards</i>

Library/Writing Style Sites

www.cuny.libraries.com	City University of New York Office of Library Services
www.apa.org	American Psychological Association

Advocacy Organizations

www.aphsa.org	American Public Human Service Association
www.childrensdefense.org	Children's Defense Fund: Links to many child and family

www.cwla.org	advocacy sites
www.childadvocacy.org	Child Welfare League of America
www.greenpeace.org	National Association of Child Advocates
www.now.org	Greenpeace: Links to environmental sites
	National Organization for Women: Links to resources that support gender equity
www.vote-smart.org	Project Vote Smart: Links candidate, campaign and issue information sites, ratings by advocacy groups, and campaign financial reports
www.financeprojectinfo.org	Welfare information
www.ncoa.org	National Council on Aging
www.mentalhealth.org	National Mental Health Association

Information and Statistics

www.census.gov	U.S. Census Bureau
www.gao.gov	U.S. General Accounting Office

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
- Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
- Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.
- Written and oral assignments must be submitted at the beginning of class on the due date. Late submission will result in a lowered grade.
- Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Course Outline

Date/ Session #	Key concepts	Schulman (2012) & Royse, Dhooper & Rompf (2012) number/title	Supplemental Readings	Group Assignments	Individu Assignme
1		<p>Introduction: Course Overview— Distinguishing Between SCWK 410 and SCWK 492</p> <p>Royse et al. Chapter 7: Acquiring needed skills – <i>What is Process Recording?</i> (pp. 158-161).</p>	<p>Council on Social Work Education Accreditation Standards (EPAS): http://www.csw.org/Accreditation.aspx</p> <p>NASW (2001) <i>Standards for cultural competence in social work practice</i>. Washington,DC : Author. Available online: http://www.naswdc.org/practice/standards/NASW_culturalstandards.pdf</p> <p>National Association of Social Workers (2001) <i>Standards for cultural competence in social work practice</i>. Washington,</p>	<p>Self-Care Activity (5 minutes)</p> <p>Role Play Engagement Exercise</p>	

			DC: Author. Available online: http://www.naswdc.org/practice/standards/NA_SW_culturalstandards.pdf		
2	Family, Family dynamics, Family assessment models, Systems, Assessment tools, Preliminary, beginning, middle and ending phases, Tuning in, Session, Culture, Analyzing sessions, Family secrets, Goals, Helping	Schulman Chapter 7: Preliminary and Beginning Phases in Family Process Schulman Chapter 8: The Middle and Ending Phases in Family Practice Royse et al. Chapter 6: Client systems: The recipients of services		Self-Care Activity (5 minutes)	Student Educational Learning Plan
3	Setting and Service, Contract, Resources, Child Welfare Setting, Practice points, Working with children, Residential care, Negative and positive behaviors, School settings, Single-parent families, Veterans and their families	Schulman Chapter 9: Variations in Family Practice	Brown, G.L. & Martin, J.A. (2011). The Resiliency Model of Role Performance for Service Members, Veterans, and their Families: A Focus on Social Connections and Individual Assets <i>Journal of Human Behavior in the Social</i>	Self-Care Activity (5 minutes) Group Discussion Board #1	Process Record #1

			<i>Environment</i> , 21(2), 162-178.		
4	Mutual aid and support, Dynamics, Dialectical process, Taboo issues, Universal approaches, Group leader role, Preparing and developing groups, Confidentiality, Group types and structures, Group composition, timing and structure , Cross cultural awareness and competency	Schulman Chapter 10: The Preliminary Phase in Group Practice: The Group as a Mutual-Aid System	NASW (2001) <i>Standards for cultural competence in social work practice</i> . Washington,DC : Author. Available online: http://www.naswdc.org/practice/standards/NASW_culturalstandards.pdf	Self-Care Activity (5 minutes) Group Discussion Board #2	Process Reco #2
5	First group session, Contracting skills, Practice points, Recontracting first session, Coleadership groups, Open-Ended, Single-Session and Internet Online groups	Schulman Chapter 11: The Beginning Phase with Groups	Bemak, F. & Chi-Ying Chung, R. (2011). Post-Disaster Social Justice Group Work and Group Supervision. <i>The Journal for Specialists in Group Work</i> , 36(1), 3–21.	Self-Care Activity (5 minutes) Group Discussion Board #3	Process Reco #3
6	Individual communication in groups, Group leader roles, Group member responses, Group obstacles, Elaborating skills, Empathic skills	Schulman Chapter 12: The Middle Phase of Group Work		Self-Care Exercise (5 minutes) Group Discussion Board #4	Process Reco #4

	Group themes				
7	Oppression, Social role, Scapegoat Deviant, Internal leader, Gatekeeper, Defensive, Quiet Member, Group leader strategie Group Organism, Authority Theme	Schulman Chapter 13: Working with the Individual and the Group		Self-Care Activity (5 minutes) Group Discussion Board #5	Process Reco #5 Mid-Core Competency 5 Field Educati Assessment F Due from Fie Instructor Student Self- Assessment o Practice Beha Mid-Term Examination - written take-h assignment
8	Endings, Stages of the ending Process, Denial, Ange Mourning, Trying it on for Size, Farewell Party Syndrome, Ethical Issues	Schulman Chapter 14: Endings and Transitions with Groups		Self-Care Activity (5 minutes) Group Discussion Board #6	Process Reco #6
9	Social Systems Approach, Micro Practice, Individual- System Interaction, Mediating, Engagement, Confrontation, Social Pressure, Advocacy, Professional, Interdisciplinary Collaboration	Schulman Chapter 15: Professional Impact and Helping Clients Negotiate Systems		Self-Care Activity (5 minutes) Group Discussion Board #7	Process Reco #7
10	Progressive practice			Self-Care	

	models, Empowerment, Community Organizing, Community Models, Grassroots, Social Action, Advocacy groups, Social Work Policy	Schulman Chapter 16: Practice in the Community—Philosophy, Models, Principles, and Practice		Activity (5 minutes) Group Discussion Board #8	Process Record #8
11	Motivational interviewing and interventions, Stages of change, Solution-focused group leader, Cognitive-Behavioral Therapy, Feminist Model, Strength Perspective with LGB Clients, Religion and Spirituality, Globalization of Social Work	Schulman Chapter 17: Evidence-Based Practice and Additional Social Work Practice Models	Collins, W. L (2011). A Strengths-Based Support Group to Empower African American Grandmothers Raising Grandchildren. <i>Social Work & Christianity</i> , 38(4), 453-466, 14 Wills, P., Ward, N., & Fish, J. (2011) Searching for LGBT Carers: Mapping a Research Agenda in Social Work and Social Care. <i>British Journal of Social Work</i> 41, 1304–1320 “It Gets Better” Project –	Self-Care Activity (5 minutes) Group Discussion Board #9	Process Record #9

<p>12</p>	<p>Networking, Juggling professional and personal roles, Life after York, Emerging social workers</p>	<p>Royse et al. Chapter 4: The Student Intern: Learning New Roles – How will my faculty field liaison evaluate me? (pp. 71-74; 88-89).</p>	<p>YouTube</p> <p>Jindani, S.G. & Newman, C.P. (2006). Producing Your Own Evidence for Evidence-Based Practice. <i>Journal of Evidence-Based Social Work</i>, 3(3/4), 115-125.</p> <p>Sheafor, B. W. (2011). Measuring Effectiveness in Direct Social Work Practice. <i>Social Work Review</i>, 1, 25-33.</p>	<p>Self-Care Activity (5 minutes)</p> <p>Group Discussion Board #10</p> <p>Panel Discussion - Social Work Alumni Each One, Teach One</p>	<p>Process Record #10</p>
<p>13</p>	<p>Trauma, Crisis Theory and Crisis Intervention, Stress Management, Coping, Trauma groups, Children and trauma, Vicarious trauma and Secondary traumatic stress, Suicide, Managing stress, Posttraumatic growth Self-care</p>	<p>Schulman Chapter 17: Evidence-Based Practice and Additional Social Work Practice Models (pp. 738 – 753)</p> <p>Royse et al. Chapter 4: The Student Intern: Learning New Roles (pp. 80 – 82)</p> <p>Royse et al. Chapter 7: Acquiring needed Skills</p>	<p>YouTube</p> <p>Knight, C. (2010). Indirect trauma in the field practicum: Secondary traumatic stress, vicarious trauma, and compassion fatigue among social work students, and their field instructors. <i>The Journal of Baccalaureate Social Work</i>, 15(1), 31-52.</p> <p>Rodgers, S. (in press). The Trauma</p>	<p>Self-Care Activity (5 minutes)</p> <p>In-class group exercise Royse et al. (pp. 90; 181-184).</p>	<p>Final Exam written take-h assignment</p> <p>Final Core Competency : Field Education Assessment Form Due from Field Instructor</p>

			<p>he in Baccalaureate Work Students ed in field education at public colleges. <i>The al Journal of Urban tion & Practice.</i> 1 Edition.</p>		
14	<p>Malpractice, Liability Transition to the Social Work Profession, Licensing, Professional Standards, Career, Graduate Studies, Social Work, Technology and Case Management, HIPPA</p>	<p>Royse et al. Chapter 5: Contexts in Which Social Workers Operate</p> <p>Royse et al. Chapter 8: Legal And Ethical Concerns (pp. 111-114)</p>	<p>Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-2011 Edition: http://w.bis.gov/oco/ocos060.htm</p> <p>NASW Salary guidelines (Summer, 2012). NASW Press.</p> <p>Social Work Examination Preparation: http://ww.socialworkerexam.com/</p> <p>http://www.lmswexambootcamp.com/</p>	<p>Self-Care Activity (5 minutes)</p> <p>In-class group activity Royse et al. (pp. 13-14; 177-178)</p>	<p>Write a Profe. Development</p> <p>Review and I Professional Resume, Career Oppor</p>
15				<p>Self-Care activity</p>	

				(5 minutes)	
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Student Resources and Policies:

Division of Student Development

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

Tutoring Services

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

SEEK Program

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

Student Policies and Procedures

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

CUNY Policy on Academic Integrity (including plagiarism)

<http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf>

Section V: Assessment

Assessment Plan

In 2012, the York College Outcomes Assessment committee modified the Guiding Principles for Assessment at the college to reflect a more succinct understanding of assessment from its July 2007 plan.

As stated in York College's *Assessment Plan II 2006-2009 (revised 2012)*

<https://www.york.cuny.edu/faculty-staff/assessment/assessment-plan-ii-2009-2012/view>

...in order for assessment to improve student learning and college effectiveness, these principles must be enacted fully and with integrity. Assessment is an ongoing practice of measuring progress towards an expected goal or identifying the distance from an anticipated target. Student learning, being the pinnacle of college success, deserves the greatest attention for assessment activities in higher education. The Assessment Initiative at York College continues to emerge in the context of the larger City University system; the college's strategic plan and goals; the mission of the college; the history of assessment at York; and now from the completion of York's first Assessment Plan (see [Assessment Plan I](#) for a more detailed description on Context).

It is important that assessment initiatives occur throughout the college in both academic and non-academic areas, that such assessment is ongoing, and that the results of assessments are used to improve college effectiveness (York College Outcomes Assessment Plan 2009-2012). Therefore, the Social Work Program's newly developed assessment design aims to institute the EPAS competencies throughout explicit curriculum (see Volume II).

The Office of Field Education has established a comprehensive assessment plan for field instruction which entails a description of multiple measures and benchmarks to evaluate the Field Education's compliance with CSWE competencies and practice behaviors. The assessment goals integrate Field Placement and Seminar I and II. An example of embedded assessments (e.g. process recordings) is located in Appendix C and Appendix D. Additionally, student evaluations for these courses are described in the "Multiple Measures" section of this document. In this section, descriptions of, (a) Training Procedures, (b) Multiple Measures, (c) Benchmarks, and (d) Grading Rubrics are discussed.

Training Procedure

Field faculty members accept responsibility for preparing students to become competent, responsible and ethical practitioners. In order to achieve this, field faculty must be provided with adequate information regarding expectations of the Social Work Program's policies, procedures, and responsibilities. They must also be trained to employ effective methods of instruction by developing skills in teaching and supervision.

During the academic 2012-2013 year, The Director of Field Education offered the first Assessment Training Seminars for Field Instructors, Seminar Instructors and Advisory Council to gain additional knowledge and skills (see [Field Instructors Training Seminars Booklet and PowerPoint Presentation, Volume III](#)).

^s Documents that are underlined can be accessed directly as hyperlinks from the electronic version of this plan or can be found on the Outcomes Assessment webpage at <http://www.york.cuny.edu/faculty-staff/assessment>.

