

Silberman
School of Social Work

HUNTER

Field Education Manual
MSW Program

Updated 2017

MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION

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

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

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

Kanako Okuda, LCSW-R
Director of Field Education

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MISSION STATEMENT

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

MSW Program Mission

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

MSW Program Goals

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

FIELD PRACTICUM OVERVIEW

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

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

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

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

The primary purpose of the field practicum is to provide practice opportunities that enable students to attain and master the objectives of the School's MSW program. Through field practicum placements, students develop, demonstrate, and deepen practice behaviors in the following areas:

- Identification as a professional who adheres to the core values and ethics of the profession;
- Application of social work ethical principles and tolerance for ambiguity in practice;
- Critical thinking in the formation and communication of professional judgments;
- A respect for and acceptance of difference associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and cognitive abilities;
- Application of knowledge from the study of human behavior and the social environment to practice;
- Advocacy in the advancement of human rights and social and economic justice, through the provision of social and human services that support the diverse communities of New York City and its metropolitan area;
- Advocacy for the needs and opportunities of vulnerable groups in society, through the promotion of economic and social justice for clients and communities;
- Utilization of research evidence to inform practice, and practice and practice experience to

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

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

Objectives of the Foundation Field Practicum

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

Objectives of the Advanced Field Practicum

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

MUTUAL AGREEMENT

Between the SCHOOL, the AGENCY, and the STUDENT

This **Field Education Manual** serves to document the agreement among all the participants – the Silberman School of Social Work; the agency; and the student – regarding field practicum expectations and responsibilities. The School seeks to develop and maintain relationships with agencies that will assure a field practicum of high quality for MSW students and foster the acquisition of core and advanced practice competencies as detailed above. Close cooperation based on mutual trust and clarity about expectations is essential for effective collaboration between the School and its affiliated agencies. Readiness to share and review the teaching and learning relationship is a requisite for strengthening the practicum experiences of students. The following sections summarize the expectations of each participant.

Expectations of the School

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

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

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

Selecting Practicum Agencies

The School has the responsibility for selecting agencies based on the agency's ability to support the School's educational objectives. Agencies are also selected because they extend the range of learning opportunities available to students. The School is concerned with providing an appropriate and rich agency environment for its students. The School considers the following criteria when selecting placements (also see *Expectations of Agencies* on page 15 below):

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

Formal Affiliation with Practicum Agencies

The process of affiliation with agencies for the placement of **Two Year Full-Time, Advanced Standing, Accelerated, and Dual Degree Program** students begins, most commonly, with a written request by the agency. Agencies interested in serving as a practicum site write to the Director of Field Education. The Field Education Department and individual faculty members may also reach out to agencies in developing areas of practice.

If inquiring agencies meet the School's basic criteria for affiliation, they are asked to complete the following forms (available in the Appendix below):

- Placement Site Database Form (pg. 146)
- Field Instructors' Experience Outline Form (pg. 152)
- Student Request Form (pg. 145)
- Hunter College Field Entities Letter (sign this, pg. 163)

These important forms provide the Field Education Department with a description of the agency's programs, projected learning opportunities, and the qualifications of prospective field instructors. Agencies accepted as placement sites may also complete an Agency Request Form indicating the number and type of assignments available in a given year.

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

Assigning Students to Practicum Agencies

The Assistant Directors of Field Education (ADs), reporting to the Director of Field Education, place first-year Full-Time students in placement agency settings on the basis of the student's choice of Practice Method, prior experience, learning needs, and other considerations.

The Assistant Directors contact the designated Educational Coordinator at the agency and discuss the projected assignment. Written confirmation of the assignment is sent to the agency and to the student during the summer prior to the first year. Pre-placement visits are encouraged at the convenience of the agency and may be required by the agency.

Students in the **Two-Year Full-Time Program** begin planning their second-year field placements in December of the foundation year.

Students in the **Dual Degree Program** and **One Year Residency (OYR) Program** begin planning the second-year placement (which is their sole placement) in the spring of the foundation year.

Students in the **Accelerated Full-Time Program** begin planning the practicum in the fall of the foundation year.

Students in the **Advanced Standing Program** who begin the program either in the summer or fall semester meet with an Assistant Director during the summer before/while beginning, to plan for the placement year.

The Field Education Department sponsors informational meetings to assist students in exploring field practicum opportunities. Students work closely with their assigned field advisors to provide information to the Field Education Department about first-year learning opportunities and performance in field and class as well as learning needs and interests. Students and advisors collaborate in the completion of a Placement Planning Form.

Affiliation with Agencies Employing OYR Program Students

Students in the OYR program are generally expected to fulfill practicum requirements within the agency/organization where they are employed, an arrangement that distinguishes this innovative work-study pathway. If a student leaves their existing setting/role prior to the start of the practicum, the student must seek the School's approval to enter the practicum in a new employing agency or may request placement on a self-financed basis.

When employees apply for admission to the OYR program, the employing agency is asked to sign an agency executive agreement indicating readiness to provide a field practicum for the OYR

student/employee during the second phase (Time Frame II) of the program, in a capacity that is distinct from their existing role. Once a student is admitted to the program, after ongoing planning, an OYR Packet is also signed to ratify this agreement. (The agency executive agreement and OYR Packet may also be found in the Appendix on pg. 154 and 157 respectively.)

In the fall semester of the first phase (Time Frame I), OYR students provide ADs with the names of contact persons in their employing agencies, for practicum planning. The ADs work with the agency to develop the field practicum for the following year, the OYR residency year (Time Frame II).

OYR Program Students in the Field

OYR students in their field practicum – known as the “residency” year, or Time Frame II – are given assignments that offer new learning experiences within the context where they already work. Assignments are developed between the Field Education staff at the School, and the designated educational coordinator – whether this is the field instructor or a different individual – at the agency. A written agreement (the OYR Packet, pg. 157 below) is prepared, detailing the OYR assignment, which must be signed by the Assistant Director of Field Education; the agency educational coordinator; the field instructor; and the student. The OYR field practicum must include significant opportunity for new learning *in the student’s Practice Method*. This may be achieved through placement in another setting within the agency; creating new assignments within the original job setting; a combination of the two; or placement in another agency. All of the work comprising the student’s twenty-eight hours per week is considered part of the supervised practicum experience. The school expects that agencies will make every effort not to add hours to a student’s work week. The School-based field advisor monitors the field assignment during the year and meets with the student and the field instructor at least once during the year to insure the quality of the experience. Students should consult their field advisor regarding concerns about the agency’s ability to comply with the written agreement. For more information about the OYR Program and field requirements, please see pg. 27 below.

Seminar in Field Instruction (SIFI)

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

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

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

SIFI Objectives

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

the School's curriculum and expectations for field instruction, and the criteria for evaluation of field education performance.

- To provide a forum for learning and the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching.

Content Areas

- Introduction to the Seminar in Field Instruction
 - Seminar expectations and requirements
- Beginning Processes in Field Instruction
 - Orientation to field instruction, the agency and client group/community
 - Setting the climate for field instruction
 - Roles and responsibilities of field instructors, students, faculty advisors
 - Beginning field instructor/student relationship
- Teaching Professional Ethics in Field Instruction
 - NASW Code of Ethics
 - Conflicts of interests, Confidentiality, Dual relationships/boundaries
- Teaching Cultural Competence in Field Instruction
 - Diversity as integral to learning/teaching
 - Discussion of the range of diversity factors
 - NASW Standards for Cultural Competence in Social Work Practice
- The Range of students' assignments - Micro to Macro
 - Samples of assignments for the range of levels of practice
 - Selecting assignments with individuals, pairs, families, groups, organizations, communities, and research and policy settings
- Process Recordings, logs, and journals and their use in field instruction
 - Teaching and learning from student recordings
 - Different formats for recording
- Adult Learning
 - Different styles and approaches to adult learning
 - Stages of adult learning
- Educational Assessment
 - Understanding and assessing competencies
 - Formulation of educational assessments
 - Mutuality and collaboration
 - Parallel process and learning contracts
- Teaching Challenges in the middle stage of field instruction
- Teaching Methods Concentration competencies

- Evaluation of Field Performance –Evaluation of core and advanced practice behaviors
- Teaching Termination

Field Advisement

Overview of the Field Advisor’s Role and Responsibilities

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

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

The field advisor will:

- Meet with students at the Field Practicum Orientation at the beginning of the academic year.
- Meet individually with each advisee at least once each semester.
- Meet with students for group advisement meetings during scheduled times (once monthly).
- Make a minimum of one annual field visit to each student’s field placement site including a meeting with the student’s instructor.

Group and Individual Advisement

Group Advisement Sessions

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

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

placements, and provide feedback to one another.

- Provide relevant knowledge and expertise in dialogue with students and their needs.

Individual Advisement Sessions

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

Evaluation of Student Performance

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

In this capacity, the advisor is responsible for ensuring that the field instructor completes and submits the Field Practicum Evaluation at the end of each semester. The Field Practicum Evaluation is a comprehensive assessment of the student's field performance. The advisor uses this evaluation to help determine the student's grade. For more information, please see *Field Practicum Evaluation* on pg. 52 below.

For more information on grading the field practicum, please see *Practicum Grade* on pg. 55 below.

Handling Field Performance Issues

For detailed information about processes and procedures to address a student's performance issues in the field practicum, please see *Handling Field Performance Issues* on pg. 57 below.

Second-Year Placement Planning

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

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

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

- The advisor should schedule an **individual appointment** with the student in person – or, if necessary, by phone or Skype – to discuss field learning goals for the second year. Advisors will assist first-year students in identifying learning needs and interests for the second-year placement, with attention to a range of possible placements.
- Informed by this conversation, the student will complete their **field practicum planning form**, and will show their completed form to the field advisor.

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

Other Pertinent Issues

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

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

Even though field advisors do not provide academic advising, they should be familiar with the sample programs and course requirements associated with Silberman's various MSW pathways and Method areas. These, and other important pieces of information, are available in *MSW Pathways* (pg. 27) and *Curriculum* (pg. 32) below; in the **Silberman School of Social Work Student Handbook**; and on the School's website.

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

Expectations of Agencies

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

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

Equal Opportunity & Nondiscrimination, Policy on Sexual Harassment, and Hunter College Field Placement Entities Letter can be found at <http://www.hunter.cuny.edu/diversityandcompliance/non-discrimination-policies#harassment>, and in the Appendix below.

- The agency maintains policies, procedures, and practices in accord with the [NASW Code of Ethics](#) and [NASW Standards and Indicators of Cultural Competence](#) (available via direct links above and in the Appendix below).
- The agency provides a program that has a clear purpose, sufficient stability, and a structure that enables it to carry out its mission and conveys this to the student.
- The agency is committed to evaluation of its practice and helps students to develop practice-informed research skills.
- The agency is committed to developing the competence of its staff and improving its services through means such as staff development, self-evaluation, and the establishment of professional personnel practices and policies.
- The agency agrees to treat all information about students as confidential, including evaluations.
- The agency provides a range of assignments on an on-going basis that are consistent with the objectives of the School, including practice opportunities that should enable students to acquire core and advanced practice behaviors.
- The agency clearly informs students of its safety protocols and procedures, and procedures to follow in the event of an emergency, including the disclosure of any client reports of danger to self or others, or any instances of abuse.
- The agency provides privacy and physical supports for a student to carry out their professional role and responsibilities including office and storage space, access to a telephone, and reimbursement for expenses incurred in the performance of assignments.
- The agency will select qualified staff to serve as field instructors (see *Selecting Field Instructors* immediately below) and provide them with adequate time to carry out educational functions (see *Expectations of Field Instructors* on pg. 18 below).
- In the event of student performance which does not achieve the standard for competence in the practicum, the School expects full participation of the agency in educational assessment and in the mechanisms established for review of problems in academic standing (see *Handling Field Performance Issues* on pg. 57 below).
- The agency recognizes the importance of timely submission of a written practicum evaluation prepared by the field instructor for both the ongoing educational experience of the student and as a major reference for the field advisor assigned by the School in determining a grade for the practicum.

Selecting Field Instructors

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

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

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

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

In the very unusual circumstance that a field agency is, or becomes, unable to identify an employee who holds a social work degree from a CSWE-accredited institution, the School will collaborate with the agency to identify an alternative individual to provide on-site task supervision for the student. Because the School believes that formal social work supervision is vital to the student's professional development, the School and the agency will together ensure the provision of ongoing social work supervision. If the School and agency are unable to solidify an arrangement for formal social work supervision, students will not be placed within that field setting.