The goal of the training is to provide practitioners who accept the field instruction role with knowledge and skills to use EPAS 2008 compliance assessment tools with students.

The training objectives are to:

1. Enhance Seminar Instructors and Field Instructors understanding of basic policies, procedures and expectations that the Social Work Program has regarding the field instruction process;
2. Provide a forum for Field Faculty of diverse backgrounds and levels of field training experience to discuss and share field instruction experiences and concerns;

3. Engage Field Faculty in the understanding of CSWE Core Competencies, and the 41 practice behaviors in order to facilitate better preparation and higher quality of field instruction to students; and
4. Develop Field Faculty technical proficiency in the role of instructing students to design educational plans. The intent of the plan is to articulate how the student will achieve learning outcomes at the agency practice site. The assignments, tasks and activities should be developed by addressing both student interests and field site needs.

Multiple Measures Descriptions

Core competencies, and the 41 practice behaviors are operationalized through the following multiple measures, which included quantitative and qualitative questions.

Student Educational Learning Plan. In collaboration with the Field Instructor/Supervisors, each student must develop a Student Learning Plan that will indicate the specifics associated with students' field internship. It should outline generally what the student hopes to learn in the agency (the practice behaviors and student learning outcomes), the particular tasks or responsibilities the student will have (the assessment tools/method to evaluate student performance) that will help the student progress towards learning goals, and it will indicate supervisor, the days and hours student will be at the field internship, and key contact information. The Educational Learning Plan is due after the student has completed three weeks in the field internship. Research has found that baccalaureate social work students enrolled in field education are repeatedly exposed to traumatic stories of their clients, termed, vicarious trauma (Rodgers, in press). In the same study, (Rodgers, in press) social work students also reported positive psychological change resulting from a struggle with vicarious trauma. Given the research findings, the Educational Learning Plan, must include self-care activities in order to improve psychological well-being of among student interns. Once the Plan is approved, it will be returned to the student so that the signature of your field instructor can be obtained. This document will be used when your performance is assessed at the end of the semester. The student should keep a copy of the plan.

Student Assessment of the Field Setting Effectiveness. During the final semester of field internship (Field Placement and Seminar II), the Office of Field Education distributes a *Student Assessment of the Field Setting Effectiveness* survey to students requesting them to rate their agency on several indicators, including diversity of agency setting, diversity of client population, availability of agency orientation, atmosphere, resources, adequacy of supervision, and opportunities to learn and practice social work skills. Completed evaluations are not sent to the individual Field Instructors/Supervisors. Students are asked to complete the Evaluation in class and return to Field Instructor/Liaisons. The Instructor returns the forms to the field office. The Field Director describes how results from *Student Assessment of the Field Setting Effectiveness* outcomes are shared with its constituencies in AS 4.0.4.

Student Assessment of the Seminar Instructor. Students use the College's standard assessment form to evaluate Seminar Instructor's effectiveness.

Field Instructors/Field Liaison Assessment of Field Agency. Social work student interns are monitored by Field Liaisons who conduct two formal site visits during the semester. As the Field Liaison, faculty members act as the linkage between the Social Work Program and the agency where students in the instructor's seminar are placed. In this role, Field Liaisons are responsible for keeping abreast of students' progress in the field through phone contact, e-mail contact and visits to Field Instructor/Supervisors at approved agencies. Seminar

Instructor/Field Liaisons complete an assessment of field agencies. Completed assessments are forwarded to the field office.

Field Director describes how results from *Field Instructors/Field Liaison Assessment of Field Agency* outcomes are shared with its constituencies in AS 4.0.4.

Mid-Term Assessment of Student Learning Outcomes/Core Competency Assessment. Per discussion with Field Faculty at the February 2011 supervisory meeting, a formal Mid-assessment was created to evaluate student performance (see 2/23/2011 minutes on file with Office of Field Education). The Mid-Term Core Competency assessment forms (see Assessment, Field Manual) are completed by the Field Supervisor the 7th session of each semester, but are not part of the overall grade performance. The evaluation process provides an overview of how the student is progressing in field and allows the Field Supervisor and student to participate in a parallel process of evaluation. Supervisors evaluate students' performance as it relates to the 10 Core Competencies, associated with the 41 practice behaviors. In addition, a commentary section is provided after each competency for the Field Faculty/Supervisor to include qualitative feedback. Finally, the field supervisor provides an overall evaluation regarding the intern's performance along with any related comments. The completed form is forwarded to the Seminar Instructor. The Seminar Instructor submits the forms to the Director of Field Education. Field Director describes how results from *Mid-Term Assessment of Student Learning Outcomes/Core Competency Assessment* outcomes are shared with its constituencies in AS 4.0.4.

Final Assessment of Student Learning Outcomes/Core Competency Assessment. The Final Core Competency assessment forms are completed by the Field Supervisor the 13th session of each semester, is 60% of overall grade performance. The evaluation process provides an overview of how the student is progressing in field and allows the Field Supervisor and student to participate in a parallel process of evaluation. Supervisors evaluate students' performance as it relates to the 10 Core Competencies, associated with the 41 practice behaviors. In addition, a commentary section is provided after each competency for the field supervisor to include qualitative feedback. Finally, the Field Instructor/Supervisor provides an overall evaluation regarding the intern's performance along with any related comments. The completed form is forwarded to the Seminar Instructor. The Seminar Instructor/Liaison submits the form to the field office. Field Director describes how results from *Final Assessment of Student Learning Outcomes/Core Competency Assessment* outcomes are shared with its constituencies in AS 4.0.4.

Student Self-Assessment of Practice Behaviors. The student evaluates the degree to which they perform each of the Core Competencies as operationalized by the associated practice behaviors. The student survey is self-administered. Each student is required to return the completed self-rating survey to the Seminar Instructor during the Mid-Term and Final Assessment periods. The Seminar Instructor then submits the Student Self-Assessment form to the Office of Field Education. Field Director describes how results from *Student Self-Assessment of Practice Behaviors* outcomes are shared with its constituencies in AS 4.0.4.

Benchmarks

The Core Competencies as operationalized by associated practice behaviors for the Mid-Term Core Competency Assessment and Final Core Competency Assessment is benchmarked that 80% of field instructors would indicate a student rating of 80% or better. For Student Self-Assessment of Practice Behaviors, it is anticipated that 90% of our students will attain a grade of 80% (B) or higher.

Grading Rubric

Sixty percent (60%) of the final grade derives from the student's work in the practicum and 40% percent derives from field education and seminar I and II, including process recordings and papers. Students are expected to demonstrate increased mastery and interaction of knowledge and skills as they progress through the semester. Students also complete a *Self-Assessment of Practice Behaviors* (included in Mid-Term and Final Core Competency Assessments). The form instructs Field Instructors/Supervisors and students to rate practice behaviors and core competencies using the below grading rubrics

Grading Criteria Rubric. Please rate each field education competency according to the scale below:

A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)	N/A
Excellent Competence (student clearly demonstrates exceptional competence in knowledge, values and skills)	Good Competence (student consistently demonstrates competence in knowledge, values and skills)	Acceptable Competence (student demonstrates beginning knowledge, values and skills)	Insufficient Competence (students has not met continuous process for expectations)	Unacceptable Competence (student performance does not demonstrate knowledge, values and skills)	

AS 4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance

Since the 2008 EPAS, the Field Education program has collected a semester of data using the measures discussed above for academic year 2012-2013. Evidence of ongoing data collection and analysis in field is demonstrated through assessment of two types of measures (embedded, surveys) collected in Field Placement and Seminar I and II. Data collection begins during the College’s mid-point assessment of the semester and lasts until the 13th week of each semester. Continuation of data collection occurs throughout the academic year. The analyses of data are used to affirm and/or make changes to Field Placement and Seminar I and II and are discussed in 4.0.3 and 4.0.4. Data is aggregated, reviewed and analyzed by the Director of Field using Statistical Package for the Social Sciences (SPSS) package 20.0. The data will be used to affirm and, when necessary, to make changes in the explicit and implicit curriculum.

AS 4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data

Evaluation data are first distributed to social work faculty (electronically) so that areas for improvement can be identified and discussed. Data from *Student Assessment of the Field Setting Effectiveness* and *Field Instructors/Field Liaison Assessment of Field Agency* forms are examined by the Field Director and Clinical Substitute Professor/Assistant Field Director at the end of each semester. Data from other

assessment forms are computed by the Field Director and discussed with the Clinical Substitute Professor/Assistant Field Director. Aggregate Data from aforementioned assessment forms will be shared during supervisory trainings and during Social Work Program meetings. The data will be used as part of an ongoing evaluation that is designed to provide feedback on training/support to course instructors on better ways to help students attain the Core Competencies. Additionally, data will determine whether or not students meet benchmarks of the Core Competencies. Unmet benchmarks will be discussed with Program faculty members to discuss recommendation to explicit curriculum that will enhance student's performance with identified competencies.

Specific to The Signature Pedagogy curriculum, Field Practicum and Field Placement and Seminar I and II course coordinators have revised syllabi. Specific changes included: new, up-to-date supplemental readings that foster diversity and difference, EPAS competencies or practice behavior assignments and the process recordings. The coordinator for Field II developed a new "group verbatim" process recording which also reflects the EPAS competencies. To ensure a seamless process, the Director of Field Education reordered the sequence of EPAS competencies to meet the integrated requirements of Field Seminar I and II. Field performance is 60% of the overall grade for the year-long course (see Curriculum section of the Field Manual).

The Field Placement and Seminar II syllabus has been also been revised based on a recent study conducted by Field Director. In a research of social work students enrolled in field education who attend urban public colleges (N = 82) results based on bivariate correlation analyses indicated an association between posttraumatic growth and vicarious traumatization as well as a positive correlation between posttraumatic growth and DSM-IV stressor criteria in study participants. The findings underscore the need for curricular modifications to expose students to specific knowledge of traumatic events and coping responses. Additionally, the data found was used to revise explicit curriculum (Field Placement and Seminar II) to include online office hours so that the Field Director and Seminar Instructors for students enrolled in field education courses, towards enhancing student performance and well-being. Based on the study's findings, Summers, N. (2012). *Fundamentals of Case Management Practice*. (4th ed.) Belmont, CA: Wadsworth/Thomson Learning was substituted for a new text, Royse, D., Dhooper, S.S., Rompf, E.L. (2012). *Field Instruction: A guide for social work students*. Updated 6th edition. Boston: Pearson Education. The latter book offers multiple chapters on trauma, and supplemented the revised course curriculum.

AS 4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes

Evaluation data are first administered to social work faculty (electronically) so that areas for improvement can be identified and discussed. Data findings are also shared with field faculty. In compliance with E.P.2.1.7, the Office of Field Education maintains on-going dialogue with agencies and field instructors through agency visits, phone contacts, email, the *Social Work Field Education Signature Pedagogy ENewsletter* and other initiatives. *The Social Work Field Education Signature Pedagogy E-Newsletter* was established in December 2010 to share relevant information about Field Education, the Program, and trends in the Profession. The E-Newsletter is issued bi-annually to the cadre of participating field instructors — the rock of York's Social Work field education program. The Director of Field Education intends to routinely share assessment outcomes data and information with constituents. Additionally, assessment outcomes will be discussed during annual meetings and trainings (see Volume I, Implicit Curriculum for Field Advisory Council Table) using the aforementioned methods and during supervisor field meetings for examination and discussion. Since there are student representatives on the Council, students have an opportunity to share their suggestions and recommendations for

affirmation and changes with committee members. Evaluation data are shared with the Social Work Club for their examination and discussion. Recommendations are also discussed with Social Work faculty members during Program meetings. Assessment results are discussed in depth in Volume I, Assessment Section.