Field instructors should have completed the Seminar in Field Instruction (SIFI) and received certification; if they have not, they must be enrolled in a SIFI concurrently with field instruction. (For more detail, please see *Seminar in Field Instruction* on pg. 11 above.)

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

Additional criteria for the field instructor include the desire and ability to teach students, including the capacities for conceptualization and articulation of knowledge and assessment of competency; self-awareness and discipline to function as a professional role model; and adherence to the values, ethics, and standards for cultural competence of the profession and NASW Code of Ethics (see Appendix below).

Expectations of Field Instructors

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

- If new to field instruction, instructors must demonstrate readiness to fulfill the requirements of the Seminar in Field Instruction (see *Seminar in Field Instruction* on pg. 11 above.)
- Familiarity with the educational philosophy of the Silberman School of Social Work.
- Knowledge and skill in the student's practice methods, and additional practice methods as relevant; and the ability to teach and assess the core and/or advanced competencies associated with practice in the method area(s).
- Readiness and ability to supervise a student's practice throughout the duration of the practicum.
- Preparation for the student's entry into the agency; advance selection and development of the student's practice assignments, including the first assignment.
- Provides orientation of the student to the agency's policies and services – especially emergency and safety procedures – and the student's responsibilities within the agency.
- Engages the student in a learning process and establishment of clear expectations for the student's participation in the process including the development of appropriate on- going assignments designed to acquire core and advanced practice behaviors.
- Provides weekly supervisory conferences of *at least one hour*, preferably *an hour and a half*. Instructors are expected to prepare by reading recordings, logs or journals prior to the meeting, and to provide students with constructive comments on the materials. Concepts of adult learning should inform supervision.
- Develops an Educational Plan in the first six weeks of the semester, based on an educational assessment of the student. The Plan should include goals, teaching method, and range of learning opportunities for the student.
- Participation in an ongoing evaluative process with the student which includes formal oral assessments at mid-semester and the written Field Practicum Evaluation at the end of each semester. (Please see *Field Practicum Evaluation* on pg. 52 below, and pgs. 63-133 in the Appendix.)
- Collaboration with the assigned field advisor to enhance the student's educational experience in the practicum.
- Acknowledgement of the student's status as an intern and identification of the student as such to agency personnel and clients.

Guidelines for the Use of Task Supervision

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

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

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

Expectations of Students

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

- Adherence to the values, ethics, and standards embodied in the [NASW Code of Ethics](#) and [NASW Standards and Indicators of Cultural Competence](#) (see links and Appendix).
- Active and responsible participation in an ongoing learning process, both in the classroom and in the practicum. In the classroom, this includes attendance, classroom and Blackboard participation, timely and successful completion of all assignments and tests. In the practicum, this includes the preparation of an agenda; the timely presentation of required recordings, logs or journals; availability for learning, as evidenced by attention to time and attendance; and adherence to the professional standards and policies required by the agency.
- Professional comportment in the classroom and the practicum at all times, including clear, open, and respectful communication.
- Readiness to become a self-reflective learner, and to evaluate the role and use of self in the learning opportunities afforded both in the classroom and the agency.
- Accountable to the School and the agency for achieving learning goals, objectives, and core and advanced practice behaviors in the practicum.
- Adherence to the policies and procedures of the School and the agency, consistent with the ethics, values, and standards of the profession.
- Accountable to the School and the agency for completing the required practicum hours (a minimum of 600 or 900 hours yearly, depending on program), and for appropriate progression through their selected degree pathway.
- Participation in the academic and field advisement processes, including attendance at regular meetings and presentation of recordings (logs, journals, etc.) to the advisor (and/or classroom teacher) as requested.
- Preparation of a supervision agenda that includes questions/topics for discussion in field instruction conferences. Agenda points should pertain to engagement, assessment, intervention, evaluation of practice, information about resources, and general practice concerns or learning needs. The supervision agenda is primarily student-generated, but field instructors may contribute additional topics for discussion.
- Maintenance of professional confidentiality in all of the student's activities. Agency material being used for class assignments should be disguised. Audio and video tapes of practice can be used for teaching in the classroom only with written permission of clients and the agency (For more information, see *Confidentiality* directly below).

- **It is the policy of the School, and a professionally ethical principle, that students identify themselves as students or interns in their work with clients and agency representatives. If an agency is requesting otherwise, it is the student's responsibility to contact the Director of Field Education immediately.**

Confidentiality

Strict adherence to confidentiality is essential to ethical social work practice. The confidential nature of all information about clients and community members must be respected, whether provided verbally, in writing (such as a medical or agency record), or in an agency's electronic data/information system. If placed in a hospital, medical setting, or other similarly regulated setting, students must comply with all applicable Federal, State and local laws and regulations governing the confidentiality of patient information and medical records, including but not limited to HIPAA regulations. Access to recordings and the content in recordings needs to be considered in relation to protecting clients' privacy. All information which could compromise the client's privacy must be disguised thoroughly in recordings that will be viewed outside the agency i.e. by the field advisor or the classroom teacher. **Under no circumstances should the name of a client appear on a recording that will leave the agency, be reviewed by the field advisor, or be used in a classroom assignment.**

Students with Disabilities

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

Reasonable accommodations consistent with the requirements of the field practicum can be implemented only for students who have registered with the Office of AccessABILITY.

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

FIELD PRACTICUM POLICIES

Days and Duration of Field Practicum

Student schedules in the field practicum are determined by the program in which they are enrolled. Students in the **Full-Time** and **Advanced Standing** programs spend a minimum of **600 hours** in the field each year of their program. Students in the **One-Year Residency** and **Dual Degree** programs complete a minimum of **900 practicum hours** in one academic year. Additionally, student must be enrolled in the appropriate Method sequence class while they are in the practicum (please see concurrence policy). Therefore, students attend field practicum according to the Field Practicum Calendar.

Students in the **Full-Time** and **Advanced Standing** programs spend **three days (21 hours) per week** in their practicum agencies during each program year. First-year students are typically in the field Mondays, Wednesdays, and Fridays. Second-year students are typically in the field Mondays, Wednesdays, and either Tuesdays or Thursdays. Variation in this schedule may be necessary due to classroom schedule and agency needs. Students in the Organizational Management and Leadership (OML) Method may follow a different schedule.

Students in the **One-Year Residency** and **Dual Degree** programs are in placement **four days (28 hours) per week**. These students' one weekly day in school is determined by their Practice Method and may also be affected by other factors. During the residency year, OYR students are in class on either Tuesdays or Wednesdays. Students in the Organizational Management and Leadership (OML) Method may follow a different schedule.

Practicum Attendance Policies

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

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

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

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

The School considers student participation on official committees such as the Curriculum Committee to be a part of the educational program; agencies are asked to release students who hold committee positions in order for them to attend such meetings, generally held once a month.

Students are expected to discuss a plan for appropriate coverage of their responsibilities with the field instructor well in advance of the planned absence.

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

Workload Distribution

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

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

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

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

Dress Code

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

Common Time

Common Time is a daylong program held at Silberman two or three times each school year, during which the student body and faculty meet around issues of shared concern and interest. Students take the lead in preparing the program for Common Time. Meetings of the Faculty-Student Senate, student alliances, and the Board of Student Representatives are held during Common Time.

Students in the Full-Time, Accelerated, Advanced Standing, and Dual Degree programs should be excused from field practicum to attend Common Time, with the recognition that plans need to be discussed in advance so that their absence does not interfere with professional agency and client responsibilities. If Common Time falls on a One-Year Residency student's day in school, the student is expected to attend Common Time activities.

Labor and Legal Issues in the Agency Setting

Labor Disputes in the Agency Setting

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

Labor Guidelines for Students placed in NYC DOE Schools

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

- The principal nominates the intern in Galaxy, therefore driving the security clearance process including fingerprinting. (The principal can work with their HR Director to enter the intern into their TO as PNOB.)
- The intern submits an application to DOE HR through this survey: <https://goo.gl/forms/OLHuJna2xf9yZG711> until the formal Student Teacher Registration Application is launched. Once formal Student Teacher Registration Application is launched it will replace the survey and it is the formal application all interns will need to complete and update as necessary with current information through the duration of their internship in our schools.
- From Spring 2017 onwards, interns can start their placements once the DOE HR office sends a confirmation email to the intern, principal and college that the intern's application is completed. The principal confirms security clearance and final placement clearance.
- The NYC DOE will allow for school social workers and school counselors to continue to supervise more than one intern for the 2017-18 school year. If the school counselor

or social worker had already made a commitment with the college/university to supervise more than one intern for the current school year, the counseling support professional is approved to uphold this agreement for the 2017-18 school year. This flexibility for the current school year will provide additional time to develop the NYC DOE internship placement supervisory ratio policy along with your input.

Legal Issues in the Agency Setting

If legal action of any type is taken against a social service organization where Silberman School of Social Work students are concurrently placed for their field internship – including action taken against any employees of the organization; action taken against the student themselves in their capacity as an intern or employee of the organization; or action taken against the organization after the Silberman student’s internship/employment has ceased, but relating to their former capacity within the organization – it is the responsibility of the organization to immediately inform the Silberman School of Social Work Department of Field Education. The School will inform the Hunter College Office of Legal Affairs, which will work with the organization and the School to resolve the issue. Under no circumstance should an organization respond to legal action during or related to the student’s internship/employment by contacting the student directly.

Guidelines for Home Visits

The provision of effective service implies that students be prepared to undertake all activities necessary to understand a client’s life situation and to intervene appropriately toward a resolution. Home or community visits are important aspects of service provisions. The following guidelines are intended to ensure that home visits can be completed safely and effectively.

Planning the Home Visit

Students should:

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

entering a building alone.

- Carry official identification or a letter that establishes their status as an agency representative.

During the Home Visit

Students should:

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

Transportation and Reimbursement

Some agencies provide car service for home visits. Students should verify their agency's policies on transportation. Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty emerges around reimbursement, the student should contact the Director of Field Education. Students should not use their own vehicle for any assignments within the field practicum. If a student is being asked to drive an agency-owned vehicle as part of their assignment, they should inform the Director of Field Education immediately. In some cases, students may drive an agency-owned vehicle as part of their assignment, if they have a valid driver's license, agency approval, and agency insurance.

MSW DEGREE PATHWAYS

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

Full-Time, Two-Year Program

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

Field Practicum Requirements in the Full-Time Program

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

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

One-Year Residency Program

Established in 1971 as the very first program of its kind, Silberman’s One-Year Residency (OYR) Program is a unique work-study MSW pathway for social service professionals, distinguished by a formal arrangement between the School and the student’s employer. An adjusted work schedule and part-time class schedule allow OYR students to balance professional and academic responsibilities over a roughly 27-month program period; this includes the completion of a yearlong field practicum “residency” within the organization where they already work, in a new,

method-focused capacity.

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

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

Time Frame I: Part-time Evening Courses

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

Time Frame II: Residency Year

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

Time Frame III: Finishing Up

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

Field Practicum Requirements in the OYR Program

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

The residency year includes four days of supervised field practicum per week and one day of classes per week, over two semesters from September through May. In their single yearlong practicum, OYR students must complete a **minimum of 900 practicum hours**. The single practicum requirement is predicated on the student’s prior knowledge of social service organizations and delivery of social services. For further detail, please see the OYR contract in the Appendix below, pg. 159.

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

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

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

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

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

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

If a student's existing job changes during TF I, even if the change takes place within the same agency, it is imperative that the student notify the Department of Field Education immediately; a new agency executive agreement must be submitted before field practicum planning can begin. If the student becomes employed at a new agency, the new agency must agree to sponsor the student, and the School will work with the agency to provide a proper field practicum assignment for the residency year. Any new job, at any agency, must be approved as a residency placement by the Department of Field Education; and the Department may delay residency placement until it determines that the student has acclimated fully enough to begin a meaningful field placement. If

the student becomes employed at a new agency that does *not* agree to sponsor the student, or if the student becomes unemployed, the student must decide whether to pursue a “self-financed” placement assigned by the School or to defer entrance into TF II. Self-financed placements must be structured so that the student is in placement during regular weekday business hours Monday-Friday. The School cannot provide paid placements or evening and/or weekend placements.

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

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

Advanced Standing Program

The Advanced Standing Program is an intensive program for a limited number of outstanding students who have graduated from a Council on Social Work Education (CSWE) accredited baccalaureate social work program. Applicants must have received their undergraduate degree within the last five years and must meet all other admission criteria for acceptance into the graduate social work program at Hunter, including above-average performance in their undergraduate social work major. Applicants accepted into the program will be waived from some courses required in the first year of the MSW program. Hunter's Advanced Standing Program typically begins in the summer, followed by one academic year of Full-Time study, including a field placement which takes place three days per week during standard business hours. Alternatively (and depending on the chosen method), students may opt to begin their studies in the fall and continue through the academic year and the following summer.