Student Educational Learning Plan

The student educational learning plan is developed jointly by the student and the field supervisor during the **first three weeks of field placement**. The intent of the plan is to articulate how the student will achieve learning outcomes at the agency practice site. The assignments, tasks and activities should be developed by addressing both student interests and field site needs. A single activity may cover more than one practice behavior. As the student progresses through assigned tasks, his/her work is assessed by the field supervisor. Methods of evaluating the students' performance are developed by the supervisor, but should include student self-assessment tools as well. As the student becomes more experienced in the field setting and as student interests and field site needs change, this plan may be modified. Any substantive changes need to be documented by the field supervisor and discussed with the Faculty Liaison. **The plan must be typed and submitted to the Seminar Instructor.**

Name of Student: _____

Field Placement and Seminar : SCWK 410 SCWK 492

Semester: Fall Spring Year: _____

Period Covered (day/month/year): From _____ To _____

Agency Name: _____

Field Faculty (Supervisor): _____

Field Liaison (Seminar Instructor): _____

EPAS Competencies Proposes to Achieve	Applicable Syllabus practice behaviors integrated with program goals	Assessment tools/method to evaluate student performance
EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly	EP 2.1.1 (3) EP 2.1.1 (4) EP 2.1.1 (5) EP 2.1.1 (6)	Example: maintain accurate agency time sheet and student hourly sheet; maintain all scheduled appointments; dress professional; complete assigned tasks timely
EP 2.1.2 - Apply social work ethical principles to guide professional practice	EP 2.1.2 (1) EP 2.1.2 (2) EP 2.1.2 (3) EP 2.1.2 (4)	Example: maintain client confidentiality; review professional boundaries with clients; prepare agenda for weekly supervision
EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments	EP 2.1.3 (2) EP 2.1.3 (3) EP 2.1.3 (4)	Example: collaborate with supervisor to develop educational plan; present case updates at team meetings and conferences

EP 2.1.4 - Engage diversity and difference in practice	EP 2.1.4 (2) EP 2.1.1 (4)	Example: practice cultural competence; conduct weekly contacts with diverse client populations; participate in meetings and trainings staff from diverse backgrounds
EP 2.1.5 - Advance human rights and social and economic justice	EP 2.1.5 (1) EP 2.1.5 (2) EP 2.1.5 (3)	Example: assist client population with completing consent form
EP 2.1.6 - Engage in research-informed practice and practice-informed research	EP 2.1.6 (2)	Example: apply learned techniques to process recordings
EP 2.1.7 - Apply knowledge of human behavior and the social environment	EP 2.1.7 (1)	Example: complete bio-psycho-social-cultural assessment
EP 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services	EP 2.1.8 (1) EP 2.1.8 (2)	Example: review agency mandates and policy
EP 2.1.9 - Respond to contexts that shape practice	EP 2.1.9 (1) EP 2.1.9 (2)	Example: input case notes into agency computer, data/case management systems; refer clients for additional services
EP 2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	EP 2.1.10 (a)(2) EP 2.1.10 (c)(4) EP 2.1.10 (a)(3) EP 2.1.10(c)(5) EP 2.1.10 (b)(1) EP 2.1.10 (c)(d) EP 2.1.10 (b)(2) EP 2.1.10 (b)(3) EP 2.1.10 (b)(4) EP 2.1.10 (c)(1) EP 2.1.10 (c)(2) EP 2.1.10 (c)(3)	Example: facilitate and assess individual and group sessions

Signature of Student (Intern)

Date

Field Instructor/Supervisor

Date

Seminar Instructor/Field Liaison

THE SIGNATURE PEDAGOGY
STUDENT ASSESSMENT OF FIELD SETTING EFFECTIVENESS
SOCIAL WORK PROGRAM
School of Social and Behavioral Sciences
Department of Social Sciences

The aim of the Field Placement Evaluation is to offer students an opportunity to assess their placements. It is limited to the evaluation of the instruction, assignments, atmosphere, and resources in their field setting. Evaluations will not be sent to the individual Field Instructors.

At the end of the second semester (Field Placement and Seminar II **only**), students are asked to complete the Evaluation in class. The Office of Field Education will share overall findings of the evaluation with the field faculty as aggregate data when the results are tabulated.

Name of Student: (**optional**) _____

Semester: Fall _____ Spring _____ Year: _____

NOTE: In accordance with EPAS 2.1.5 *The program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and **field setting effectiveness congruent with the program's competencies.***

Agency Name: _____

Field Faculty (Supervisor): _____

Field Liaison (Seminar Instructor): _____

Instructions: Please be assured that your responses will be kept in confidence by the Social Work Faculty. If you were placed in more than one setting, rate only your last placement. Please rate each item by placing an "X" in the appropriate box as designated in the rating scale below that represents your level of satisfaction. The numbers have been arranged from 1 to 4. The rating scale is as follows:

- 1 = **Limited**
- 2 = **Moderate**
- 3 = **Good**
- 4 = **Excellent**

Opportunity to work with diverse client populations	1	2	3	4
Orientation to the agency	1	2	3	4
Orientation to my role	1	2	3	4
Availability of my supervisor	1	2	3	4
Help from other professional staff	1	2	3	4
Supervisor's emotional support	1	2	3	4
Supervisor's help with writing skills	1	2	3	4
Supervisor's instruction on interactional (communication skills)	1	2	3	4
Space available to work (interview, conduct groups, complete paper work)	1	2	3	4
Material resources for work (office supplies, phone desk, games for children)	1	2	3	4
Help from support staff (secretaries, drivers, maintenance staff, receptionists)	1	2	3	4
Appropriateness of amount of work assigned	1	2	3	4
Appropriateness of the variety of assignments to meet the generalist model of social work	1	2	3	4
Atmosphere in which I felt mistakes would be accepted	1	2	3	4
Supervisor's help in the use of generalist supervision	1	2	3	4
Opportunities for in-service workshops and conferences	1	2	3	4
An agency culture in which staff felt free to raise critical comments about agency policy	1	2	3	4
Adequacy of the number of qualified staff to meet the clients' needs	1	2	3	4
Agency effectiveness in serving clients	1	2	3	4
Supervisor's help in identifying my strengths	1	2	3	4
Supervisor's help in identifying my areas requiring further development	1	2	3	4
Supervisor's help in using time efficiently	1	2	3	4
The regularity of supervisor's feedback of my work	1	2	3	4
The degree to which my supervisor's final evaluation of my work emphasized items that had been discussed earlier	1	2	3	4
Supervisor's help with bio-psycho-social and cultural content	1	2	3	4
Supervisor's help in learning more about diversity	1	2	3	4
Supervisor's help in becoming more aware of the scientific method	1	2	3	4
Supervisor's help with learning to apply research skills in my practice	1	2	3	4
The degree to which I felt like an integral part of the agency	1	2	3	4
Supervisor's recommendations of readings that helped in my field assignments	1	2	3	4
Supervisor's efforts to keep in contact with the faculty of the Social Work Program	1	2	3	4
The commitment of the agency administration to students	1	2	3	4
Supervisor's help in integrating policy in my field practice	1	2	3	4
The degree to which physical environment in the agency provided a professional atmosphere	1	2	3	4
The agency's efforts to assure physical security for the students and staff	1	2	3	4
Supervisor's adherence to our regularly scheduled time for supervision	1	2	3	4
Supervisor's help in improving my bureaucratic (organizational) skills	1	2	3	4
Supervisor's help in improving my diagnostic (technical) skills	1	2	3	4
The adequacy of provisions to secure my belongings (books, purse)	1	2	3	4
Supervisor's help in developing competency in using a disciplined approach to advocacy	1	2	3	4
Supervisor's adequacy as a role model	1	2	3	4
Supervisor's help in improving my diagnostic skills	1	2	3	4
The agency's commitment to social work values	1	2	3	4
Supervisor's help in my professional ethical development	1	2	3	4

The intensity of agency's concern with prevention	1	2	3	4
Supervisor's help in my developing greater self-awareness	1	2	3	4
The degree that the agency was focused on a strengths perspective	1	2	3	4
The agency's concern with social justice	1	2	3	4
Supervisor's encouragement of creativity	1	2	3	4
Supervisor's help in working with families	1	2	3	4
Supervisor's help in working with individuals	1	2	3	4
Supervisor's help in working with communities	1	2	3	4
Supervisor's help in critical thinking	1	2	3	4
Supervisor's help in gathering knowledge of resources	1	2	3	4
Supervisor's help with my professional use of self	1	2	3	4
Overall my supervisor was	1	2	3	4
My overall experience in the field placement was	1	2	3	4

Narrative: Please address additional strengths and weaknesses the students bring to the placement. Please note the progress you identify in the student assuming the professional identity of a generalist social work practitioner.

How often did you and your supervisor meet? What was the structure of the supervision?

How do you think the supervisory relationship impacted your development?

Reflect on your Field Instructor and their style of instruction and supervision. Comment on the dynamics of the relationship between you.

Would you recommend this Field Instructor to another social work student? Why or why not?

Would you recommend this Placement Agency? Why or why not?

What kind of student do you think matches best with this Field Instructor? Agency?

Did you feel challenged by this placement? How were you challenged; or how could it be improved?

What experiences during your placement were most beneficial to your professional development?

What are the strengths of this placement? What are the weaknesses?

Please add any additional comments or feedback about your agency or supervisor

Student Evaluation of Teaching Effectiveness

Course Code Major _____

Date: _____

Instructor's Name: _____

Directions: Use No. 2 pencil only

0 0 0 0 0 0 0

1 1 1 1 1 1 1

2 2 2 2 2 2 2

3 3 3 3 3 3 3

4 4 4 4 4 4 4

5 5 5 5 5 5 5

6 6 6 6 6 6 6

7 7 7 7 7 7 7

8 8 8 8 8 8 8

9 9 9 9 9 9 9

Demographic Information

1. Gender: Male Female
2. Age: Under 20 20-24 25-29 30-39 40-49 50 and above
3. Class Standing: Freshman Sophomore Junior Senior Other
4. Is English your first language? Yes No
5. How would you rate your English proficiency?
 Very proficient Proficient Somewhat Proficient Not very Proficient

Please use the scale below and indicate your response to the following statements by checking the appropriate box.

SA=Strongly Agree (5) A=Agree (4) N=Neutral (3) D=Disagree (2) SD=Strongly Disagree (1) NA=Not applicable

Impact on Student Learning SA A N D SD NA

6. The course was intellectually challenging. 5 4 3 2 1
7. I learned the subject materials in this course. 5 4 3 2 1
8. Instructor presented the background or origin of ideas/concepts developed in class. 5 4 3 2 1
9. Instructor presented points of view other than his or her own when appropriate. 5 4 3 2 1
10. Assignments encouraged the class to recognize a sound argument and appropriate use of evidence. 5 4 3 2 1
11. As a result of this course I believe I can use systematic reasoning in my approach to problems in this field of study. 5 4 3 2 1

Course organization/delivery SA A N D SD NA

12. Instructor's explanations were clear. 5 4 3 2 1
13. Course materials/activities contributed to my learning. 5 4 3 2 1
14. Course syllabus clearly stated the learning objectives. 5 4 3 2 1
15. Instructor taught the course as stated in the syllabus. 5 4 3 2 1
16. Course materials/activities were well prepared. 5 4 3 2 1

Learning environment SA A N D SD NA

17. Students were encouraged to participate in class discussions. 5 4 3 2 1
18. Students were encouraged to express diverse viewpoints and perspectives. 5 4 3 2 1
19. Class activities promoted collaborative learning. 5 4 3 2 1
20. Instructor demonstrated a genuine interest in student learning. 5 4 3 2 1

Evaluation Practices SA A N D SD NA

21. The grading policy was clear. 5 4 3 2 1
22. Instructor returned assignments and exams in a timely manner. 5 4 3 2 1
23. Instructor provided useful feedback on exams and/or graded works. 5 4 3 2 1
24. Methods of evaluating my work were fair. 5 4 3 2 1

Additional Questions (supplied by your instructor) Option

A

Option

B

Option

C

Option

D

Option

E

Option

F

25. 5 4 3 2 1

26. 5 4 3 2 1

27. 5 4 3 2 1

Overall Ratings

28. Overall, the teaching was

very effective effective somewhat effective not very effective ineffective

29. Overall, what I learned from this course was

much more than most courses **more** than most courses about the **same** as others

less than most courses **much less** than most courses

30. Overall, the pace of the course was

too fast fast about right slow too slow

Your involvement in this course

31. The reason I took this course was

to fulfill my major/minor requirement to fulfill my general education requirement

to fulfill other requirement elective

32. How many hours per week outside of the classroom (lecture & lab) did you devote to study and preparation for this class?

0-1 2-3 4-5 6-7 8+

33. How many times did you miss this class?

0-1 2-3 4-5 6 or more

34. Expected grade in the course:

A+

A

A-

B+

B

B-

C+

C

C-

D+

D

D-

F

INC

35. Please use the following space to make any additional comments:

~~ Thank you for completing this evaluation! ~

THE SIGNATURE PEDAGOGY
FACULTY LIAISON ASSESSMENT OF FIELD EDUCATION SETTING
SOCIAL WORK PROGRAM
School of Social and Behavioral Sciences
Department of Social Sciences

NOTE: In accordance with EPAS 2.1.5 *The program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

Field Liaisons monitor students and maintains field liaison maintains contact with the field agency and provides face-to-face visits at least one time each semester least and more frequently if some special concerns arise. Field visits to new Field faculty members must be made before the 6th week of the first semester. As the Field Liaison, faculty members act as the linkage between the Social Work Program and the fieldwork agency where students in the instructor's seminar are placed. During the agency visit, the Seminar Instructors/Field Liaisons meets with Field Instructor/Supervisor and with the student to discuss assignments and student performance.