Field Practicum Requirements in the Advanced Standing Program

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

Dual Degree Program

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

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

Field Practicum Requirements in the Dual Degree Program

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

Specialized Programs

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

CURRICULUM

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

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

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

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

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

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

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

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

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

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

CSWE Core Competencies and Practice Behaviors: Organizational Management and Leadership

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

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

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

Method Concentration

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

Change of Method Concentration

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

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

- **For admitted students prior to starting classes at Silberman:**
Students are referred to Enrollment Management to reassess the initial application and acceptance criteria and determine the suitability of granting the request. If the request is approved, Enrollment Management will notify the Field Education Department and the Department of Student Services.
- **For continuing students:**
Requests are reviewed by the Field Education Department and the Department of Student Services. Factors considered in the initial review include where the student is in their trajectory and whether their internship can support the change in method. The student is then referred to the Chairs of both the outgoing and incoming methods for discussion. If the Chairs sign off on the request, the student is referred to the Associate Dean for Faculty and Academic Affairs for final approval. If the request is officially approved, the student meets with the Field Education Department and the Department of Student Services to confirm their revised academic plan. The student is then assigned an academic advisor for oversight and registration.

Additional Program Requirements

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

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

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

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

Attendance Requirements

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

Summer Session

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

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

Fields of Practice Specialization

The Silberman School of Social Work requires Second-Year Full-Time, Time Frame II One Year Residency, and Accelerated students to choose a specialization in a Field of Practice (FOP). As a reflection of both our commitment to a social justice and human rights framework and the nature of the service systems where we do our work, the school has chosen the following five FOP specializations: Aging; Child Welfare – Children, Youth and Families; Health and Mental Health (a sub-specialization in World of Work is now available); Global Social Work and Practice with Immigrants and Refugees.

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

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

Requirements for the completion of a Field of Practice specialization are: Work related to the field of practice within the second-year field placement; and a corresponding FOP platform course. Students will be informed of multiple opportunities for learning more about the FOPs.

GUIDELINES for PRACTICE ASSIGNMENTS and RECORDINGS

The faculty in each Practice Method sequence have articulated guidelines for the development of student assignments in the field, which enable students to develop knowledge and skills and gain core and advanced competencies consistent with the curriculum taught in the classroom.

Guidelines for student assignments and process recordings in each Practice Method are provided here, to assist the field instructor. Students receive these guidelines at orientation. Field instructors are encouraged to consult with the School-based field advisor or Practice Method chairperson regarding these guidelines.

Educational Purpose of Process Recording

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

There are some important educational goals for recording in field instruction: (1) to provide information which furthers the student's understanding of client needs and available resources; (2) to provide written documentation which serves as a stimulus for reflective practice; (3) to provide information about the student as a practitioner and learner which is the basis for the educational assessment of competencies and learning plan; (4) to provide information about the student's collaboration with other practitioners; (5) to provide content for teaching about communication within the profession, and with other disciplines; (6) to provide content for teaching about ethics including privileged communication, informed consent and confidentiality; (7) to provide an opportunity for a student to learn systematic accountability for practice; (8) to provide materials for classroom teaching; and (9) to provide data for potential research purposes.

Recording requirements and formats vary, depending on the student's Practice Method and assignments. Other factors that may affect the format, quantity, and other requirements for process recording include the student's educational needs and stage of development as a social worker, and the agency's accountability needs and service goals.

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

Assignments

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

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

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

Recordings

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

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

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

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

Sample *verbatim* and *narrative* process recordings for Clinical Practice can be found in the appendix of this manual on pgs. 134-144 and at http://sssw.hunter.cuny.edu/ssw/?page_id=2676.

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

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

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

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

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

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

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

Summary Recordings

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

Agenda

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

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

Assignments

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

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

Recordings

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

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

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

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

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

Development can be found in the appendix of this manual on pg. ##, and at http://sssw.hunter.cuny.edu/ssw/?page_id=2676.

Logs

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

Assignments and Process Recordings: Organizational Management and Leadership

Assignments

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

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

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

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

1. Supervision

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

2. Fiscal Management, Fund Development and Budgeting

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

3. Staff Development and Training

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

4. Information Processing and Quality Assurance

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

5. Use of Information Technology

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

6. Employee Relations

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

7. Program Development and Planning

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

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

8. Interagency Community Collaboration

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

9. Writing and Report Development

- a. Preparing reports
- b. Preparing grant proposals

Recordings

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

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

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

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

Sample verbatim and narrative process recordings for Organizational Management and Leadership can be found in the appendix of this manual on pgs. 134-144 and at http://sssw.hunter.cuny.edu/ssw/?page_id=2676.

GUIDELINES FOR EVALUATION OF STUDENT PERFORMANCE

All MSW students at the Silberman School of Social Work are evaluated throughout their program in accordance with the School's standards for excellence in the classroom and the field. Evaluating the student's performance in the field practicum is an integral part of the relationship outlined in this manual between the School, the agency, and the student. The student's official field practicum grade is decided at the end of each semester by the student's field advisor (please see *Practicum Grade* on pg. 55 below). To ensure the quality of field learning, and appropriate fit between the student and the practicum agency, the student's performance is also evaluated during the semester in the following formats:

Educational Plan

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

Mid-Semester Oral Evaluation

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

Field Practicum Evaluation

Overview

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

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

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

the field instructor while they complete it, and to complete a self-evaluation section as well. The student's field advisor may also assist the field instructor, as needed, to understand and apply Silberman's field performance expectations.

Evaluation Workshop

All field instructors, whether they are new to working with Silberman student interns or experienced, are encouraged to complete the Evaluation Workshop. This is available to instructors online at their convenience, and provides assistance around the Field Practicum Evaluation.

Field Practicum Evaluation I: Foundation

Field instructors complete the Foundation Field Practicum Evaluation for:

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

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

Field Practicum Evaluation II: Advanced

Field instructors complete the Advanced Field Practicum Evaluation for:

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

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

Completing the Field Practicum Evaluation: General Instructions

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

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

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

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

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

The Field Practicum Evaluation assesses student performance and practice behavior in ten individual areas of competence. For each area of competence assessed, the field instructor rates the student’s performance on the following scale: Excellent; Very Good; Good; Poor; Unsatisfactory; and Not Assessed. These ratings are explained in more detail at the beginning of the evaluation itself. In addition to rating the student’s performance, the field instructor also provides at least one written example of how the student has demonstrated each competency.

The field instructor also provides the following summary assessments:

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

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

Completing the Field Practicum Evaluation: the Student’s Role

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

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

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

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

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

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

Implications of the Field Practicum Evaluation

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

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

An Overall Student Rating of (*Poor*) indicates that the student's overall field practicum performance was below professional standards. This means the student needs improvement in all aspects of performance, and may be grounds for a revised educational plan, an extension of the placement, or other intervention. **In cases where the field instructor plans to give an Overall Student Rating of (*Poor*), the field advisor must be contacted immediately.**

An Overall Student Rating of (*Unsatisfactory*) indicates failure in the practicum and a grade of No Credit, and may be grounds for the implementation of serious remedial action. **In cases where the field instructor plans to give an Overall Student Rating of (*Unsatisfactory*), the field advisor must be contacted immediately.**

Practicum Grade

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

Grading at Silberman is designed as follows:

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

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

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

- A grade of Incomplete can be assigned only if at least 50% of all required work has been completed.
- Advisors should discuss the decision to give a grade of Incomplete with their Assistant Director of Field Education in advance.
- Any plan for extension must be detailed and specific as to performance and time criteria.
- As soon as the advisor is ready to give the student a final grade (either Credit or No Credit), the advisor must inform the Field Education Department. At that time, the advisor will submit a change of grade form directly to the Field Education Department.

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

HANDLING FIELD PERFORMANCE ISSUES

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

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

In cases where the concerns cannot be readily remedied through such a review of the issues, a written **Field Performance Improvement Plan** will be considered. In cases where a student is deemed to need improvement in two or more sections of the Field Practicum Evaluation, the Field Performance Improvement Plan will automatically be instituted.

Field Performance Improvement Plan

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

Preparing the Field Performance Improvement Plan

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

Statement of the Problems or Areas of Concern

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

Plan for Improvement and Achievement of Satisfactory Performance

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

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

Implementing the Field Performance Improvement Plan

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

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

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

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

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

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

Field Consultation Meeting

Based on the student's progress in meeting competencies identified in the Performance Improvement Plan (PIP), the Director of Field Education may arrange a consultation with the student, the field advisor, and two Assistant Directors of Field Education before rendering a recommendation about the need for further improvement and assistance. This Field Consultation Meeting must occur within 10 business days of the specified end of the PIP agreement timeframe. After the consultation meeting, the Director of Field Education reviews the recommendation, makes a determination, and shares that determination with the Associate Dean for Academic and Faculty Affairs. In cases where the student's improvement has not been sufficient in accordance with the terms of their PIP agreement, the Assistant Director of Field Education may ask that the Educational Review Committee review the student's performance.

Educational Review Committee

If a student fails to meet the requirements of a Performance Improvement Plan (PIP) in Field Education or classroom education, the **Educational Review Committee (ERC)** procedure is implemented to determine if the student may continue matriculating in the program.

The purpose of the Educational Review Committee is to develop educational plans for students experiencing serious academic, non-academic, and/or field practicum problems. The composition of the ERC includes the faculty chairperson (Chair), two faculty members, the Director of Field Education, and one student member. Requests to initiate the ERC review procedure can be made by the Director of Field Education or field advisor, the professor or associated chairperson, or the Director of the MSW Program. Requests are brought to the Chair of the ERC. Within 10 days of the initial referral, the student, field advisor, academic advisor, and Committee convene together. Upon careful review of all relevant information, the Committee will reach one of the following determinations for the student: Continuation in courses and field work without changes; Continuation with conditions and/or changes to the student's program; Intermittence from the School; and Termination from the School. It is the ERC Chair's responsibility to ensure that the student has access to due process throughout the review procedure.

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

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

Concerns About Student-Placement Fit

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

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

In cases where the Field Education Department determines that a change of field placement is warranted, the Department will make every effort to identify a new field placement as soon as possible, to limit interruption to the student's field learning process. Students should be aware that a change in field placement often entails the need to extend the length of the field practicum, in order to complete necessary learning. The field advisor and Assistant Director will work with the new field instructor to determine the length of extension necessary for the student to complete their field practicum.

If the request for a practicum change is made because the student has not achieved core or advanced competencies and the field performance is rated as unsatisfactory, or if the agency

requests that the student leave for any other reason, an Assistant Director of Field Education must refer this issue immediately to the Field Consultation Meeting process (see pg. 58 above). The Field Consultation Meeting will determine if it is warranted to offer the student another field placement. Based on the information, the Field Education Department may also refer the student to the Educational Review Committee (see pg. 58above).

In accordance with the Field Placement Policy, if any student is offered three placements in an academic year, but either does not accept or is not ultimately accepted by any of them, the student must take a one-year leave of absence from field practicum.

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

Student Evaluation of Field Advisors

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

Student Concerns with the Advising Process

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

Procedure for change:

1. The student and field advisor are expected to discuss the need for a change of advisor, before any written request is made to the Director of Field Education. Once completed, the request must clearly stipulate the reasons a change is warranted. The Director will consult with the student and the advisor prior to making a final decision, to determine if both parties are in agreement.
2. If the request for a change of advisor is granted, the Director will send a memo informing the student, the current field advisor, and the newly assigned field advisor of the change. It is expected that current and new advisors will consult with one another regarding the advisement that has already taken place.

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

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APPENDIX



Field Practicum Evaluation Form Foundation-Level

This Evaluation Form is **ONLY** For:

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

FIELD INSTRUCTORS:

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

Student's First and Last Name: _____

Field Instructor (First and Last Name): _____

Field Practicum Agency: _____

Faculty Advisor (First and Last): _____

ASSESSMENT SCALE

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

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

2.1.1 PROFESSIONAL IDENTITY

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Advocate for client access to social work services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Practice personal reflection and self-correction to assure continual professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Attend to professional roles and boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Demonstrate professional demeanor in behavior, appearance, and communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5: View self as being at the start of a life-long learning process as a professional social worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6: Use supervision and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.2 ETHICAL PRACTICE

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

Assess the student's ability to:

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

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

2.1.3 CRITICAL THINKING

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

Assess the student's ability to:

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

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

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

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

Assess the student's ability to:

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

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

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Understand the forms and mechanisms of oppression and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Advocate for human rights and social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Engage in practices that advance social and economic justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.6 RESEARCH & PRACTICE

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Use practice experience to inform scientific inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Use research evidence to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.						
2: Critique and apply knowledge to understand person and environment.						

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

2.1.8 POLICY PRACTICE

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Critically analyze policies that advance social well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Collaborate with colleagues and clients for effective policy action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.9 PRACTICE CONTEXT

The student responds to contexts that shape practice.

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Recognize the leadership role that professional social workers play in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

2.1.10a ENGAGEMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Use empathy and other interpersonal skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop a mutually agreed-on focus of work and desired outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10b ASSESSMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Collect, organize, and interpret client data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Assess client strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop mutually agreed-on intervention goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Select appropriate intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10c INTERVENTION

Assess the student's ability to:

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

2.1.10d EVALUATION

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Critically analyze, monitor, and evaluate interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

OVERALL STUDENT RATING

- Unsatisfactory
- Poor
- Good
- Very Good
- Excellent

STUDENT'S STRENGTHS/LIMITATIONS

DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING

RECOMMENDED GRADE

No Credit

Credit

Honors

STUDENT SELF EVALUATION

How would you rate your:

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

COMMENTS

SIGNATURES

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

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

Field Instructor's First and Last Name:

Student's First and Last Name:

Student's EMPL ID:

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

This Evaluation Form is **ONLY** For:

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

FIELD INSTRUCTORS:

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

Student's First and Last Name: _____

Field Instructor (First and Last Name): _____

Field Practicum Agency: _____

Faculty Advisor (First and Last): _____

ASSESSMENT SCALE

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

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

2.1.1 PROFESSIONAL IDENTITY

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

Assess the student's ability to:

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

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

2.1.2 ETHICAL PRACTICE

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

Assess the student's ability to:

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

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

2.1.3 CRITICAL THINKING

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

Assess the student's ability to:

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

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

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Formulate differential intervention strategies in verbal and written form that reflect recognition of client motivation, capacity, and opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Demonstrate use of self in implementing intervention models for specific case parameters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

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

Assess the student's ability to:

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

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

2.1.6 RESEARCH & PRACTICE

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize practice experience to develop research agenda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Conduct research to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Utilize research to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4: Evaluate and modify effectiveness of interventions in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

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

Assess the student's ability to:

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

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

2.1.8 POLICY PRACTICE

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize impact of CPIFG policy or policies to advance social well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Critically evaluate relevant city, state, and federal social policies and programs that govern service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.9 PRACTICE CONTEXT

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

Assess the student's ability to:

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

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

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

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

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

2.1.10a ENGAGEMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Differentially engage diverse individuals, families, and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10b ASSESSMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Conduct a differential assessment of clients through the integrated use of theoretical concepts in examining the dynamic interplay of bio-psycho-social variables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Formulate a differential treatment plan of clients that is enhanced by clients' input in examining their cognitive formulations of personal constructs, schemas and world views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10c INTERVENTION

Assess the student's ability to:

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

2.1.10d EVALUATION

Assess the student's ability to:

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

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

OVERALL STUDENT RATING

Unsatisfactory

Poor

Good

Very Good

Excellent

STUDENT'S STRENGTHS/LIMITATIONS

DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING

RECOMMENDED GRADE

- No Credit
- Credit
- Honors

STUDENT SELF EVALUATION

How would you rate your:

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

COMMENTS

SIGNATURES

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

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

Field Instructor's Name:

Student's Name:

Student's CUNYFirst ID:

Community Organizing, Planning, & Development
Advanced Field Practicum Evaluation

This Evaluation Form is **ONLY** For:

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

FIELD INSTRUCTORS:

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

Student's First and Last Name: _____

Field Instructor (First and Last Name): _____

Field Practicum Agency: _____

Faculty Advisor (First and Last): _____

ASSESSMENT SCALE

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

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

2.1.1 PROFESSIONAL IDENTITY

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Demonstrate flexibility in assessing tactical choices and community members' roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Further enhance their comfort in their organizing role and those roles of community leaders in the process of co-creation of democratic strategy formation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3: Demonstrate commitment to and application of the values and ethics of the profession in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.2 ETHICAL PRACTICE

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

Assess the student's ability to:

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

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

2.1.3 CRITICAL THINKING

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

Assess the student's ability to:

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

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

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

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

Assess the student's ability to:

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

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

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

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

Assess the student's ability to:

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

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

2.1.6 RESEARCH & PRACTICE

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

Assess the student's ability to:

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

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

2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

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

Assess the student's ability to:

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

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

2.1.8 POLICY PRACTICE

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

and services; the role of policy in service delivery; and the role of practice in policy development.

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Synthesize impact of COPD policy or policies to advance social well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Critically evaluate relevant city, state, and federal social policies and programs that govern service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.9 PRACTICE CONTEXT

The student responds to contexts that shape practice.

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

Assess the student's ability to:

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

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

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

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

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

2.1.10a ENGAGEMENT

Assess the student's ability to:

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

2.1.10b ASSESSMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Demonstrate 'respect and challenge" in decision-making in community groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Practice 'where the people are at plus one."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10c INTERVENTION

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Create agendas that are of interest to and involve all levels of membership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Run meetings as arenas for democratic leadership development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10d EVALUATION

Assess the student's ability to:

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

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

OVERALL STUDENT RATING

- Unsatisfactory
- Poor
- Good
- Very Good
- Excellent

STUDENT'S STRENGTHS/LIMITATIONS

DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING

RECOMMENDED GRADE

No Credit

Credit

Honors

STUDENT SELF EVALUATION

How would you rate your:

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

COMMENTS

SIGNATURES

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

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

Field Instructor's Name:

Student's Name:

Student's EMPL ID:

Organizational Management and Leadership
Advanced Field Practicum Evaluation

This Evaluation Form is **ONLY** For:

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

FIELD INSTRUCTORS:

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

Student's First and Last Name: _____

Field Instructor (First and Last Name): _____

Field Practicum Agency: _____

Faculty Advisor (First and Last): _____

ASSESSMENT SCALE

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

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

2.1.1 PROFESSIONAL IDENTITY

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

Assess the student's ability to:

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

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

2.1.2 ETHICAL PRACTICE

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

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Apply differential use of self in engaging organizational stakeholders in professional helping relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.3 CRITICAL THINKING

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

Assess the student's ability to:

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

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

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

The student engages diversity and difference in practice.

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

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1. Formulate differential interventions that engage multiple stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2: Individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

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

Assess the student's ability to:

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

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

2.1.6 RESEARCH & PRACTICE

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

Assess the student's ability to:

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

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

2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

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

Assess the student's ability to:

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

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

2.1.8 POLICY PRACTICE

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

Assess the student's ability to:

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

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

2.1.9 PRACTICE CONTEXT

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

Assess the student's ability to:

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

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

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

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

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

2.1.10a ENGAGEMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Develop capacities to discern and develop leadership with those who have less power and privilege.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10b ASSESSMENT

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Demonstrate knowledge about how to assess the processes used to determine new employee-organization fit and the other tasks of human resource management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10c INTERVENTION

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Apply skills and knowledge of individual behavior in groups, group behavior, and organizational dynamics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1.10d EVALUATION

Assess the student's ability to:

	Not Assessed	Unsatisfactory	Poor	Good	Very Good	Excellent
1: Contribute to the theoretical knowledge base of the social work profession through practice-based research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

OVERALL STUDENT RATING

- Unsatisfactory
- Poor
- Good
- Very Good
- Excellent

STUDENT'S STRENGTHS/LIMITATIONS

DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING

RECOMMENDED GRADE

- No Credit
- Credit
- Honors

STUDENT SELF EVALUATION

How would you rate your:

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

COMMENTS

SIGNATURE

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

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

Field Instructor's Name:

Student's Name:

Student's CUNYFirst ID:

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

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

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

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

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

Focus of this session:

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

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

<p>He needs to see that his family cares about him.</p> <p>Ms. B: (sounding very upset) I cannot go to the agency so many times because I have doctors' appointments and I need time for myself too.</p> <p>Worker: I understand what you're going through, but my job is to inform you about the agency requirements.</p> <p>Ms. B: I cannot visit my son every Sunday because I have to go to church. God is the only one that gives me the support I need. I can only come every other Sunday.</p> <p>Worker: I understand that God is very important to you, but right now your son Kenny needs all your support and I know God will understand this.</p> <p>Ms. B: I will come to the agency next week. I will call you with the date and time.</p> <p>Worker: Goodbye now. I look forward to your call.</p>	<p>upset for Kenny and I want her to understand his needs.</p> <p>I don't understand why she is upset with what I said and I guess I do not want to know why.</p> <p>I am feeling impatient with her excuses. Why won't she do what I tell her to do. I feel incompetent that I can't convince her.</p> <p>Still another reason! I feel myself getting more angry and insistent.</p> <p>I really came on strong. I see now that I am cutting her off and not trying to listen to her struggle i.e. what makes it painful for her to visit.</p> <p>At the moment I felt satisfied that I had convinced her. But I think she is very upset and just trying to end the conversation by "yessing" me.</p>
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PROFESSIONAL & PERSONAL IMPRESSIONS/REFLECTIONS

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

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

QUESTIONS/ISSUES for DISCUSSION

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

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

Background Information

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

Date of Contact: Nov 1st Initial Interview

Pre-engagement comments:

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

Narrative:

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

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

I turned to Jasmin and asked, "Is what your Mom says true, that it's hard for you to talk to her? She

looked down and softly said, "I don't know." I asked Mrs. C. if she had known about Jasmin's relationship with her boyfriend. Looking somewhat embarrassed and helpless, she shrugged and said, "Yes, I knew. He was a nice boy." She quickly changed the subject and repeated that Jasmin should have an abortion I commented that I could see how strongly she felt about this. She said, "Yes, I had one and it's not so terrible." I was somewhat surprised. I commented, "So you feel from your own experience that sometimes that is the best choice." She nodded in agreement.

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

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

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

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

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

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

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

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

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Sample Verbatim Process Recording: Community Organizing, Planning and Development

Student's Name:

Date of Submission:

Date of the Event:

Community Member/Group (Pseudonym) and Background:

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

Dialogue & Interaction* *In your reflection of this event, please choose a segment that was the most significant, challenging and/or memorable to analyze: explain its identified strategic purpose and what did or did not happen to enhance that purpose.	Hidden or Multiple Agendas What did you observe 'beneath the surface of the encounter, if anything?	Student's Feelings What were you feeling then? Now? Apply tactical self awareness to the encounter	Student's Thoughts What were you thinking then related to the effectiveness of the encounter? Now?	Reflect on the way intersecting identities influenced the encounter?	Instructor's Comments

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

Reflect on and briefly give response to these items below:

Summarize the event.

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

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

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

Next Steps in working with this client:

Your Questions:

Sample Narrative Process Recording: Community Organizing, Planning and Development

Date of Submission:

Student's Name:

Date of the Interview:

Community or Group's Name (Pseudonym) and Background:

Purpose of the Interview (SW's Point of View):

Student's Thoughts and Feelings before the Interview:

Interview Content from Your Point of View (Include beginning, middle and end of interview):

Interview Content from the Client or Constituent's Point of View (Include beginning, middle and end of interview):

Skills/Technique Used /Applied During the Interview. Please make sure to comment on why you used them:

What Worked/Didn't Work? What Would You Do Differently?

Next Steps:

Interview (Case) Summary:

Questions:

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Sample Verbatim Process Recording: Organizational Management and Leadership

Student's Name:

Date of Submission:

Date(s) of the activity/project:

Name of the organization or unit and Background:

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

Who was involved in the activity/project?

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

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

Reflect on and briefly give response to these items below:

Summarize the activity/project.

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

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

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

Next Steps in working on this activity/project:

Your Questions:

Silberman

School of Social Work

HUNTER

Sample Narrative Process Recording: Organizational Management and Leadership

Date of Submission:

Student's Name:

Date of the Interview:

Organization's or Unit's Name (Pseudonym) and Background:

Purpose of the Interview (SW's Point of View):

Student's Thoughts and Feelings before the Interview:

Interview Content from Your Point of View (Include beginning, middle and end of interview):

Interview Content from the Client's Point of View (Include beginning, middle and end of interview):

Skills/Technique Used /Applied During the Interview. Please make sure to comment on why you used them:

What Worked/Didn't Work? What Would You Do Differently?