Name of Student: _____

Agency Name: _____

Field Faculty (Supervisor): _____

Field Liaison (Seminar Instructor): _____

Date of Visit: _____

Instructions: Please be assured that your responses will be kept in confidence by the Social Work Faculty. If you were placed in more than one setting, rate only your last placement. Please rate each item by placing an "X" in the appropriate box as designated in the rating scale below that represents your level of satisfaction. The numbers have been arranged from 1 to 4. The rating scale is as follows:

- 1 = **Limited**
- 2 = **Moderate**
- 3 = **Good**
- 4 = **Excellent**

Opportunity to work with diverse client populations	1	2	3	4	N/A
Orientation to the agency	1	2	3	4	N/A
Orientation to student role	1	2	3	4	N/A
Availability of student supervisor	1	2	3	4	N/A
Help from other professional staff	1	2	3	4	N/A
Supervisor's emotional support	1	2	3	4	N/A
Supervisor's help with writing skills	1	2	3	4	N/A
Supervisor's instruction on interactional (communication skills)	1	2	3	4	N/A
Space available to work (interview, conduct groups, complete paper work)	1	2	3	4	N/A
Material resources for work (office supplies, phone desk, games for children)	1	2	3	4	N/A
Help from support staff (secretaries, drivers, maintenance staff, receptionists)	1	2	3	4	N/A
Appropriateness of amount of work assigned	1	2	3	4	N/A
Appropriateness of the variety of assignments to meet the generalist model of social work	1	2	3	4	N/A
Atmosphere in which student felt mistakes would be accepted	1	2	3	4	N/A
Supervisor's help in the use of generalist supervision	1	2	3	4	N/A
Opportunities for in-service workshops and conferences	1	2	3	4	N/A
An agency culture in which staff felt free to raise critical comments about agency policy	1	2	3	4	N/A
Adequacy of the number of qualified staff to meet the clients' needs	1	2	3	4	N/A
Agency effectiveness in serving clients	1	2	3	4	N/A
Supervisor's help in identifying strengths	1	2	3	4	N/A
Supervisor's help in identifying areas requiring further development	1	2	3	4	N/A
Supervisor's help in using time efficiently	1	2	3	4	N/A
The regularity of supervisor's feedback of student's work	1	2	3	4	N/A
The degree to which supervisor's final evaluation of work emphasized items that had been discussed earlier	1	2	3	4	N/A
Supervisor's help with bio-psycho-social and cultural content	1	2	3	4	N/A
Supervisor's help in learning more about diversity	1	2	3	4	N/A
Supervisor's help in becoming more aware of the scientific method	1	2	3	4	N/A
Supervisor's help with learning to apply research skills in practice	1	2	3	4	N/A
The degree to which I felt like an integral part of the agency	1	2	3	4	N/A
Supervisor's recommendations of readings that helped in my field assignments	1	2	3	4	N/A
Supervisor's efforts to keep in contact with the faculty of the Social Work Program	1	2	3	4	N/A
The commitment of the agency administration to students	1	2	3	4	N/A
Supervisor's help in integrating policy into field practice	1	2	3	4	N/A
Degree to which physical environment at agency provided a professional atmosphere	1	2	3	4	N/A
The agency's efforts to assure physical security for the students and staff	1	2	3	4	N/A
Supervisor's adherence to our regularly scheduled time for supervision	1	2	3	4	N/A
Supervisor's help in improving bureaucratic (organizational) skills	1	2	3	4	N/A
Supervisor's help in improving diagnostic (technical) skills	1	2	3	4	N/A
The adequacy of provisions to secure my belongings (books, purse)	1	2	3	4	N/A
Supervisor's help in developing competency in using a disciplined approach to advocacy	1	2	3	4	N/A
Supervisor's adequacy as a role model	1	2	3	4	N/A

Supervisor's help in improving my diagnostic skills	1	2	3	4	N/A
The agency's commitment to social work values	1	2	3	4	N/A
Supervisor's help in professional ethical development	1	2	3	4	N/A
The intensity of agency's concern with prevention	1	2	3	4	N/A
Supervisor's help in developing greater self-awareness	1	2	3	4	N/A
The degree that the agency was focused on a strengths perspective	1	2	3	4	N/A
The agency's concern with social justice	1	2	3	4	N/A
Supervisor's encouragement of creativity	1	2	3	4	N/A
Supervisor's help in working with families	1	2	3	4	N/A
Supervisor's help in working with individuals	1	2	3	4	N/A
Supervisor's help in working with communities	1	2	3	4	N/A
Supervisor's help in critical thinking	1	2	3	4	N/A
Supervisor's help in gathering knowledge of resources	1	2	3	4	N/A
Supervisor's help with professional use of self	1	2	3	4	N/A
Overall supervisor was	1	2	3	4	N/A
My overall experience in the field placement was	1	2	3	4	N/A

**THE SIGNATURE PEDAGOGY
MID-TERM ASSESSMENT OF STUDENT LEARNING OUTCOMES
CORE COMPETENCY ASSESSMENT FORM**

SOCIAL WORK PROGRAM
School of Social and Behavioral Sciences
Department of Social Sciences

(Not part of overall grade; Mid Assessment Form is due Session 7)

The mid-semester evaluation provides an overview of how the student is progressing in field. It allows the field supervisor and student to participate in a parallel process. The completed form should be forwarded to the Seminar Instructor.

	Competencies: Practice Behaviors (Program Goals)
1	Attend to professional roles and boundaries EP 2.1.1 (3)
2	Use supervision and consultation. EP 2.1.1 (6)
3	Recognize and manage personal values in a way that allows professional values to guide Practice EP 2.1.2 (1)
4	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles EP 2.1.2 (2)
5	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom EP 2.1.3 (1)
6	Analyze models of assessment, prevention, intervention, and evaluation EP 2.1.3 (2)
7	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues EP 2.1.3 (3)
8	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups EP 2.1.4 (2)
9	View themselves as learners and engage those with whom they work as informants. EP 2.1.4 (4)
10	Advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice EP 2.1.5 (2)
11	Engage in practices that advance social and economic justice EP 2.1.5 (3)
12	Use research evidence to inform practice EP 2.1.6 (2)
13	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment EP 2.1.7 (1)
14	Analyze, formulate, and advocate for policies that advance social well-being EP 2.1.8 (1)
15	Continuously discover, appraise, and attend to changing locals, populations, scientific and technological developments, and emerging societal trends to provide relevant services EP 2.1.9 (1)
16	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities EP 2.1.10 (a)(1)

17	Assess client strengths and limitations 2.1.10 (b) (2)
18	Negotiate, mediate, and advocate for clients EP 2.1.10 (c) (4)
19	Critically analyze, monitor, and evaluate interventions EP 2.1.10 (d) (1)

Name of Student: _____

Field Education and Seminar : SCWK 410 SCWK 492

Semester: Fall Spring Year: _____

Period Covered (day/month/year): From _____ To _____

Number of Process Recordings Submitted To Date: _____

NOTE: In accordance with EPAS 2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs, interns are required to complete minimum of 200 hours (14 hours per week) each semester.*

Agency Name: _____

Field Faculty (Supervisor): _____

Field Liaison (Seminar Instructor): _____

Brief Description of Basic Services:

Brief Description of Learning Assignments:

The Council on Social Work Education compels us to assess students' practice behaviors with regard to application of knowledge, values and skills premised on the 10 core competencies with individuals, groups, families, organizations and communities.

Grading Criteria Rubric. Please rate each field education competency according to the scale below:

A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)	N/A
Excellent Competence (student clearly demonstrates exceptional competence in knowledge, values and skills)	Good Competence (student consistently demonstrates competence in knowledge, values and skills)	Acceptable Competence (student demonstrates beginning knowledge, values and skills)	Insufficient Competence (students has not met continuous process for expectations)	Unacceptable Competence (student performance does not demonstrate knowledge, values and skills)	

I. EP 2.1.1 –IDENTIFY AS PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

<ul style="list-style-type: none"> · advocate for client access to the services of social work; · practice personal reflection and self-correction to assure continual professional development; · attend to professional roles and boundaries; · demonstrate professional demeanor in behavior, appearance, and communication; · engage in career-long learning; and · use supervision and consultation 	Rating
--	---------------

II. EP 2.1.2—APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

<ul style="list-style-type: none"> · recognize and manage personal values in a way that allows professional values to guide practice; · make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³ · tolerate ambiguity in resolving ethical conflicts; and · apply strategies of ethical reasoning to arrive at principled decisions. 	Rating
---	---------------

III. EP 2.1.3—APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS

<ul style="list-style-type: none"> · distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; · analyze models of assessment, prevention, intervention, and evaluation; and · demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. 	Rating
--	---------------

IV. EP 2.1.4—ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

<ul style="list-style-type: none"> · recognize the extent to which a culture’s structures and 	Rating
--	---------------

<ul style="list-style-type: none"> values may oppress, marginalize, alienate, or create or enhance privilege and power; · gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; · recognize and communicate their understanding of the importance of difference in shaping life experiences; and · view themselves as learners and engage those with whom they work as informants. 	
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V. EP 2.1.5—ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

<ul style="list-style-type: none"> · understand the forms and mechanisms of oppression and discrimination; · advocate for human rights and social and economic justice; and · engage in practices that advance social and economic justice. 	Rating
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VI. EP 2.1.6—ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE INFORMED RESEARCH

<ul style="list-style-type: none"> · use practice experience to inform scientific inquiry and · use research evidence to inform practice. 	Rating
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VII. EP 2.1.7—APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

<ul style="list-style-type: none"> · utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and · critique and apply knowledge to understand person and environment. 	
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VIII. EP 2.1.8—ENGAGE IN POLICY TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES

<ul style="list-style-type: none"> · analyze, formulate, and advocate for policies that advance social well-being; and · collaborate with colleagues and clients for effective policy action. 	Rating
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IX. EP 2.1.9—RESPOND TO CONTEXT THAT SHAPE PRACTICE

<ul style="list-style-type: none"> · continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and · provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. 	Rating
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X. EP 2.1.10—ENGAGE, ACCESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Educational Policy 2.1.10(a)—Engagement Social workers	Rating
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<ul style="list-style-type: none"> · substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; · use empathy and other interpersonal skills; and · develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> · collect, organize, and interpret client data; · assess client strengths and limitations; · develop mutually agreed-on intervention goals and objectives; and · select appropriate intervention strategies. 	
<p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> · initiate actions to achieve organizational goals; · implement prevention interventions that enhance client capacities; · help clients resolve problems; · negotiate, mediate, and advocate for clients; and · facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p>	Rating

How would you rate this student’s overall student’s knowledge, values and skills based Core Competencies and associated practice behaviors? **Please write the alphabetical letter for the overall grade. For example (A, B, C, D, or F)**

- Excellent Competence
- Good Competence
- Acceptable Competence
- Insufficient Competence
- Unacceptable Competency
- N/A = Not applicable

Narrative: Please address additional strengths and weaknesses the students bring to the placement. Please note the progress you identify in the student assuming the professional identity of a generalist social work practitioner.

Field Education Competencies (practice behaviors)	
1	Use supervision and consultation EP 2.1.1(6)
2	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Work, Statement of Principles EP 2.1.2(1)
3	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom EP 2.1.3 (1)
4	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power EP 2.1.4 (1)
5	Advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice EP 2.1.5 (2)
6	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment EP 2.1.7 (1)
7	Analyze, formulate, and advocate for policies that advance social well-being EP 2.1.8 (1)
8	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services EP 2.1.9 (1)
9	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities to EP 2.1.10 (a)(1)

Student's Comments:

Note to the Student: If you do not agree with any part of this evaluation by your Field Supervisor, you are encouraged to speak with that person. You are also welcome attach an addendum indicating your specific disagreements and reasons for them. (see Student Handbook and Field Education Manual Guidelines).

Student has received a copy of this evaluation: Yes No

I have read and discussed this evaluation: Yes No

Signature of Student (Intern)

Date

Signature of Field Instructor (Supervisor)

Date

Signature of Field Liaison (Seminar Instructor)

Date

THE SIGNATURE PEDAGOGY
FINAL ASSESSMENT OF STUDENT LEARNING OUTCOMES
CORE COMPETENCY ASSESSMENT FORM
SOCIAL WORK PROGRAM
School of Social and Behavioral Sciences
Department of Social Sciences

(60% of the final grade; Final Assessment Form is due Session 13)

The final semester evaluation provides an overview of how the student is progressing in field. It allows the field supervisor and student to participate in a parallel process. The completed form should be forwarded to the Seminar Instructor.

	Competencies: Practice Behaviors (Program Goals)
1	Attend to professional roles and boundaries EP 2.1.1 (3)
2	Use supervision and consultation. EP 2.1.1 (6)
3	Recognize and manage personal values in a way that allows professional values to guide Practice EP 2.1.2 (1)
4	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles EP 2.1.2 (2)
5	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom EP 2.1.3 (1)
6	Analyze models of assessment, prevention, intervention, and evaluation EP 2.1.3 (2)
7	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues EP 2.1.3 (3)
8	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups EP 2.1.4 (2)
9	View themselves as learners and engage those with whom they work as informants. EP 2.1.4 (4)
10	Advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice EP 2.1.5 (2)
11	Engage in practices that advance social and economic justice EP 2.1.5 (3)
12	Use research evidence to inform practice EP 2.1.6 (2)
13	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment EP 2.1.7 (1)
14	Analyze, formulate, and advocate for policies that advance social well-being EP 2.1.8 (1)
15	Continuously discover, appraise, and attend to changing locals, populations, scientific and technological developments, and emerging societal trends to provide relevant services EP 2.1.9 (1)
16	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities EP 2.1.10 (a)(1)
17	Assess client strengths and limitations 2.1.10 (b) (2)
18	Negotiate, mediate, and advocate for clients EP 2.1.10 (c) (4)
19	Critically analyze, monitor, and evaluate interventions EP 2.1.10 (d) (1)

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Name of Student: _____

Field Placement and Seminar: SCWK 410 SCWK 492

Semester: Fall Spring Year: _____

Period Covered (day/month/year): From _____ To _____

NOTE: In accordance with EPAS 2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs*, interns are required to complete minimum of 200 hours (14 hours per week) each semester.

Agency Name: _____

Field Faculty (Supervisor): _____

Field Liaison (Seminar Instructor): _____

Brief Description of Basic Services:

Brief Description of Learning Assignments:

The Council on Social Work Education compels us to assess students' practice behaviors with regard to application of knowledge, values and skills premised on the 10 core competencies.

Grading Criteria Rubric. Please rate each field education competency according to the scale below. While you are free to indicate letter grade, percentages are essential for calculations (e.g. 90%).

A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)	N/A
Excellent Competence (student clearly demonstrates exceptional competence in knowledge, values and skills)	Good Competence (student consistently demonstrates competence in knowledge, values and skills)	Acceptable Competence (student demonstrates beginning knowledge, values and skills)	Insufficient Competence (students has not met continuous process for expectations)	Unacceptable Competence (student performance does not demonstrate knowledge, values and skills)	

FIELD INSTRUCTION EVALUATION

I. EP 2.1.1 –IDENTIFY AS PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

Field Education Competency	Rating
· advocate for client access to the services of social work; · practice personal reflection and self-correction to assure continual professional development;	
· attend to professional roles and boundaries; · demonstrate professional demeanor in behavior, appearance, and communication;	
· engage in career-long learning; and · use supervision and consultation.	

Additional Comments:

II. EP 2.1.2—APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

Field Education Competency	Rating
· recognize and manage personal values in a way that allows professional values to guide practice;	
· make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work,	
· tolerate ambiguity in resolving ethical conflicts; and	
· apply strategies of ethical reasoning to arrive at principled decisions.	

Additional Comments:

III. EP 2.1.3—APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS

Field Education Competency	Rating
· distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	
· analyze models of assessment, prevention, intervention, and evaluation; and	
· demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	

Additional Comments:

IV. EP 2.1.4—ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Field Education Competency	Rating
· recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	
· gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	
· recognize and communicate their understanding of the importance of difference in shaping life experiences; and	
· view themselves as learners and engage those with whom they work as informants.	

Additional Comments:

V. EP 2.1.5—ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

Field Education Competency	Rating
· understand the forms and mechanisms of oppression and discrimination;	
· advocate for human rights and social and economic justice; and	
· engage in practices that advance social and economic justice.	

Additional Comments:

VI. EP 2.1.6—ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

Field Education Competency	Rating
· use practice experience to inform scientific inquiry and	
· use research evidence to inform practice.	

Additional Comments:

VII. EP 2.1.7—APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Field Education Competency	Rating
· utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and	
· critique and apply knowledge to understand person and environment.	

Additional Comments:

VIII. EP 2.1.8—ENGAGE IN POLICY TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES

Field Education Competency	Rating
· analyze, formulate, and advocate for policies that advance social well-being; and	
· collaborate with colleagues and clients for effective policy action.	

Additional Comments:

IX. EP 2.1.9—RESPOND TO CONTEXT THAT SHAPE PRACTICE

Field Education Competency	Rating
· continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and	
· provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	

Additional Comments:

X. EP 2.1.10—ENGAGE, ACCESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Field Education Competency	Rating
· substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	
· use empathy and other interpersonal skills; and	
· develop a mutually agreed-on focus of work and desired outcomes.	
· collect, organize, and interpret client data;	
· assess client strengths and limitations;	
· develop mutually agreed-on intervention goals and objectives; and	
· select appropriate intervention strategies.	
· initiate actions to achieve organizational goals;	
· implement prevention interventions that enhance client capacities;	
· help clients resolve problems;	
· negotiate, mediate, and advocate for clients; and	
· facilitate transitions and endings.	
Social workers critically analyze, monitor, and evaluate interventions.	

Additional Comments:

Please summarize student's achievement of learning goals:

What recommendations do you have regarding the further professional development of this student?

How would you rate this student's overall student's knowledge, values and skills based Core Competencies and associated practice behaviors?

Excellent Competence (A = 90-100)	<input type="checkbox"/>
Good Competence (B = 80-89)	<input type="checkbox"/>
Acceptable Competence (C = 70-79)	<input type="checkbox"/>
Insufficient Competence (D = 60-69)	<input type="checkbox"/>
Unacceptable Competency (F < 60)	<input type="checkbox"/>
N/A = Not applicable	<input type="checkbox"/>

STUDENT ASSESSMENT OF PRACTICE BEHAVIORS

Field Education Competency	Rating
Practice personal reflection and self-correction to assure continual professional development EP 2.1.1 (2)	
Engage in career-long learning EP 2.1.1 (5)	
Use supervision and consultation EP 2.1.1 (6)	
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom EP 2.1.3 (1)	
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups EP 2.1.4 (2)	
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation EP 2.1.7 (1)	

Student's Comments:

Note to the Student: If you do not agree with any part of this evaluation by your Field Supervisor, you are encouraged to speak with that person. You are also welcome attach an addendum indicating your specific disagreements and reasons for them. (see Student Handbook and Field Education Manual Guidelines).

Student has received a copy of this evaluation: Yes No

I have read and discussed this evaluation: Yes No

Signature of Student (Intern)

Date

Signature of Field Instructor (Supervisor)

Date

Signature of Field Liaison (Seminar Instructor)

Date

Please do not write below this line. The final grade is administered by the Seminar Instructor.

Final Grade

Date

Section VI: Policies and Procedures of Field Education Program

Policies and Procedures of Field Education Program

Credit for Life Experience/Credit for Adult and Experiential Learning Policy

No Credit for Life Experiences (CLEP) or Credit for Adult and Experiential Learning (CAEL) will be considered. Students are required to take all core social work courses including 12 credits of field placement and seminar I and II, regardless of their experience in the field.

CUNY Affiliation Agreements

The Office of Compliance Programs and Legal Affairs (CPLA) at York College <http://www.york.cuny.edu/president/legal-compliance/office-of-compliance-programs-and-legal-affairs> collaborates with the Office of Field Education to establish affiliations agreements for field agencies who request formal “contracts” <http://www.cuny.edu/about/info/a-agreements.html>

CUNY Policy on Academic Integrity (including plagiarism)

<http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithmemo.pdf>

Employment-Based Internships Policy

Accreditation Standard 2.1.8: The program develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment (CSWE, 2010).

The Office of Field Education has established policy regarding field placements for student employment based internships. To ensure the role of the student as learner, student assignments and field placements with current or former employers is permitted only when it is clear that the proposed site provide supervision will be provided by an MSW different from the student’s/employee’s employment supervisor.

Additionally, the student’s tasks must be clearly defined and separate from that as an employee. Students seeking field instruction in their place of employment are required to follow the same procedural steps in the field placement process as all other students. The site must meet all the educational goals of field placement and provide an opportunity for both growth and diverse experiences. Finally, the field site is subject to approval at the discretion of the Director of Field Education.

Grading Policy

All grades are decided jointly between the Field Instructor and the Director of Field Education (refer to syllabus found in appendices for specific grading criteria). The responsibility of assigning the final grade is that of the Field Instructor. All students have the right to appeal their final grade. If for any reason the student is not satisfied with the final decision after consultation with the Director of Field Education, the student should follow the Grievance Procedure process of York College <http://www.york.cuny.edu/academics/policies/grading-policies>

Non-Academic Termination Policy

A student accepted into the Social Work Program, is expected to fully conform to all standards established by the Program and the College. A student can be removed from a

field placement for alleged improper conduct. During this time, the student may be asked to discontinue field placement until a full investigation of the incident can be completed. The outcome may vary based on evaluation of the results of the investigation. If for any reason, the field site agency determines that a student's conduct is inappropriate, or if a student has alleged lack of adherence to the NASW Code of Ethics, the student may informally discuss with the student by a faculty member. After a comprehensive investigation of the incident, Field Director in concert with social work faculty will determine the severity of the incident.

If an alleged incident is considered minor, consultation with the Director of Field Education should be made and a meeting should be held with the student and the Field Instructor to discuss the incident, revise student *Educational Learning Planning* to include assignments/tasks to remedy the situation.

If an alleged incident is considered to be of serious nature, for example, an infraction of York College Code of Conduct and/or the NASW Code of Ethics may result in a dismissal following a disciplinary hearing by Social Work faculty. This hearing process is described at length in the Board of Trustees of The City University of New York Guidelines and By-Laws, Sections 15.3-15.6, the Program has the right to terminate a student from the Program (see The York College Social Work Program Student Handbook, pages 21-22). In situations where such lack of adherence to the NASW Code of Ethics cannot be resolved informally, a formal process will be initiated.

The York College Social Work Program Student Handbook (pages 21-22) describes the formal process as:

9. Faculty or field supervisor writes statement about alleged offense.
10. Faculty or field supervisor submits statement to Social Work Program Director.
11. Student is notified of allegation and given a copy of statement.
12. Student may respond in writing.
13. All Social Work faculty (and field supervisor, as appropriate) meet (meeting of the whole without student) to discuss.
14. Social Work faculty (and field supervisor, as appropriate) meet with student.
15. Social Work faculty makes a decision regarding termination (based on majority vote).
16. Social Work faculty inform student of decision.

If a student is removed from a field placement for non-academic reasons, he/she will have the right to an appeal and due process. The interest of both the student and the profession will be taken into account. The appeal process begins with the Director of the Social Work Department. The procedure used during the review criteria and process is indicated in the York College Social Work Program Student Handbook (page 22). If academic or non-academic termination occurs, the student will be assisted in securing advisement in another academic discipline.

Non-Discrimination Statement

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>

Student Policies and Procedures

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-andprocedures>

The City University of New York Sexual Harassment Policy

http://portal.cuny.edu/cms/id/cuny/documents/level_3_page/001178.htm

Section VII: Appendices

Appendix A

Cover Letter to Field Faculty

August 25, 2012

Dear Field Instructor Supervisors:

Welcome to the Fall 2012 semester at York College, Social Work Program. Thank you for agreeing to serve as a field placement supervisor. Without the benevolence of mentors like you, York College Social Work Field Education as “A Signature Pedagogy” would be impossible. We are excited about this opportunity to work with each of you. The below list details the material that you will find in your field education packet; it provides some details about schedules and procedures.

FIELD INSTRUCTION MATERIAL

1. York’s Academic Calendar for Fall 2012

Please discuss the students’ plans about attending their placement on college holidays. Students *may* go to their placements on college holidays but the program does not *require* them to do so. We recommend you discuss this matter with students the first week of field instruction.

2. Student Educational Learning Plan

The student educational learning plan is developed jointly by the student and the field supervisor during the first three weeks of field placement. The intent of the plan is to articulate how the student will achieve learning outcomes at the agency practice site. The assignments, tasks and activities should be developed by addressing both student interests and field site needs. A single activity may cover more than one Student Learning Outcome (SLO). As the student progresses through assigned tasks, his/her work is assessed by the field supervisor. Methods of evaluating the students’ performance are developed by the supervisor, but should include student self-assessment tools as well. As the student becomes more experienced in the field setting and as student interests and field site needs change, this plan may be modified. Any substantive changes need to be documented by the field supervisor and discussed with the Faculty Liaison.