Next Steps:

Interview (Case) Summary:

Questions:

Silberman

School of Social Work

HUNTER

Dear Agency Representative:

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

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

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

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

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

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

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

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

Placement Site Database

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

Today's Date: _____

Main Agency Name: _____

Placement Site Name: _____

Placement Site Address: _____ City: _____ State: _____ Zip: _____

Agency/Placement Website: _____

Educational Coordinator: _____

Phone: _____

E-mail: _____

AFFILIATION AGREEMENT: MUST COMPLETE TO PROCEED WITH REQUEST

Agency Legal Representative (or person designated to sign off on such documents):

Name: _____ Title: _____

Phone: _____ E-mail: _____

Briefly describe agency mission and population served. Please also give an example of student assignments at your site. (Number and type of cases or groups assigned, examples of community organization or management projects)

Please fill out the grid below indicating the NUMBER of First Year and/or Second Year Students in EACH Practice Method that you can accommodate from Hunter in the coming year:

Practice	Clinical Practice with	Community	Organizational
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Method:	Individuals, Families and Groups	Organizing & Development	Management and Leadership
First Year			
Second Year			

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

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

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

PROPOSED FIELD INSTRUCTOR:

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

Task Supervisor:

Name:		Number:		E-Mail:	
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SERVICES PROVIDED
(Check all that apply)

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

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

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

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

FOCUS OF INTERVENTION

(Check all that apply)

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

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

HIV/AIDS	
----------	--

Other	
-------	--

PRACTICE FOCUS

(Check all that apply)

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

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

POPULATION GROUPS

(Check all that apply)

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

Families	
Groups	
Individuals	
Intergenerational	
Organizations	

ADDITIONAL LEARNING EXPERIENCES

(Check all that apply)

Case conference	
Grand rounds	
Inter-disciplinary teams/collaboration	

Practice-based Research	
Staff Meetings	
Student seminars	

In-service training	
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AGENCY AUSPICE
(Check all that apply)

Public (City)	
Public (State)	
Public (Federal)	

For Profit/Proprietary	
Not-for-Profit/Voluntary	

CLIENTS SERVED AT YOUR SITE
(Check all that apply)

Voluntary Clients only	
------------------------	--

Mandated Clients	
------------------	--

FIELD OF PRACTICE SPECIALIZATION (Please check one box)

Children, Youth and Families	
Health and Mental Health	
World of Work	

Gerontology	
Immigrants and Global Social Work	

MEDICAL AND SECURITY REQUIREMENTS

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

ADDITIONAL QUESTIONS

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

Field Instructor's Experience Outline (FIEO)

REQUIREMENTS:

- MSW degree from an accredited school of social work
- 3 years of post-MSW agency practice experience
- NYS license (or another state's equivalent) and current registration either as a Licensed Master Social Worker (LMSW) or a Licensed Clinical Social Worker (LCSW)
- SIFI (Seminar In Field Instruction)-Certification
- The field instructor for the Community Organizing and Organization, Management, & Leadership student must meet the criteria above, however, NYS licensure is not required.

Name (*Last, First*): _____ Title in Agency: _____

Agency: _____

Address : _____

Telephone: _____ E-mail: _____ Website: _____

MSW Graduate Experience:

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

Seminar in Field Instruction (SIFI):

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

Professional License:

State:		LMSW <input type="checkbox"/>	Year:		LCSW <input type="checkbox"/>	Year:	
Are you currently registered under this license? YES <input type="checkbox"/> NO <input type="checkbox"/>							
Is your agency exempt until 2018? YES <input type="checkbox"/> NO <input type="checkbox"/>							

Professional Social Work Experience:

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

Experience as a Field Instructor

Number of students supervised

Date <i>(MM/DD/YYYY)</i>	Agency	School	BSW	MSW 2 yr	MSW OYR

Demographics (optional):

Gender: _____ Age: _____ Racial/Ethnic Identity: _____

Languages other than English: _____

Task Supervisor:

Name:		Number:		E-Mail:	
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By typing my name I certify that the above information is true and correct to the best of my knowledge. **SIGNATURE:** _____

DATE: _____

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

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

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

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

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

OYR Program Agency Executive Reference Cover Page

TO BE COMPLETED BY THE APPLICANT

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

Name of Applicant _____ Phone: _____ Date _____

Current Number of Hours Worked Per Week: _____

I hereby waive my right of access, under the Family Education Rights and Privacy Act of 1974, to this letter or recommendation in connection with my application for graduate admission to Hunter College.

Signature of Applicant

Date

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

TO BE COMPLETED BY THE EVALUATOR

I. One Year Residence Agreement:

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

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

II. Practice Method Declaration:

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

- Clinical Practice with Individual, Families and Small Groups _____
Case management/service coordination, Individual, pair and/or family interventions
Development and facilitation of group interventions, Provide group oriented interventions people

- Organizational Management and Leadership _____
Supervisory responsibilities
Planner, analyst, manager

- Community Organizing , Planning and Development _____
Community based activities and outreach
Community/neighborhood advocacy and collaboration

Please Print

Name _____

Title/Position _____

Agency _____

Agency Contract #: _____ (Grant apps only)

Telephone and Email

Address

Signature _____

Date _____

Please attach a separate recommendation letter for the applicant.

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

PART I: TO BE COMPLETED BY STUDENT

EXPLANATION OF TERMS:

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

Placement Site – The specific site where you work

Agency Education Coordinator – (if applicable) This is the person at your agency who oversees all internships and interns

Employment Supervisor – Your current and direct supervisor

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

Agency Representative – Field Instructor or Agency Education Coordinator.

Student Name (<i>last , first</i>):					
Phone (<i>home or cell</i>):		Phone (<i>office</i>):			
Hunter e-mail address:		Major Method:			
Main Agency Name:					
Your Placement Site Name:					
Placement Site Address:					
City, State, & Zip code:					
Placement Site Phone:					
Placement Site Website:					
Agency Executive who signed Admission's OYR Sponsorship form:		Work Phone:		E-mail:	
Agency Education Coordinator:					
Work Address:					
City, State, & Zip code:					
Work Phone:					
E-mail:					
Employment Supervisor:					
E-mail:					
Field Instructor:					
Work Address:					
City, State, & Zip code:					
Work Phone:					
E-mail:					
SIFI Certified (type 'X' by one):		YES:		NO:	

FIELD OF PRACTICE SPECIALIZATION (Please check ONE box)

Children, Youth and Families	<input type="checkbox"/>	Gerontology	<input type="checkbox"/>
Health and Mental Health	<input type="checkbox"/>	Immigrants and Global Social Work	<input type="checkbox"/>

PART II: TO BE COMPLETED BY AGENCY REPRESENTATIVE

FIELD PRACTICUM AGREEMENT

The field practicum proposal is to be developed jointly and signed by the agency person responsible for developing field placement, our school's field placement coordinator, and the student.

Describe the student's current employee responsibilities:

Proposed Fieldwork Assignment

Field Practicum is an educational experience and the assignments used for learning must be educationally appropriate and reflect a change in focus from those carried as a worker. Briefly describe the plan for the student's assignment, and explain how the distinct assignments will provide the student with in-depth practice opportunities within the student's chosen method of practice, field instruction, as well as other educational offerings within the agency.

Differences in assignments can include, but are not limited to:

1. (if applicable) Placement in a different unit of the agency.
2. Different clients and/or different types of clients.
3. Different modes of interventions (e.g., working with families, crisis intervention).
4. Other new activities, such as participation on interdisciplinary teams or case conferences.

Describe the student's assignment (please be specific and provide details as much as possible):

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

Agreement for Student Assignment

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

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

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

Student Signature: _____ Date: _____
Agency Representative Signature: _____ Date: _____
Agency Representative Title: _____
Hunter Director’s Signature: _____ Date: _____

FOR SILBERMAN USE ONLY

Agreement Modification

Reason(s):

Hunter Director’s Signature: _____ Date: _____

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

**OYR Field Instructor’s Experience Outline
2017-2018**

REQUIREMENTS:

- MSW degree from an accredited school of social work
- 3 years of post-MSW agency practice experience
- NYS license (or another state's equivalent) and current registration either as a Licensed Master Social Worker (LMSW) or a Licensed Clinical Social Worker (LCSW)
- SIFI (Seminar In Field Instruction)-Certification
- The field instructor for the Community Organizing and Organization, Management, & Leadership student must meet the criteria above, however, NYS licensure is not required.

Name: _____ Title in Agency: _____
 (Last) (First)

Agency Name : _____

Agency Address: _____
 (Street) (City/State) (Zip)

Agency Telephone: _____ Agency Fax: _____ E-mail: _____

Name of student you will be supervising: _____

MSW Graduate Experience:

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

Professional License:	State:	LMSW: <input type="checkbox"/>	Year:	LCSW: <input type="checkbox"/>	Year:
Are you currently registered under this license? YES <input type="checkbox"/> NO <input type="checkbox"/>					
Is your agency exempt until 2018? YES <input type="checkbox"/> NO <input type="checkbox"/>					

Professional Social Work Experience:

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

Seminar in Field Instruction (SIFI) Certification status:

SIFI certified:	Yes:	No:
Requires SIFI:	Yes:	No:
Year received:	School:	SIFI Instructor:

Experience as a Field Instructor:*Number of students supervised:*

Year	Agency	School	BSW	MSW 2yr	MSW OYR

Demographics (optional):

Gender:	Age:	Racial/Ethnic Identity:
Languages other than English:		

By **TYPING IN YOUR NAME** you certify that the above information is true and correct to the best of your knowledge.

SIGNATURE:

DATE:

HUNTER COLLEGE

Field Placement Entities Letter

Draft 1/24/17

As you may know, Hunter College is committed to providing a quality and affordable education to all students. We are pleased to be affiliated with [agencies, institutions, organizations] such as [name of recipient of letter] who share this value , help us pursue this commitment and work with us to provide Hunter students with [clinical, field, intern] placements relevant to their discipline, academic interests or field of study and which fulfil an academic requirement.

Hunter and its parent organization, the City University of New York (CUNY) are committed to fostering a learning and working environment where all students and members of the academic community can achieve their highest potential, free from any kind of discrimination, including sexual harassment of any kind. CUNY's Policy on Sexual Misconduct prohibits sexual misconduct of any kind, including but not limited to sexual harassment, gender-based harassment and sexual violence. Pursuant to this Policy, Hunter encourages the prompt reporting of any such act, promptly responds to and investigates any such allegation, makes effort to prevent the recurrence of any sexual misconduct and provides appropriate support and service to affected students. The CUNY Policy on Sexual Misconduct can be found at the following link:
<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/POLICY-ON-SEXUAL-MISCONDUCT-10.1.2015-with-links.pdf>

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

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

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

Social Work Competencies and Associated Core/Foundational Practice Behaviors

2.1.1 Identify as a professional social worker and conduct oneself accordingly

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

2.1.2 Apply social work ethical principles to guide professional practice

- A. recognize and manage personal values in a way that allows professional values to guide practice
- B. 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 Principle
- C. tolerate ambiguity in resolving ethical conflicts
- D. apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3 Apply critical thinking to inform and communicate professional judgments

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

2.1.4 Engage diversity and difference in practice

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

2.1.5 Advance human rights and social and economic justice.

- A. understand the forms and mechanisms of oppression and discrimination
- B. advocate for human rights and social and economic justice
- C. Engage in practices that advance social and economic justice

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

- A. use practice experience to inform scientific inquiry

B. use research evidence to inform practice

2.1.7 Apply knowledge of human behavior and the social environment.

A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;

B. critique and apply knowledge to understand person and environment

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

A. analyze, formulate, and advocate for policies that advance social well-being

B. collaborate with colleagues and clients for effective policy action

2.1.9 Respond to contexts that shape practice.

A. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;

B. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

2.1.10 (a) Engagement

A. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

B. use empathy and other interpersonal skills;

C. develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b)—Assessment

A. collect, organize, and interpret client data

B. assess client strengths and limitations

C. develop mutually agreed-on intervention goals and objectives

D. select appropriate intervention strategies

2.1.10(c)—Intervention

A. initiate actions to achieve organizational goals;

B. implement prevention interventions that enhance client capacities

C. help clients resolve problems

D. negotiate, mediate, and advocate for clients

E. facilitate transitions and endings

2.1.10(d)—Evaluation

A. Social workers critically analyze, monitor, and evaluate interventions

CODE OF ETHICS

OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Code of Ethics of the National Association of Social Workers

OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the *NASW Code of Ethics*,” provides an overview of the *Code*’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the *NASW Code of Ethics*

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in

*For information on NASW adjudication procedures, see *NASW Procedures for Professional Review: Revised*.

which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Furthermore, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this *Code*, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers

seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may, on limited occasions, supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed

consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with their level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that

are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations

to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep

information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.

- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the client. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of these organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

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The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual, family, and community well-being. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.



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Standards and
Indicators for
Cultural
Competence
in Social Work Practice

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in Social Work Practice

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Standards

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) *Code of Ethics*. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness

Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge

Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills

Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and

work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. Professional Education

Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication

Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence

Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Introduction

This revision of the *Standards and Indicators for Cultural Competence in the Social Work Practice* (the Standards) reflects the growth in the understanding of cultural competence since the development of both the *NASW Standards for Cultural Competence in Social Work Practice* published in 2001 and the *Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice* (NASW, 2007). These revised standards are anchored in the policy statement “Cultural and Linguistic Competence in the Social Work Profession” published in *Social Work Speaks: National Association of Social Workers Policy Statements* (NASW, 2015) and the NASW (2008) *Code of Ethics*, which charges social workers with the ethical responsibility to be culturally competent. The *Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice* was developed in 2007 as an extension of the standards to provide additional guidance on the implementation and realization of culturally competent practice.

This revision, developed by the 2015 NASW National Committee on Racial and Ethnic Diversity, builds on the previous work to introduce new concepts and expand on others. These standards reinforce the concept of “culture” as being inclusive beyond race and ethnicity; inclusive of, but not limited to, sexual orientation, gender identity or expression, and religious identity or spirituality. Similarly, they reinforce the intended audience for these standards to be the broad spectrum of social work practice at the micro, mezzo, and macro levels. The revised standards retain the concept of “competence” as an indicator of attitudes, knowledge, and skills that enable effective cross-cultural practice. As with any competency, there is the expectation of continual growth and learning. The revised standards introduce concepts of “cultural humility,” as a guiding

stance vis-à-vis cultural differences, and “intersectionality,” as a way of understanding the complexity of the experiences of those at the margins of our society. In addition, the revision introduces “language and communication” to address a range of communication issues including limited English proficiency, low literacy, and disabilities. Finally, the revisions revisit the way the social work profession engages in leadership to advance cultural competence within the profession, human services, and society at large and to challenge structural and institutional oppression.

NASW “promotes and supports the implementation of cultural and linguistic competence at three intersecting levels: the individual, institutional, and societal. Cultural competence requires social workers to examine their own cultural backgrounds and identities while seeking out the necessary knowledge, skills, and values that can enhance the delivery of services to people with varying cultural experiences associated with their race, ethnicity, gender, class, sexual orientation, religion, age, or disability [or other cultural factors]” (NASW, 2015, p. 65).

The United States is constantly undergoing major demographic changes. The demographic shift is projected to continue with increased diversity in our population—American born and immigrants and refugees. In 1980, 80 percent of the population was white; in 2014, the proportion had decreased to 63 percent and is projected through 2050 to continue this decline to 44 percent (Ortman & Guarneri, n.d.). Shifts in the growth of black, Hispanic, Asian and Pacific Islander, and American Indian/Alaskan Native populations are projected to continue to increase, with more than 50 percent of Americans expected to belong to one of these groups by 2044 (Colby & Ortman, 2015). These demographic changes increase the diversity that social work practitioners, administrators, and

executives encounter daily in their settings. These changes affect the social work policy agenda at organizational, community, county, state, and national levels. They challenge social work educators to effectively recruit, retain, and graduate a diverse student body, and to deliver a robust curriculum that embeds the implications of cultural diversity in all aspects of social work practice. Finally, these demographic changes challenge social work researchers to examine questions of relevance to culturally diverse populations and engage in culturally competent research practices. The social work profession, with contributions of pioneers such as Richmond (1922), Reynolds (1935), and Bartlett (1970), traditionally has emphasized the importance of the person-in-environment (PIE) model to address social functioning, in which individuals experience relationships influenced by interrelated factors of environmental, physical, and emotional challenges; Karls and O'Keefe (2008) have advanced the PIE concept to address functionality. Social workers using this ecological perspective for assessment recognize the need to attend to important cultural factors that have meaning for clients.

Diversity, more than race and ethnicity, includes the sociocultural experiences of people inclusive of, but not limited to, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. The social work and human services literature includes content areas that address culturally appropriate and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people; the interrelationship among class, race, ethnicity, and gender; working with low-income families; working with older adults; the importance of religion and spirituality in the lives of clients; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stressors; biculturalism; working

with people with disabilities; empowerment skills; community building; reaching out to new populations of color; conscious and unconscious bias; cultural humility, culture-specific and culturally adapted interventions; and training in culturally competent models of practice.

Cultural competence in social work practice implies a heightened consciousness of how culturally diverse populations experience their uniqueness and deal with their differences and similarities within a larger social context. Concurrently, cultural competence requires social workers to use an intersectionality approach to practice, examining forms of oppression, discrimination, and domination through diversity components of race and ethnicity, immigration and refugee status, religion and spirituality, sexual orientation and gender identity and expression, social class, and abilities. Furthermore, it requires social workers to acknowledge their own position of power vis-à-vis the populations they serve and to practice cultural humility (Tervalon & Murray-Garcia, 1998). The achievement of cultural competence is an ongoing process.

Cultural competence is not just a statement of quality practice. Cultural competence also requires advocacy and activism. It is critically important to provide quality services to those who find themselves marginalized; and it is also essential to disrupt the societal processes that marginalize populations. Cultural competence includes action to challenge institutional and structural oppression and the accompanying feelings of privilege and internalized oppression. Although these standards and their accompanying indicators describe an ideal state, the National Committee on Racial and Ethnic Diversity (NCORED) encourages social work practitioners and agency leaders to put forth good faith efforts to use them.

Definitions

In 2015 NCOED revised the definitions of culture and cultural competence and added definitions of cultural humility and intersectionality that are important to social work practice at the micro, mezzo, and macro levels. Definitions are drawn from the NASW (2008) *Code of Ethics*, the 10th edition of *Social Work Speaks* (2015), the 6th edition of *The Social Work Dictionary* (Barker, 2013), and other academic sources.

Areas of Practice

In these standards, “practice” refers to at all levels of practice—micro, mezzo, and macro.

Macro Practice

Social work practice “aimed at bringing about improvement and changes in the general society. Such activities include some types of political action, community organization, public education campaigning, and the administration of broad-based social services agencies or public welfare departments” (Barker, 2013, p. 253).

Mezzo Practice

Refers to “social work practice primarily with families and small groups. Important activities at this level include facilitating communication, mediation, and negotiation; educating; and bringing people together” (Barker, 2013, p. 269).

Micro Practice

“The term used by social workers to identify professional activities that are designed to help solve the problems faced primarily by individuals, families, and small groups. Usually micro practice focuses on direct intervention on a case-by-case basis or in a clinical setting” (Barker, 2013, p. 269).

Cissexism

Cissexism is discrimination against individuals who identify with and/or present as a different sex and gender than assigned at birth and privilege conveyed on individuals who identify with and/or present as the same sex and gender as assigned at birth. It is a form of sexism based on sexual and gender identity and expression (Hibbs, 2014).

Culture

Culture is a universal phenomenon reflecting diversity, norms of behavior, and awareness of global interdependence (Link & Ramanathan, 2011).

The word “culture” implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group (Gilbert, Goode, & Dunne, 2007). Culture often is referred to as the totality of ways being passed on from generation to generation. The term “culture” includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them. Culture includes, but is not limited to, history, traditions, values, family systems, and artistic expressions of client groups served in the different cultures related to race and ethnicity, immigration and refugee status, tribal status, religion and spirituality, sexual orientation, gender identity and expression, social class, and abilities.

The Preamble to the NASW (2008) *Code of Ethics* states, “The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (p. 1). And it continues, “Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice” (p. 1).

Cultural and ethnic diversity is mentioned in

two ethical standards:

(1) Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers' social change efforts are focused on issues of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

(2) Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

Cultural Competence

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (Fong, 2004; Fong & Furuto, 2001; Lum, 2011). "Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or amongst professionals and enable the system, agency, or those professions to work effectively in cross-cultural situations" (National Center for Cultural Competence, n.d., p. 1).

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings. Gallegos (1982) provided

one of the first conceptualizations of ethnic competence as “a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients” (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge. Other culturally related terms exist, such as “cultural responsiveness,” “cultural proficiency,” and “cultural sensitivity.” Note that the definitions of some of these terms are similar to the definitions of cultural competence. However, others, such as “cultural sensitivity,” do not incorporate an expectation of skillful or effective action.

On the organizational level, there are five essential elements that contribute to a culturally competent system (Cross, Bazron, Dennis, & Isaacs, 1989). The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services. The specific ethical standard for culturally competent social work practice is contained under Section 1 of the NASW (2008) *Code of Ethics*—Social Workers’ Ethical Responsibilities to Clients.

1.05 Cultural Competence and Social Diversity

- Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.
- Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures

and to differences among people and cultural groups.

- Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Finally, the NASW (2008) *Code of Ethics* reemphasizes the importance of cultural competence in Section 6: Social Workers' Ethical Responsibilities to the Broader Society.

6.04 Social and Political Action

- Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally.
- Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people. Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
- Cultural competence is never fully realized, achieved, or completed; it is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors, colleagues, and workers

should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

Cultural Humility

For development of cultural competence knowledge, training, acquiring, and use of skill sets to be effective, we need to be both aware and attentive to the dynamic quality of culture and be committed to the practice of cultural humility. Cultural humility is an important facet of professional identity that encourages self-evolvement and evolvement of self through one's professional life. It also includes evolvement of the profession's identity that bridges social distance as well as power differential between the social worker and client systems (Ramanathan, 2014).

Cultural humility refers to the attitude and practice of working with clients at the micro, mezzo, and macro levels with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings. According to Tervalon and Murray-Garcia (1998), "Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient–physician dynamic, and to developing mutually beneficial and nonpaternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations" (p. 117). As Hook, Davis, Owen, Worthington, and Utsey (2013) suggested, cultural humility is a way of maintaining an interpersonal stance that is other-oriented.

Intersectionality

Intersectionality theory (grounded in a feminist perspective) examines forms of oppression, discrimination, and domination as they manifest themselves through diversity components (Crenshaw, 1989; Hancock, 2007; Hunt, Zajicek, Norris, & Hamilton, 2009; Viruell-Fuentes, Miranda, & Abdulrahim, 2012). These diversity

components include such multiple identities as race and ethnicity, immigration, refugee and tribal status, religion and spirituality, sexual orientation, gender identity and expression, social class, and mental or physical disabilities. An intersectionality approach to social work practice at the micro, mezzo, and macro levels includes integrating the various diversity components and identities and approaching practice from a holistic point of view. For example, a social worker would approach a first-generation client in the context of the client's family and with recognition of the person's race and ethnicity, religion and spiritual expression, social class, sexual orientation, abilities, and other factors. Intersectionality theory is reinforced by critical race theory and social systems theory, emphasizing human behavior in the social environments. Thus, intersectionality perspective provides a comprehensive approach with a commitment to social justice and captures transactions in the PIE configuration that form the common base for social work knowledge and practice.

Goals and Objectives

These standards provide focus for the development of culturally competent social work practice. These standards provide guidance to social workers in all areas of social work practice in responding effectively to culture and cultural diversity in policy and practice settings.

These standards, revised in 2015, incorporate updated literature in culturally competent practice. These revised standards are intended to be inclusive of all populations served and focused on self-awareness, cultural humility, and the dynamics of power and privilege. Cultural humility, which is integral to culturally competent practice, is described and highlighted in this revision of the standards.

The specific goals of the standards are to

- enhance knowledge, skills, and values in practice and policy development relative to culturally diverse populations
- articulate specific standards to guide growth, learning, and assessment in the area of cultural competence
- establish indicators so that social workers in all areas of practice can monitor and evaluate culturally competent practice and policies in relationship to these standards
- educate consumers, governmental regulatory bodies, insurance carriers, and others about the profession's standards for culturally competent practice
- maintain or improve the quality of culturally competent services provided by social workers in agencies, programs, and private practice settings
- inform specific ethical guidelines for culturally competent social work practice in agency and private practice settings
- document standards for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

Standards and Indicators for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) *Code of Ethics*. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Interpretation

A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). The NASW (2008) *Code of Ethics* speaks directly to cultural competence in section 1.05, Cultural Competence and Social Diversity. The *Code of Ethics* includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers' commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change; and sensitivity to cultural and ethnic diversity. Social workers clearly have an ethical responsibility to be culturally competent. The NASW (2008) *Code of Ethics* also identifies service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence—all values that provide a foundation for culturally competent practice.