3. Field Education Student Agreement

This agreement is signed by all students enrolled prior to entering into their placement. Students are responsible for adhering to the *York College Student Handbook*, *York College Field Education Manual*, *Council on Social Work Education (CSWE) EPAS*, and the *Code of Ethics of the National Association of Social Workers* and are responsible to follow the policies and standards of behavior included in them. Electronic versions are available online at:

<http://www.cswe.org/File.aspx?id=13780>,
<http://www.naswdc.org/pubs/code/code.asp>, and printed versions of the field education manual and York College Student handbook are available upon request from the Field Education Office (3A06-A).

4. **Student Weekly Hours Sheet**

This sheet must be signed weekly by the field placement supervisor. Students should attach the time sheet to *Assessment of Student Learning Outcomes/Core Competency Assessment* at the semester's end. The total number of hours each week listed on this sheet should be the same as the total number of hours worked per week indicated on the Students Weekly Log Sheets. The basic time structure for the field is 14 hours per week for 15 weeks each semester. Failure to complete 200 hours will result in an "F" grade. NOTE: Adding hours after the supervisor signed and approved will result in an "F" grade and can result in termination from the Program.

5. **Student Weekly Log Sheets**

Although the student is responsible for keeping the *Log* and submitting a page to the semester instructor each week, the field faculty is responsible for signing off on it each week. The *Log* is used as a Program monitoring device, and it is also a tool to help you and the student to reflect on the time distribution of the student's assignment in relation to the student's learning needs. When Seminar Instructors visit the field placements, we occasionally suggest some modifications of assignment to enrich students' field experience. The *Log* also gives the Program a research tool for setting norms for time distribution of student assignments.

6. **Assessment of Student Learning Outcomes/Core Competency Assessment**

Please review assessment forms at the beginning of the semester with the student/s. The students should know the basis on which they will be evaluated. We also will review it with the students in the field seminar. In addition to your midterm/final assessment of the student, they complete a self assessment of practice behaviors (found in the assessment section of the field manual). Please forward the mid-term assessment to the Office of Field Education by the **7th week**. The *Field Education Manual* contains detailed expectations of the Program's evaluation criteria for each course. Please refer to the *Manual* when you are completing assessments. The completed and signed assessment forms and the attached *Weekly Hours Sheet* are due to the Social Work Program by the beginning of the final examination week. Students may deliver assessments to their seminar instructors in a sealed envelope. As some graduate schools of social work request copies of the assessment, please arrange to have it typed. Students should have a copy for their professional files.

7. **Recording Format and Recording Expectations**

You can find individual and group recording formats in the Appendix of the *Field Education Manual*. *Recording Formats* will also be made available to students in the field seminar via Blackboard. During the first few weeks of the seminar, we will instruct the students about the Program's expectations for recording. Failure to complete 10 process recordings will result in an "F" grade.

8. Course Syllabi

Course syllabi (SCWK 410/492)

9. FACTS ABOUT SOCIAL WORK FIELD EDUCATION

Is a brief review of Field Instruction.

10. Curriculum Policy Statement of the Council on Social Work Education (CSWE)

Please read this. It forms the basis for our curriculum.

11. Field Education Manual

Copies of 2012-2013 Field Education Manual are available in the Office of Field Education (room AC-3A06A)

12. York College Facilities and Travel Instructions

You should find this handy when you visit the campus.

The Seminar Instructor who is serving as your Faculty Liaison will be in contact with you early in the semester to arrange a visit with you and your student at your field internships. If you would like to get in touch with the Seminar Instructor, please call the office.

As always, we are grateful for your partnership and participation in educating social work students. We look forward to working with you this semester. Here's to a strong 2012-13 academic year and more just like it!

Respectfully submitted,

Dr. S. T. Rodgers

Selena T. Rodgers, Ph.D., LCSW-R
Director of Field Education
Assistant Professor of Social Work
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Professor N. Benjamin

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York College Field Agency/Field Instructor Application

**YORK COLLEGE
THE CITY UNIVERSITY OF NEW YORK (CUNY)
School of Social and Behavioral Sciences
Department of Social Sciences**

SOCIAL WORK PROGRAM

FIELD EDUCATION: THE SIGNATURE PEDAGOGY

Dr. Selena T. Rodgers, Director of Field Education, strodgers@york.cuny.edu

(718) 262-2626

Professor Nicole Benjamin, Assistant Field Director/Substitute Clinical Professor,

nbenjamin@york.cuny.edu

(718) 262-3755

Core Competencies: The Social Work Field Education seeks to provide students with the opportunity to reinforce integrate and demonstrate the practice behaviors associated with each Council on Social Work 10 core competencies:

- EP 2.1.1- Identify as a professional social worker and conduct oneself accordingly
- EP2.1.2-Apply social work ethical principles to guide professional practice
- EP 2.1.3-Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4-Engage diversity and difference in practice
- EP 2.1.5-Advance human rights and social and economic justice
- EP 2.1.6-Engage in research-informed practice and practice-informed research
- EP 2.1.7-Apply knowledge of human behavior and the social environment
- EP 2.1.8-Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- EP 2.1.9-Respond to contexts that shape practice
- EP 2.1.10-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Statement of Equal Opportunity and Nondiscrimination: Consistent with York College, a unit of the City University of New York, policy of nondiscrimination, Field Instructors/Supervisors and agencies are selected only if they agree that no student intern will be subject to discrimination based on race, color, ethnic or national origin, genetic predisposition or carrier status, alienage or citizenship, gender, gender and identity expression, sexual orientation, political ideology, social class, age, culture, disability, marital status, national origin, family structure, religion, spirituality, veteran status, and physical and mental ability.

AGENCY AGREEMENT

The success of the social work field placement depends on the education, supervision, and guidance provided by field faculty. The Field Instructor must be a person who can teach, interpret, and represent the profession of social work. Field faculty must be resourceful, knowledgeable in all aspects of the organization's functions, creative, competent and comfortable with the assigned roles within the organization. It is required that they have a genuine commitment to social work education and adhere to the NASW Code of Ethics.

Organizational Structure: The Social Work Field Education Office is responsible for the overall administration of the field program. The Office of Field Education coordinates agencies, faculty members, students, and Field Instructors to provide the best experience possible.

The Office of Field Education agrees to:

- Provide at least two group seminars for all Field Faculty, plus an orientation meeting for Field Faculty who are supervising in the Program for the *first time*;
- Evaluate and maintain a bank of agency resources to adequately meet student learning needs;
- Identify openings for students at practicum sites;
- Coordinate student placements with agencies;
- Coordinate student interviews at agency and conduct follow-up confirmations of placements.

Seminar Instructors/Field Liaisons: Seminar Instructors who teach at the program also work in the field of social work and enrich the program through their current exposure to direct practice at the social service agencies. They are encouraged to integrate their experience at the agencies into the classroom instruction. Seminar Instructors/Field Liaisons is the dual-role of York College faculty members. As the Seminar Instructor, they teach the weekly 2-hour seminar that is required of all students who are in the senior field practice (SW 410 and SW 492). As the Field Liaison, they serve as the conduit between the student, field internship and school. Seminar Instructors/Field Liaisons agree to:

- Teach Field Placement and Seminar I and II that is a part of the field course. The role of the Seminar Instructor includes co-developing Student Educational Plans, reviewing and commenting on students' weekly process recordings, guiding the student towards effective, professional communication (verbal and written), leading discussions of field experiences, clarifying the Program's expectations for students' assignments and performance, providing class instruction, reviewing and integrating some content from earlier course work;
- Organize and facilitate seminar classes and administer the final grade that draws together student experiences in the field and social work knowledge (see Section IV: Curriculum Materials for Field Placement and Seminar I and II course outlines);
- Monitor students and maintain contact with the field agency and provides face-to-face visits at least one time each semester least and more frequently if some special concerns arise. Field visits to new Field faculty members must be made before the 6th week of the first semester. As the Field Liaison, faculty members act as the linkage between the Social Work Program and the fieldwork agency where students in the instructor's seminar are placed. During the agency visit, the Seminar Instructors/Field

- Liaisons meets with Field Instructor/Supervisor and with the student to discuss assignments and student performance (see *Field Liaison Assessment Form*);
- Attend supervisory group meetings three times a semester and chaired by the Field Director. The meetings serve as a forum for keeping faculty informed about professional standards and the research-based evidence of the most effective social work practice. At the same time, the meetings give Seminar Instructors an opportunity to inform the program of the new practices at social service agencies and current problems facing clients, and
- Emphasize in the class instruction the importance of social work ethics, especially confidentiality.

Field Instructors/Supervisors: The Field Instructor/Supervisor carries an important planning function for the student's internship. As a Field Faculty member, I confirm that I have an MSW and two years postgraduate experience.

Field Instructors/Supervisors agree to:

- Provide a broad-based assignment that meets the expectations of a generalist practice of social work;
- Monitor carefully the student's field progress; Assist student with an educational learning plan during the first three weeks of field placement (see assessment section of this manual);
- Set aside time for visits with the Seminar Instructor or Assistant Field Director/Substitute Clinical Professor;
- Spend a minimum of 1 hour per week with student in supervisory session;
- Maintain a record of field hours, alerting the Director of Field Education and/or the Substitute Clinical Professor of Field Education of any serious deficiency with any field placement;
- Be readily available for consultation (either by phone, memo, or email) with Field Faculty about student's learning needs;
- Attend the required 2-3 supervisory education and trainings at the College;
- Meet with students individually around special learning considerations on "assessment" basis;
- Provide a broad-based assignment that meets the expectations of a generalist mode of social work practice;
- Provide 200 hours per semester of field learning opportunities for each student—the field assignment is 14 hours per week for 15 weeks;
- Provide constructive comments on student process recordings,
- Use the assessment forms outlined in Section V of this manual;
- Provide an opportunity for students to complete assignments outlined in Field Placement and Seminar I and II syllabi, and;
- Arrange with your agency for students to be reimbursed quickly for any expenses they incur through agency assignments.

On-Site Task Supervisor: In selected situations and with prior approval from the Director of Field Education, in consultation with the On-Site/Off-Site Clinical Supervisor (required MSW), an On-Site Task Supervisor may be utilized by the field agency, which does not have to be a MSW. The Task Supervisor assumes primary responsibility for

orienting the student to the agency, to agency staff, and to work projects; collaborates with the on-site supervisor in assisting the student with the development of the education learning plan; meets periodically with student and on-site Field Instructor to evaluate student performance and modify the education learning plan if necessary.

Student Role: Students are required to complete two semesters (Field Placement and Seminar I and II) of field instruction at the same field practicum. The two semesters are taken consecutively during the senior year. The total number of field placement hours required is 200 at an approved field agency, each semester (400 total for the academic year).

Students agree to:

- Acquire professional liability insurance – the majority of students may choose to subscribe to the plan offered through the National Association of Social Workers (NASW). If a student chooses the professional liability plan, they must first become a member of NASW. This process often takes up to three months to complete and students are advised to begin this process during the spring semester of their junior year. Students can obtain the application form the Field Education Office or http://www.naswassurance.org/student_liability.php?page_id=12
- Proof of coverage for professional liability insurance is mandatory and must be submitted to the Field Education Office prior to starting the practicum. Students are advised that failure to comply will result in stopping and/or delaying the start of the practicum experience and may result in the agency deciding not to continue with the student. Significant delays because of failure to submit proof of liability coverage can impact the student not being able to complete the field practicum.
- Adhere to the *York College Student Handbook*, *York College Field Education Manual*, *Council on Social Work Education (CSWE) EPAS*, *Code of Ethics of the National Association of Social Workers*, *Field Education Student Agreement*, and are responsible to follow the policies and standards of behavior included in them. Electronic versions are available online at: <http://www.cswe.org/File.aspx?id=13780>, <http://www.naswdc.org/pubs/code/code.asp>, and printed versions of the field education manual and York College Student handbook are available upon request from the Field Education Office (3A06-A). A copy of the agreement is signed by student(s) at the Field Orientation prior to entering field. Field Supervisors are encouraged to review the agreement with student(s) during the first week of field placement; and
- Adhere to student educational learning plan and course syllabi requirements.

FIELD AGENCY INFORMATION

NOTE: In accordance with EPAS 2.1.5 *The program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

PLEASE PRINT OR TYPE

Date _____

Agency Name: _____

Address _____

Telephone Number _____ Fax: _____ Email: _____

Contact Person: _____

Director: _____

Operating Hours: _____ to _____

Are evening hours available?