Regarding cultural competence the NASW (2008) *Code of Ethics* states,

- Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

- Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

The term “cultural humility” (Tervalon & Murray-Garcia, 1998) has been introduced in these standards to underscore its importance in culturally competent practice. In relationship to child welfare practice, Ortega and Faller (2011) described a cultural humility perspective as one that “encourages workers to take into account an individual’s multiple identities and the ways in which their social experiences impact their worldview, particularly as it related to their expression of their culture. This perspective has the benefit of placing the worker in a learning mode as opposed to maintaining power, control and authority in the working relationship, especially over cultural experiences about which the client is far more knowledgeable” (p. 33). The practice of cultural humility provides greater focus on the role of the social worker as learner and listener, empowering clients as “expert” in their own lives. In this context, cultural humility is viewed as both a value and practice.

Culture may affect how individuals cope with problems and interact with each other. What is assessed as behaviorally appropriate in one culture may be assessed as problematic in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be familiar with varying cultural traditions and norms.

Clients' cultural backgrounds may affect their help-seeking behaviors. The ways in which social services are planned and implemented must be culturally sensitive and responsive to client needs to be effective. Cultural competence builds on the profession's ethics and values relative to self-determination and individual dignity and worth and embraces the practices of inclusion, tolerance, cultural humility, and respect for culture and diversity, broadly defined. Social workers are required to address the struggle with ethical dilemmas arising from value conflicts or special needs of marginalized clients (such as helping clients enroll in mandated training or mental health services that are culturally insensitive). Cultural competence requires social workers to recognize the strengths that exist in all cultures while renouncing cultural practices that violate human rights and dignity. For example, some cultures subjugate women, oppress people based on sexual orientation, or value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW's *Code of Ethics* and the United Nations Declaration of Human Rights.

Indicators

Culturally competent social workers shall demonstrate

1. knowledge and practice of the NASW *Code of Ethics*
2. understanding of cultural humility as integral to client self-determination and worker self-awareness
3. commitment to social justice and human rights
4. ability to describe and negotiate areas of conflict and congruity between their personal and professional values and those of other cultures.
5. ability to recognize the convergence and disparity between the values and practices of the dominant society and the values and practices of the historically oppressed, underrepresented, and underserved populations

6. respect for cultural differences and affirmation of cultural strengths
7. capacities to manage and effectively negotiate the ethical dilemmas encountered in work with marginalized groups in relation to
 - boundaries
 - conflicts in values and expectations
 - power and privilege
 - norms of behavior
 - styles of advocacy
 - diverse values and beliefs
 - dual relationships
 - styles of conflict management.

Standard 2. Self-Awareness

Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Interpretation

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, stereotypes, and biases. The workers' self-awareness of their own cultural identities is as fundamental to practice as their informed assumptions about clients' cultural backgrounds and experiences. This awareness of personal values, beliefs, stereotypes, and biases informs their practice and influences relationships with clients. Social workers must also be aware of occupying a role of privilege and power by the nature of their professional role and cultural identities and must acknowledge the impact of this privilege and power on oppressed populations. Cultural competence includes knowing and acknowledging how fears, ignorance, and the "isms" (for example, racism, sexism, ethnocentrism, heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, classism,

among others) have influenced their attitudes, beliefs, and feelings.

Social workers need to be able to move from being aware of their own cultural heritage to becoming aware of the cultural heritage of others. This cultural awareness enables them to value and celebrate differences in others as well as to demonstrate comfort with cultural differences. Although they strive to obtain the knowledge and skills necessary to serve a multicultural clientele, they have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or organization that can best meet the clients' needs. Self-awareness and self-reflection also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops understanding of the diversity within one's own cultural groups, one can be more open to the diversity within other groups.

The development of cultural competence requires social workers to move from cultural awareness to cultural sensitivity and to evaluate growth and development throughout these different levels of cultural competence in practice.

Self-awareness becomes the basis for professional development and should be supported by professional supervision and organizational administration. Administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.

Indicators

Culturally competent social workers shall

1. examine and describe their cultural identities, to increase awareness of assumptions, values, beliefs, stereotypes, and biases, and to recognize how these affect services, and influence relationships and interactions with clients.
2. identify how their own knowledge, fears, and "isms" (such as racism, sexism, ethnocentrism,

- heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, and classism) influence their attitudes, beliefs, and feelings
3. develop and apply strategies to inform and change their detrimental attitudes, beliefs, and feelings
 4. demonstrate an awareness of personal or professional limitations that may warrant the referral of a client or organization to another resource that can better meet the client's needs, along with the skills to make such referrals effectively
 5. demonstrate comfort with self- and other-awareness about different cultural customs and views of the world
 6. use relationships with supervisors, mentors, and colleagues to enrich self-awareness and self-reflection
 7. practice cultural humility to balance the dynamics of power and privilege inherent in the social work position and the practitioner's multifaceted cultural identity.

Standard 3. Cross-Cultural Knowledge

Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Interpretation

Culture is a universal phenomenon, and everyone is part of multiple cultures. Cultural education begins with social workers understanding their own roots and cultures, and with such a sense of grounded identity, they can learn and value others. To have a grounded understanding of diversity, awareness of global interdependence is critical, whether the social worker is engaged in social work assessment, intervention, or evaluation. To be effective social work practitioners, educators, policymakers,

administrators, and researchers, there is a need to focus on cultural awareness as well as cross-cultural transactions. Unprecedented movement of people across the globe, globalization of labor, and concerted attention to educational exchanges to prepare practitioners for an interdependent world increases the importance of cultural competence and cross-cultural knowledge (Link & Ramanathan, 2011). This global interdependence is an integral part of the multicultural knowledge base of social workers.

Cultural competence is dynamic and requires frequent learning, unlearning, and relearning about diversity. Social workers need to expand their cultural religious traditions, spiritual belief systems, knowledge, and expertise by expanding their understanding of the following areas: “the impact of culture on behavior, attitudes, and values; the help-seeking behaviors of diverse client groups; the role of language, speech patterns, religious traditions, spiritual belief systems, and communication styles of various client groups in the communities served; the impact of social service policies on various client groups; the resources (agencies, people, informal helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups” (Gallegos, 1982, pp. 7–8).

Cultural competence refers to social workers’ ability to identify their own affiliations to culture and recognize and respect differing traditions of culture in others in ways that influence styles of communication and expressions of respect. Recognition of and respect for others’ cultural traditions implies deep understanding of the intrapersonal layers that are built through cultural heritage and norms of behavior. People in parallel cultures may not share norms, and caution is advised

because the word “normal” could become a trap for judging others (Link & Ramanathan, 2011). Naturally, to have this frame of reference will require that we approach this understanding with cultural humility.

Social workers need to possess specific knowledge about the culture of the providers and client groups with whom they work. This includes, among other considerations, historical experiences, religious traditions, spiritual belief systems, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, worldviews and specific cultural customs and practices, definitions of and beliefs about wellness and illness or normality and abnormality, and ways of delivering services.

They also must seek specialized knowledge about domestic and global social, cultural, and political systems. Knowledge of how the systems operate and how they serve or fail to serve specific client groups is important. This includes knowledge of institutional barriers that prevent marginalized groups from using services.

Culturally competent social workers need to know the limitations and strengths of current theories, processes, and practice models, and which have specific applicability and relevance to the service needs of culturally, religiously, and spiritually multicultural clientele.

Indicators

Culturally competent social workers will

1. expand their cultural knowledge, expertise, and humility by studying
 - the help-seeking behaviors and pathways of diverse client groups
 - the historical context of marginalized communities
 - the role of language and communication styles of various cultural groups
 - the impact of social policies on

- marginalized groups served
 - the resources such as organizations, people, informal helping networks, and research that can be mobilized on behalf of various cultural groups
2. possess specific knowledge about traditional and nontraditional providers and client groups that they serve, including
 - understanding historical experiences, immigration, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, and life processes
 - learning styles, cognitive skills, worldviews, and specific cultural concerns and practices
 - definitions of and beliefs about service-related concepts such as the causation of wellness and illness, physical and psychological disorders, normality and abnormality, family roles and responsibilities, child rearing practices, birth, marriage, death and dying, and so forth
 - beliefs and practices related to how care and services should be delivered, including diverse approaches to service delivery and alternative healing options
 - factors associated with acculturation and assimilation
 3. demonstrate knowledge of the power relationships in the community and in institutions, and how these affect marginalized groups
 4. possess specific knowledge about U.S., global, social, cultural, and political systems—how they operate and how they serve or fail to serve client groups; include knowledge about institutional, class, cultural, and linguistic barriers to service
 5. identify the limitations and strengths of contemporary theories and practice models and those that have applicability and relevance to their specific client population
 6. recognize the heterogeneity within cultural groups and similarity across cultural groups
 7. describe how people within different groups manifest privilege

8. describe the effects that dominant and nondominant status has on interpersonal relations and group dynamics in the workplace
9. distinguish between intentional and unintentional assertion of privilege related to race, class, and other cultural factors
10. recognize the intersection of “isms” (for example, racism with classism) and their institutionalization
11. acknowledge the ways in which their membership in various social groups influences their worldview and contributes to their own patterns of privileged behavior or internalized oppression
12. understand the interactions of cultural systems of the social worker, client, the service setting, and the community
13. demonstrate cultural humility and empathy toward clients from different cultural groups.

Standard 4. Cross-Cultural Skills

Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Interpretation

Practice in an increasingly multicultural and globally interconnected world requires social workers to continuously hone new skills for practice, research, education, administration, and policy development while enhancing the knowledge base that informs their skills. Most specifically, active listening, empathy, and strengths-based interventions are essential in culturally competent practice. In addition, critical thinking and comfort in both asking questions and “not knowing” open communication and build the relationships critical to helping clients and advancing social justice.

Cultural humility is described as a complement to cultural competence (Ortega & Faller, 2011). Cultural humility actively involves multicultural

clientele in the delivery of services, research, and policy making, thereby mitigating the expectation that social workers should know about all cultures. Social workers should demonstrate the ability to work sensitively and effectively at counteracting biases based on their own positions of power and privilege.

Skills in cross-cultural practice include the ability to convey and communicate authenticity, genuineness, empathy, and warmth and to engage culturally relevant community resources. Engaging the client in finding solutions requires the flexibility to consider what is best for the client. Second-language acquisition and expertise are included here as cross-cultural skills.

Furthermore, social workers should demonstrate the ability to critique and assess policies and research for cultural appropriateness, sensitivity, relevance, and inclusiveness, to ensure that outcomes benefit client groups or populations. This includes engaging client groups in the design of policy and research.

More specifically, social workers with cross-cultural skills

- work with people and groups of different cultures, taking responsibility for learning about differences and recognizing the multiple identities that are inherent in understanding people and their cultural contexts
- assess the cultural context for clients and client groups, encouraging open discussion of difference while maintaining a stance of curiosity and openness to learning
- respond skillfully to cultural bias in both themselves and others
- practice interview techniques that appreciate the role of diverse languages and meanings in the client's culture
- demonstrate sensitivity to challenges in the use of interpreters and translated materials

- conduct culturally effective assessments and culturally appropriate intervention plans, collaborating with and empowering clients by soliciting and prioritizing their perspectives and service goals
- select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, or marginal experiences in their environments
- recognize the verbal and nonverbal communication skills of marginalized clients and groups and respond in culturally empathic ways
- understand the interaction of the cultural systems of the social worker, the client, the particular organizational setting, and the community
- effectively use clients' natural support systems in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of choice, and other community resources
- demonstrate advocacy and empowerment skills in work with clients, recognizing and combating the isms, stereotypes, and myths held by individuals and institutions
- identify service delivery systems or models that are appropriate to the client population of focus and make appropriate referrals when indicated
- consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional skills that impede or enhance their culturally competent practice
- evaluate the validity and applicability of new techniques, research, and knowledge for work with specific client groups.

Indicators

Culturally competent social workers will

1. interact with people from a wide range of cultures, religions, and spiritual belief systems and take responsibility for learning what they do not know

2. display proficiency and comfort in discussing cultural difference with colleagues and clients
3. demonstrate skill in conducting a comprehensive assessment of clients in which culturally normative behavior is differentiated from potentially problematic or symptomatic behavior
4. assess cultural strengths and challenges and their impact on individual and group functioning, and integrate this understanding into intervention plans
5. select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, multicultural, or marginal experiences in their environments
6. adapt and use recognized culturally appropriate models
7. communicate effectively with clients through language acquisition, proper use of interpreters, professionally translated materials, verbal and nonverbal skills, and culturally appropriate protocols
8. advocate for the use of, and work effectively with, interpreters who are both linguistically and culturally competent and prepared to work in the specified service environment
9. demonstrate cultural humility in engagement with all clients and client groups
10. effectively engage clients' natural support systems in resolving problems; for example, work with folk healers, indigenous remedies, religious leaders, friends, family, and other community residents and organizations
11. use empowerment skills in their work with clients
12. identify features of their own professional style that impede or enhance their culturally effective practice and consult with supervisors and colleagues for feedback and monitoring of performance and learning needs
13. conduct supervision and other professional responsibilities with cultural humility and sensitivity to culture, language, and difference
14. convey empathy, curiosity, and a willingness to learn.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Interpretation

Organizations need to support the evaluation of culturally appropriate service delivery models and setting standards for cultural competence. Culturally competent social workers need to be vigilant about the dynamics that result from cultural differences and similarities between workers and clients. This includes monitoring cultural competence among social workers (agency evaluations, supervision, in-service training, and feedback from clients).