Yes

No

Are weekend hours available?

Yes

No

Funding Type (Check those that apply)

Public _____ Private (Non-profit) _____ Private (For profit) _____

Description of agency overall services and clientele serviced

Are opportunities available for individual and family engagement?

Yes

No

Are opportunities available for group work (short-term, mutual support, social support, educational)?

- q Yes
- q No

Numbers of students requested? _____

Special Requests – Please describe any special requests you have that relate to special skills needed or type of student that you believe would fit best at your agency/with your clientele.

Learning Assignments - Please describe in detail the assignments you propose for each of the requested students.

Signature _____ Date Signed _____

FIELD INSTRUCTOR/SUPERVISOR AGREEMENT

NOTE: *In accordance with Accreditation Standard 2.1.6: The program specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective (CSWE, 2010).*

Field Faculty Member's Name: _____

Title: _____

EDUCATION _____ DEGREE _____ DATE _____

University or College

1. _____
2. _____
3. _____

SUPERVISORY EXPERIENCE (of Social Work Students)

York College Social Work Program
Self-Study, Volume III

Agency	Year	BSW Level	MSW Level
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

CERTIFIED FIELD INSTRUCTOR (SIFE)

Yes

No

If yes, where: _____ year: _____

PAID PRACTICE EXPERIENCE IN SOCIAL WORK OR RELATED AREAS

Date (s)	Agency	Title	Duties
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CERTIFICATIONS (NYS-LCSW(R), NYC Department of Education, etc.)

PROFESSIONAL ASSOCIATION MEMBERSHIPS

OTHER PROFESSIONAL ACTIVITIES (publications, committees, presentations, etc.)

Signature _____ Date Signed _____

COPIES OF FOLLOWING MATERIAL

Please send copies of the following materials so that we may update your file in our department

- Ø Resume
- Ø Undergraduate and Graduate Degrees
- Ø SIFE Certification
- Ø NYS Professional License
- Ø Agency's Mission and Philosophy Statements
- Ø Literature Explaining Your Agency's Program(s)
- Ø Materials that You Believe May be Pertinent for Students

GUEST PARKING

York College requires all visitors to provide the following information for guest parking:

Make: _____

Model: _____

Color: _____

License Plate No: _____

Please note that guests should use the South Parking lot (parallel to the Gymnasium)

Please return completed form to:

Dr. Selena T. Rodgers, LCSW-R
Director of Field Education
Assistant Professor of Social Work
School of Health and Behavioral Sciences, Social Sciences Department
York College of The City University of New York
Room AC - 3A07
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11451
strodgers@york.cuny.edu

-

The Field Education Office especially looks forward to working and growing with you towards fulfilling our commitment to create success for students enrolled in field placement.

Please do not write below this line. For Field Education Office Only

___ **Field Manual Provided**

___ **Activities/Expectations Reviewed**

___ **Supervisor/Agency Agreement Signed**

___ **Agency/Supervisor Supporting Documentation Received**

___ **Courtesy Parking Need**

Appendix C

Individual Process Recording – Field Placement and Seminar I and II
--

Overview of a Process Recording:

A process recording is a detailed form of case recording often used to assist students and new workers in learning basic skills and refining more advanced skills. It is also used when a worker is having unusual problems with a client a wants to create a record that can be examined by peers and/or supervisors in case consultation.

Purpose:

To establish a record of the social worker's practice so the client-worker interaction and the helping process can be studied.

Submission Procedures:

You are required to turn in 10 process recordings over the semester. After you complete the recording, you must submit it to your Field Instructor for comments. The version with the Field Instructor comments is the one you turn in to the seminar instructor. Given this cycle of submission, you must organize a plan. Consult with your Field Instructor to agree on how long he or she will need to comment on the recordings. This way you can plan to bring one "reviewed" recording per week to your seminar instructor. By all means, offer your Field Instructor the option of re-reviewing your process recordings once your seminar instructor returns it to you with his or her comments. This will help round out the learning/teaching process.

Processing Recording Outline

1. Basic Information
 - a. Names of individuals in attendance
 - b. Identify client's AGE and SEX (Male or Female)
 - c. Language Spoken
 - d. Session # (is this the 1st, 2nd, 5th...Session?)
 - e. Date, Location, and Length of Session
2. Purpose of Session
3. Preparation for Session
4. Description of Interaction and Content of Session
5. Impressions of Client
6. Impressions/Evaluation of One's Own Performance
7. Plan/Next Steps

Process Recording Sections

1. Basic Information

- Names of those in attendance at the interview or meeting. Remember that you should NEVER write the actual name of client/s. Always either make up a full name or use the common notation, "Client X" or "Family M" **EP 2.1.2 (1)**
Identify client's AGE and SEX (Male or Female) **EP 2.1.5 (1)**
- Language spoken during session **EP 2.1.5 (1)**
- Session # (is this the 1st, 2nd, 5th...session?)
- Date, location and length of the session

2. Purpose of Session

The statement of purpose should specify some reason/s for undertaking these activities. It should answer the question "Why am I doing this" in *specific* terms. That is, why is the student meeting with the client for *this particular session*, what is the student social

worker's role, how does this relate to immediate aims of work with this client, and how does this purpose relate to the overall goals of work with the client? **EP 2.1.1 (3); 2.1.10 (b)(1)**

3. Preparation for Session

What preliminary work did the student carry out to prepare for the session? Examples of preparatory activities: reading record of previous meeting, checking the meaning of technical terms on the chart, planning for a special location for the meeting, becoming familiar with resources that might be discussed, reading articles/books on the client's condition, tuning in to one's own fears or anxieties provoked by the assignment, discussing assignment with supervisor, etc. **EP 2.1.1 (6); 2.1.2 (2); 2.1.2 (3); 2.1.8 (2); 2.1.10 (b)(1)**

4. Description of Interaction and Content of Session

This should provide a clear picture of what happened during the contact. A supervisor ought to be able to read the recording and imagine/visualize what happened in the session. **EP 2.1.1 (6); 2.1.13 (3); 2.1.10 (b)(3)**

Remember, DESCRIPTION involves writing what actually happened, without offering your opinion. Save your opinions for the section after this one—where you will be asked to give your analysis, impressions, and viewpoints —“what you make of” what happened.

- How the session began
- Significant exchanges during the session—“He said/She said” narrative (e.g., what the client said and how the student responded; what the student said and how the client responded)
- Specific topics discussed, decisions reached, plans made
- New facts and information obtained about the client
- Mood and feeling tone of the session
- Plan made for next session
- How the session or meeting ended

5. Impressions of Client

Impressions come from the student's analysis of a) the client's concerns, situation, or problem/s and b) the client's response to the helping process and student social worker. The student formulates her impressions by thinking about what he or she “makes of” what the client has actually said, by what the student has observed during the session, and/or by what the student has learned from other sources (e.g., the chart, conversations with colleagues). **EP 2.1.10 (b) (1)(2)**

The use of qualifying terms such as “perhaps...,” “it appears that...,” “the client seems...,” “there are some indications that...,” “it seems likely that...” and so forth can help in providing an understanding of the degree to which the student is distinguishing between firmly established facts and ideas, evidence-based impressions and hypotheses, and ungrounded speculation.

Some of the questions the student can answer in this section are:

- What does the student think about the client’s concerns? How does the client seem to feel about his or her problems? How difficult do the problems seem for the client? What aspects of the client’s functioning seem to be affected by the problems? What environmental stressors or oppressive forces are contributing to the problem? In what ways does the client seem to be managing? What are the client strengths? Who or what in the client’s life seems supportive? **EP 2.1.10 (b)(2); 2.1.3 (2); 2.1.5 (2)**

- How does the client relate to the worker/student? How does this way of relating seem, given the number of sessions held with the worker/student? In what ways does the client seem open to help? In what ways does the client seem resistant to getting help? How does the client respond when the worker/student probes on difficult subjects? How might societal oppression affect client responses towards the social worker and helping process? **EP 2.1.5 (1); 2.1.5 (2); 2.1.7 (1)**

6. Impressions/Evaluation of One’s Own Performance

The student evaluates his or her own performance during the session. State what seemed to be positive, negative, and questionable in your performance. What were the challenging moments and which aspect of the exchange went particularly well? What communication and interpersonal skills did the student use? What value-dilemmas and ethical issues surfaced during the interview? How were these handled? What opportunities for intervention were missed? **EP 2.1.1 (3); 2.1.2 (1); 2.1.2 (2); 2.1.2 (4); 2.1.5 (1); 2.1.10 (d)**

7. Plan/Next Steps

On the basis of the above analysis, what should be done? What are the next steps to take with this client in the next meeting? What resources need to be accessed or advocated for before the next session? **EP 2.1.10 (a)(3); 2.1.10 (c)(1)(3)(4); 2.1.10 (c)(2)**

Grading Criteria Rubric for each Competency – Practice Behavior

5	4	3	2	1
A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)
Excellent Competence (student clearly demonstrates exceptional competence in knowledge, values and skills)	Good Competence (student consistently demonstrates competence in knowledge, values and skills)	Acceptable Competence (student demonstrates beginning knowledge, values and skills)	Insufficient Competence (students has not met continuous process for expectations)	Unacceptable Competence (student performance does not demonstrate knowledge, values and skills)

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Appendix D

Group Process Recording – Field Placement and Seminar I and II

Group Process Recording: The process recording is an evaluative tool used to assess a student’s communication skills (EP 2.1.3(3); 2.1.7 (1)), increase self-awareness (EP 2.1.2 (1)) and develop critical thinking skills (EP 2.1.3 (2)). In addition, the student receives feedback from the Field Instructor (EP 2.1.1(6)), and utilizes the recording to document and process group dynamics (EP 2.1.7 (1)).

Purpose: To establish a record of the social worker’s practice so the group worker interaction and the helping process can be studied. It is a verbatim account of an interview with a client system. Most students are unable to tape record their interview, therefore, a “verbatim” account should be to the best of the student’s memory. Students are required to submit **one process recording** a week beginning the third week of the semester.

Note: There are various formats for writing process recordings. The process recording is “narrative” or “verbatim” documentation of an interaction between the student and a client or a transaction between the student and another worker (e.g., information gathering on a project). It requires the student to write down both the verbal and non-verbal communications of the student’s interactions along with the student’s reflections and analysis. The Field Instructor may request a different format from what is presented here. It is fine to use a different process recording format for your instructor. Process recordings are specifically used for teaching purposes and not placed in agency records.

Grading Criteria Rubric. Please rate each field education competency according to the scale below. While you are free to indicate letter grade, percentages are essential for calculations (e.g. 90%).

A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (<60)	N/A
------------	-----------	-----------	-----------	---------	-----

Excellent Competence (student clearly demonstrates exceptional competence in knowledge, values and skills)	Good Competence (student consistently demonstrates competence in knowledge, values and skills)	Acceptable Competence (student demonstrates beginning knowledge, values and skills)	Insufficient Competence (students has not met continuous process for expectations)	Unacceptable Competence (student performance does not demonstrate knowledge, values and skills)	
--	--	---	--	---	--

Group Process Recording Verbatim Format - Field Placement and Seminar I and II

Submitted By:

Progress recording No:

Date:

Name/Type of Group Session:

Group Session #:

Location/Setting:

Attendees: (Use initials only – **EP 2.1.2 (1)**)

Session Language: (**EP 2.1.4 (2)**)

Purpose of the Session:

Length of Session:

Pre-Engagement/Preparation for Session: (Students are expected to review/reference evidenced-based

literature and use APA 6th formatting rules – **EP 2.1.3 (3)**)

York College Social Work Program
Self-Study, Volume III

<p>Narrative What did you and the participants say in the session EP 2.1.3 (1); 2.1.3 (3)</p>	<p>Skills Used Identify practice behaviors used in the session EP 2.1.8 (1); 2.1.2 (1); 2.1.10(a) (2) (3); 2.1.10 (b)(1)(2)(3)(4) 2.1.10 (c)(1)(2)(3)(4) (5)</p>	<p>Gut Reaction Identify your feelings about the Session EP 2.1.2 (1)</p>	<p>Critical Analysis Describe your thoughts about the session. What were the strengths and challenges of your performance? What questions do You have about What you or the participants said? What challenges did you encounter? What opportunities for interventions did you miss? EP 2.1.7 (1)</p>	<p>Supervisor's Comments EP 2.1.1 (6)</p>
<p>Student: Client: Student: Client</p>				

- Personal Evaluation of Performance **EP 2.1.2 (1):**
- Impressions of Client **EP 2.1.2 (1); 2.1.2 (3); 2.1.2 (4):**
- Plan/Next Steps: **EP 2.1.7 (1):**
- Policy Considerations **EP 2.1.10 (d); 2.1.1 (3):**
- Plans for subsequent contacts and areas for further exploration or clarification **EP 2.1.10 (a)(2); 2.1.9 (1):**
- Questions/Issues for Field Instructor **EP 2.1.1 (3); 2.1.1 (6):**

Appendix E

Student Weekly Hours Sheet

Note: *In accordance with EPAS 2.1.3 The program provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs (CSWE, 2010).*

The hours you contribute must be completed within your assigned agency. Carefully log the date and hours worked. Hours must be completed by the last day in the last week of classes for the semester. Failure to complete the required number of hours will result in a failing grade. In order to prevent an unexpected "shortfall" of hours due to illness or car trouble, etc., you should plan on contributing 14 hours each week.

Students Intern: _____ Field Instructor: _____

WEEK#	CSWE Required Supervision Hours	Dates	HOURS INTERNEED						Weekly Total	Field Instructor Initials
			Mon	Tues	Wed	Thur	Fri	Sa/Su		
EXAMPLE		Jan 17-23	8-3	9-5	_____	9-5	8-3	_____	14 hours	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
TOTAL										

Student Intern's Signature _____ Date _____ Field Instructor's Signature _____ Date _____

Student Weekly Log

NOTE: In accordance with EPAS 2.1.5 *The program specifies policies, criteria, and procedures for selecting field settings; placing and **monitoring students**; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

The aim of the Field Student Log is to help students and field faculty monitor amount of time spent on activities at the agency placement. Additionally, the log enables the Seminar Instructor/Field Liaison, student and Field Faculty to engage in a parallel process about the necessary modifications in student's assignment if placement to ensure compliance with CSWE practice behaviors and generalist practice. At the end of the semester, students will submit completed log book to Seminar Instructor. The instructor will submit to social work office assistant for filing.

Name of Student: _____

Week of the Semester: _____

Activity	Time Spent on Activity
Direct work with individual clients	
Direct work with families	
Direct work with groups	
Collaborative contact with other staff in your agency (doctors, nurses, clerical staff, lawyers, nutritionists, social workers, etc.)	
Collateral contacts (referrals, securing information from sources other than client, exploration of resources, advocacy, etc.)	
Program preparation for groups activities and community presentations	
Attendance at staff and administrative meetings and in-service training sessions	
Supervision (both regularly scheduled meetings and ad hoc session)	
Help from support staff (secretaries, drivers, maintenance staff, receptionists)	
Process recordings	
Agency records (chart notes, M11Q's, UCR's monthly reports, etc.).	
Travel for agency assignments (home visits, meetings with collaterals, movements between agency facilities)	
Phone contacts for follow-up with clients (other than those clients who are regularly assigned to the student)	
Research projects	
Circulation in setting to provide support, to monitor clients' progress and to identify needs for intervention (This activity would be evident in club houses, nursing homes, adult residences, group home, etc.).	
Public policy advocacy (lobbying, organizing mass meetings, etc.)	
Other activities (describe briefly):	
Signature of Student (Intern) _____	Date: _____
Signature of Field Instructor (Supervisor) _____	Date: _____
Total Hours _____	

Field Education Schedule

Appendix H

Field Liaison Suggested Interview Questions (Students)

1. Is the pace at which you are progressing in your internship compatible to your learning style and objectives?
2. How is your supervision being provided?
3. Do you clearly understand what is expected of you in your role as a practicum student?
4. Are there any experiences that you would like to have before finishing your practicum that are not in your learning plan?
5. Reflect upon what you have learned and identify how your practicum has specifically contributed to the acquisition of your skills and knowledge
6. What are some areas that you would like to continue or focus on developing throughout the rest of your practicum?
7. Identify areas that you feel you still need and/or desire more experience or exposure.
8. What do you feel your strengths are? Either ones that you brought with you or ones that you have developed since being at your practicum?
9. Please identify any learning experience from this semester that you feel contributed most to your professional development. Explain how this was beneficial
10. Discuss how this is relevant to your learning goals, and how you plan to incorporate this learning in your next practicum

Field Liaison Suggested Interview Questions for Field Instructor (Supervisor)

1. What are your general impressions with regard to student's performance with regard to core competencies?
2. What systems are in place regarding:
 - a. To monitor student's practice behaviors?
 - b. Supervision (individual, peer, group)?
 - c. Student assignments?
 - d. Review and comment on process recordings? Weekly logs?
3. Are you clear about what the student needs from you as a Field Instructor to enhance their learning experience and meet the objectives outlined in the learning plan?
4. Are there any tasks or projects that you would like to see the student engaged in prior to finishing practicum with your agency?
5. What are some areas that you would like to see the student more fully develop during the course of the time spent at your agency?
6. What do you feel are the strengths of this student?
7. What kind of activities and experiences does the student undertake?
8. What are general characteristics of clients and communities served by this agency?
9. What types of in-service training or workshops and conferences will be available to me?
10. How are students helped to handle issues of diversity regarding age, gender, gender expression, race, ethnicity, and mental and physical ability on both staff and client levels?
11. Can we take a tour of the unit where the student works?
 - a. Student office space
 - b. Desk for student?
 - c. Computer use?
12. Are there additional resources needed to support you in your Field Instructor role

Appendix I

The Logic of the Integrated Curriculum at York College Social Work Program

MOVING TOWARDS EPAS 2008 ASSESSMENT COMPLIANCE IN SOCIAL WORK FIELD EDUCATION...THE SIGNATURE PEDAGOGY POWERPOINT

Dr. Selena T. Rodgers, Director of Field Education

SOCIAL WORK PROGRAM, OFFICE OF FIELD EDUCATION
SCHOOL OF HEALTH AND BEHAVIORAL SCIENCES
SOCIAL SCIENCE DEPARTMENT
OCTOBER 17, 2012 & NOVEMBER 14, 2012
3B04 (AFRICAN AMERICAN STUDIES RESEARCH RESOURCE CENTER)
9:30 A.M. – 1:30 P.M.

Moving Towards EPAS 2008 Assessment Compliance in Social Work Field Education... The Signature Pedagogy Session 1 & 2

TRAINING GOAL

Provide you with knowledge
and skills to use EPAS 2008
compliance assessment tools
with students

Dr. Selena T. Rodgers, Director of Field Education

OVERVIEW OF TRAINING

- ✦ Introduction
- ✦ Review Brief Movie Based on Dr. Spencer Johnson's book, "Who Moved My Cheese" (16 minutes)
- ✦ What is EPAS 2008?
- ✦ New Assessment Forms
 - Thoughts & Rational
- ✦ Let's Try Change: Assessment Forms Review
- ✦ Evaluation
- ✦ In Unity: Next Steps

Dr. Selena T. Rodgers, Director of Field Education

AT THE END OF TODAY'S

TRAINING, YOU WILL BE ABLE TO...

- ✦ Understand basic policies, procedures and expectations that the Social Work Program has regarding the field instruction process;
- ✦ Discuss and share field instruction experiences and concerns;
- ✦ Understand CSWE Core Competencies, practice behaviors, and Student Learning Outcomes (SLO's) in order to facilitate better preparation and higher quality of field instruction to students; and
- ✦ Develop technical proficiency in the role of instructing students to design educational plans. The intent of the plan is to articulate how students will achieve learning outcomes at the field internship. The assignments, tasks and activities should be developed by addressing both student interests and field site needs.

Dr. Selena T. Rodgers, Director of Field Education

AGENTS OF CHANGE

<http://www.youtube.com/watch?v=P4Mb-x8UWRA&feature=endscreen&NR=1>
Dr. Selena T. Rodgers, Director of Field Education

WHAT IS EPAS 2008?

✧ 2008 Educational Policy and Accreditation Standards moved to a competency-based design intended focus on student outcomes rather than program inputs

✧ The 10 competencies (EP 2.1.1 – EP 2.1.10) are used to define social work practice for which program level.

✧ Practice behaviors (N = 41) **must** be provided for each of the 10 Core Competency (EP 2.1.1 – EP 2.1.10).

✧ Multiple measures **must** be applied in the Program's assessment plan.

Dr. Selena T. Rodgers, Director of Field Education

Core Competencies refers to measurable practice behaviors that are comprised of knowledge, values, and skills. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)]

EP 2.1.1..... Identify as a professional social worker and conduct oneself accordingly

EP 2.1.2..... Apply social work ethical principles to guide professional practice

EP 2.1.3..... Apply critical thinking to inform and communicate professional judgments

EP 2.1.4..... Engage diversity and difference in practice

EP 2.1.5..... Advance human rights and social and economic justice

EP 2.1.6..... Engage in research-informed practice and practice-informed research

EP 2.1.7..... Apply knowledge of human behavior and the social environment

EP 2.1.8..... Engage in policy practice to advance social and economic well-being and to deliver effective social work services

EP 2.1.9..... Respond to contexts that shape practice

EP 2.1.10..... Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

CORE COMPETENCIES

Dr. Selena T. Rodgers, Director of Field Education

ICEBREAKER— WHAT DOES CHANGE IN ASSESSMENT FORMS MEAN FOR YOU?

✧ Take two minutes to think of two things that you think about when you consider changes in assessment forms—it can be ideas, activities, beliefs, values.

✧ Write them on the post-it

✧ Post-its will be collected

✧ Be ready to share your change with the group.

✧ When it's your turn, say your name and program, and share a bit about your change.

Dr. Selena T. Rodgers, Director of Field Education

THOUGHTS ABOUT NEW ASSESSMENT FORMS...

Dr. Selena T. Rodgers, Director of Field Education

**Is There A
Connection
Between New
Assessment**

Forms and York

SW Courses?

Are New Forms Lengthy?

FACTS ABOUT NEW ASSESSMENT FORMS...

- ✦ Acquired skills for all Field Faculty (Seminar Instructors and Supervisors)
- ✦ Assessment tools to evaluate students' performance have not been revised in **15 years**
- ✦ Statistics from CSWE 56th Annual Meeting (2010) reported 88% (or N = 48) of social work programs (N = 55) used all the practice behaviors at time of meeting
- ✦ Regarding length, all forms combined by **5 pages** (from 19 to 24). All forms include SLO's table (additional 2 pages) to integrate Field I & Field II. Similar tables are included in all Social Work course syllabi
- ✦ Increased accountability for student learning outcomes and integration of all course SLO's
- ✦ Field Supervisors requested a formal (written) mid-term assessment form

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Student Field Educational Learning
Plan

Per request of Field Supervisors

Created by Field

Director (**Pages: 2**)

Student Assessment of Field Setting

Effectiveness

(**Pages: 5**) Same

Updated format by Field

Director (**Pages: 3**)

Student Assessment of Field

Instructor

(**Pages: 1**)

Same Revised by College (**Pages: 2**)

Faculty Liaison Assessment of Field

Education Setting (**Pages: 2**) Same Updated format by Field Director

(**Pages: 3**)

Mid-Term Assessment of Student

Learning Outcomes/Core

Competency Assessment

Informal/Verbal Informal/Verbal Per request of Field Supervisors

Written/Formal Form Created by

Field Director (**Pages: 4**)

Mid-Term Student Self-Assessment

of Practice Behaviors

Per EPAS 2008 Compliance

Created by Field Director (**Pages: 1**)

Final Assessment of Student Learning

Outcomes/Core Competency

Assessment

(**Pages: 11**) Same Per EPAS 2008 Compliance

Revised by Field Director (**Pages: 8**)

Final Student Self-Assessment of

Practice Behaviors

Per EPAS 2008 Compliance

Created by Field Director (**Pages: 1**)

LET'S TRY CHANGE!

Dr. Selena T. Rodgers, Director of Field Education

Assessment Forms Review

(please refer to CSWE Assessment Training
Seminar Booklet – forms are also available in
Field Education Manual 2012-2013)

EVALUATION

Please complete the following sentences based on today's
training:

- ✦ I Learned...

York College Social Work Program
Self-Study, Volume III

- ✧ I Was Surprised...
- ✧ I Understand...
- ✧ I Would Like To...
- ✧ Overall The Training Was:

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IN UNITY...

- ✧ Next Steps
 - Incorporate your recommendations (when possible) into new/revised assessment forms
 - Complete assessment forms for CSWE self-study report
 - Complete Program Surveys for self-study report
<http://www.surveymonkey.com/s/5J5JM5G>
 - Distribute York College Field Manual 2012-2013 by January 2013.
- ✧ Please email inquires regarding this training to:

strodgers@york.cuny.edu

Dr. Selena T. Rodgers, Director of Field Education
Dr. Selena