Social workers need to detect and prevent exclusion of underserved clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally appropriate service delivery systems or adapting services to better meet the culturally unique needs of clients. Furthermore, they need to foster policies and procedures that help ensure access to care and accommodate varying cultural beliefs.

Direct practitioners, policymakers, and administrators should

- recruit and retain multicultural staff and include cultural competence and cultural humility as requirements in job descriptions and performance and promotion measures
- review the current and emergent demographic trends for the geographic area served by the organization to determine service needs and requirements for interpretation services
- integrate and create (or advocate for the creation of) service delivery systems or

models that are more appropriate to targeted clients who are underserved

- include clients and constituents as major stakeholders in the development of service delivery systems and policy and research agendas
- ensure that program design is reflective of the cultural heritage of clients and families using the service
- attend to social issues (for example, housing, education, policing, and social justice) that concern clients or constituents
- confront staff remarks that demean the culture of clients, constituents, and colleagues
- support the inclusion of cultural competence standards in accreditation, organizational policies, and licensing and certification examinations
- develop staffing plans that reflect target populations served and those populations the agency wishes to serve (for example, hiring, position descriptions, performance evaluations, training)
- develop performance measures to assess culturally competent practice
- engage client groups in the development of research and intervention protocols.

Indicators

Culturally competent social workers will

1. identify the formal and informal resources in the community, describe their strengths and weaknesses, and facilitate referrals as indicated, tailored to the culturally relevant needs of clients and client groups
2. advocate for and promote efforts to create culturally competent services and programs by
 - recruiting multicultural staff and including cultural competence requirements in job descriptions and measures of performance and promotion
 - reviewing current and emergent demographic trends for the geographic area served by the organization to determine needs for the provision of interpretation or other culturally relevant services

- integrating and creating service delivery systems or models that are appropriate to targeted client populations or advocate for the development and implementation of such services
 - including clients as major stakeholders in the selection, decision making, and evaluation of service delivery systems
 - ensuring that program design reflects the culture of clients and families using the service
 - attending to social issues (for example, housing, education, policing, and social justice) that concern clients and constituents of diverse backgrounds
 - using effective strategies for confronting staff remarks that insult or demean clients and their culture
 - supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations
 - developing staffing plans that reflect the targeted client population (for example, hiring, position descriptions, performance evaluations, training)
 - developing performance measures to assess culturally competent practice
 - supporting participation of client groups in the development of research and intervention protocols
3. building culturally competent organizations through the following policies and practices:
- an administrative mission and purpose that embodies cultural competence and cultural humility in the values, goals, and practices
 - effective recruitment of multilingual and multicultural staff
 - sensitivity to and respect for cultural and religious calendars as they relate to our employees and people served
 - staff composition reflecting the diversity of the client population
 - service planning strategy that includes an assessment/analysis of the client demographics compared with the

demographic trends of the service community

- expanded service capacity to improve the breadth and depth of services to a greater variety of cultural groups
- meaningful inclusion of clients and community members representing relevant cultural groups in decision-making and advisory governance entities, program planning, program evaluation, and research endeavors
- physical surroundings designed and decorated in a manner that is welcoming to the diverse cultural groups served
- engagement in advocacy to improve social issues relevant to targeted client groups
- a work climate that addresses workforce diversity challenges and promotes respect for clients and colleagues of different backgrounds
- advocacy for culturally competent policies and procedures from accrediting, licensing, and certification bodies and contracting agencies
- inclusion of cultural competence and cultural humility in job descriptions, performance evaluations, promotions, and training.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Interpretation

Culturally competent social workers should be aware of and take action to confront and change the deleterious effects of bias, fears, and isms, including, but not limited to, racism, sexism, ethnocentrism, heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, classism,

and other forms of oppression on clients' lives. Social advocacy and social action should be directed at empowering marginalized clients and strengthening communities. Social workers should advocate for anti-isms and social justice when colleagues and clients express biases and stereotypes based on culture.

Empowerment has been defined as an intervention, a skill, and a process. Hegar and Hunzeker (1988) and McDermott (1989) described empowerment as an effective intervention with oppressed populations. Pinderhughes (1983) defined empowerment as an individual feeling of increased power and the capacity to influence forces that affect a person. Empowerment refers to enhancing a client's ability to do for himself or herself. Empowerment is closely related to advocacy. When engaging in advocacy, social workers must be careful not to impose their values on clients and must seek to understand what clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change.

Social workers need commitment and skill to advocate for and with clients against conscious and unconscious devaluation of cultural experiences related to difference, oppression, power, and privilege domestically and globally. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising, education, self-awareness, and the development of a sense of personal power and skills while working toward social change. Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice and policy development. This means that in describing client needs, workers consider client situations as transitory challenges rather than fixed problems. According to Gutiérrez and Lewis (1999),

empowerment is a model for practice, a perspective, and a set of skills and techniques. Culturally competent social workers reflect these concepts in their practice.

Indicators

Culturally competent social workers will

1. advocate for public policies that respect the strengths, cultural values, norms, and behaviors of multicultural groups and communities
2. advocate for policies that address social injustice and institutionalized isms
3. select appropriate strategies to intervene with colleagues, collaborating partners, and institutional representatives, helping them examine their levels of awareness and the consequences of fears and isms, such as exclusionary behaviors or oppressive policies, by
 - assessing dominant group members' level of readiness for feedback and intervention
 - adopting strategies including developing allies, education, dialogue, increased intergroup contact, or social action
 - participating in antidiscriminatory activities and social action to better empower diverse clients and communities at the local, state, and national levels
4. use practice approaches that help clients facilitate a connection with their own power in a manner that is appropriate for their cultural contexts
5. provide support to marginalized cultural groups who are advocating on their own behalf
6. partner, collaborate, and ally with client groups in advocacy efforts
7. work to increase each client group's skills and sense of self-efficacy as social change agents
8. demonstrate intentional effort to ensure that they do not impose their own personal values in practice
9. respect and foster client rights to self-determination.

Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Interpretation

Increasing cultural competence within the profession requires recruitment and retention of a multicultural cadre of social workers, many of whom would bring some “indigenous” cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Cultural diversity should be evident within all organizational levels, and not just among direct practitioners.

The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white and female (86.0 percent), 8 percent are African American, 3 percent are Latinas, and 3 percent identify as other (NASW, Center for Workforce Studies [CFWS], 2006a); male social workers are 85 percent white, 8 percent African American, 5 percent Latino, and 2 percent other (NASW, CFSW, 2006b).

The proportion of people of color has increased in NASW’s membership over a period of several years: 8.5 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups, constitute about 4.5 percent of the membership; Asians and Pacific Islanders 1.9 percent; and American Indians/First Nations People 0.5 percent (personal communication with T. Chang, database administrator, NASW, Washington, DC, March 16, 2015).

Major demographic shifts in the U.S. population “will affect the social work workforce, their

clients, agencies, organizations, communities and service delivery systems” (NASW, CFSW, 2011, p. 1). Social work client populations are more diverse than the social work profession itself. In many instances, services to clients are targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, older adults, people with disabilities, and clients of lower socioeconomic status.

The discrepancy between the social work labor force racial and ethnic makeup and the changing demographics of the populations they serve guided the profession to respond to the need for social workers to increase cultural competence (Gibelman, 2005; Whitaker, Weismiller, Clark, & Wilson, 2006). To meet this identified need for increased diversity in the workforce, the federal government has taken steps through the funding of education and training programs for health and mental health workers, including social workers from communities of color (U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce, National Center for Health Workforce Analysis [HRSA], 2015).

Aligning workforce demographics to client populations can be an effective strategy for bridging cultural differences between social workers and clients, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that “the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds. Clearly, increasing the numbers of culturally diverse social workers is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves” (Jackson & López, 1999, p. 4). In

addition, culturally competent social workers who bring knowledge or special language skills to the profession, like bicultural or bilingual skills, are entitled to professional equity and should not be exploited for their expertise but should be appropriately compensated for skills that enhance the delivery of services to clients.

Indicators

Culturally competent social workers will

1. advocate for and support human resource policies and procedures that ensure diversity and inclusion within their organization
2. work to achieve a multicultural workforce throughout all levels of the organization that reflects the demographics of both the population served and other potential clientele
3. advocate for and support policies that assure equity and appropriate compensations for social workers who bring special skills or knowledge to the profession, such as bicultural or bilingual skills
4. advocate for and support recruitment and retention and promotion strategies that increase the diversity within the profession through social work programs and schools of social work
5. promote and maintain the expectation that all staff, regardless of cultural membership, continuously engage in the process of improving cultural competency and the capacity to serve a variety of populations.

Culturally competent organizations will

1. develop and implement organizational policies, procedures, and practices that support staff multiculturalism at all levels of the organization
2. develop and implement policies, procedures, and practices that effectively address the dynamics of a multicultural workforce
3. regularly monitor the extent to which their management and staff composition reflect the diversity of the client population and the community
4. review organizational selection and hiring

- policies for inclusion and inadvertent exclusion of the underrepresented, underserved, and oppressed cultural groups and the community
5. regularly monitor and take remedial action as needed to ensure that all client groups can access services and communicate in their preferred language by
 - actively recruiting and seeking to retain multilingual staff who are qualified to perform their work tasks in the indicated language(s)
 - providing “second language” and certification courses and testing to existing staff
 - providing appropriate compensations for social workers who bring special language skill or knowledge to the profession, such as bicultural or bilingual skills
 6. include cultural competence as a requirement for job performance, by including it in job descriptions, performance evaluations, promotions, and training
 7. foster a work climate, through formal and informal means, that addresses workforce diversity challenges and promotes respect for groups, communities, clients, and colleagues of different backgrounds
 8. establish cultural norms of
 - openness and respect for discussion of situations in which insensitive or exclusionary behaviors were experienced
 - intolerance of bias, discrimination, and marginalization within the organization and among colleagues.

Standard 8. Professional Education

Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Interpretation

Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work

education and training need to remain current while anticipating future changes in professional practice, which includes the changing needs of multicultural client populations. Diversity and cultural competence need to be addressed in social work curricula and practice, and viewed as relevant to faculty, staff appointments, and research agendas.

The social work profession continues to take steps to ensure that cultural competence is a core component of social work education, training, and practice and to engage in research and scholarship that focus on culturally competent practice among social workers. This includes undergraduate, master's, and doctoral programs in social work as well as post-master's training, continuing education, and meetings of the profession. Practice settings should be encouraged to provide in-service training and other continuing education opportunities focused on cultural competence to staff.

In addition, the NASW (2008) *Code of Ethics* clearly states, "Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries" (p. 14). This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

Educational content for professional practice and licensing should prepare social workers for culturally competent practice across the full spectrum of social work practice roles—direct practice, supervision, administration, policy, education, and research.

Indicators

Culturally competent social workers will

1. include cultural competence content as an ongoing part of their professional development

2. promote professional education that advances cultural competence within the profession
3. advocate for the infusion and integration of cultural competence in social work curricula and research at the BSW, MSW, and PhD levels
4. encourage and conduct research that develops conceptual, theoretical, and practice skills to enhance practice at all levels
5. advocate for professional education on social justice and inclusion
6. educate staff in cross-cultural skills and techniques for resolving conflicts that emerge from differences in communication, customs, values, norms, and behaviors between staff and the clients served.

Culturally competent organizations will

1. provide ongoing training, leadership, and support for improving cultural competence to all employees, including top management, middle management, immediate supervisors, direct staff, and administrative/custodial staff
2. resolve cultural conflicts between staff and the clients served and among employees
3. teach skills to conduct evaluation research to ensure effectiveness in serving and engaging with multicultural client groups
4. determine the demographics of their service area and assess potential service utilization gaps of underserved client groups in the geographic area.

Standard 9. Language and Communication

Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Interpretation

Social workers should accept each individual in totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and, therefore, is

one way that individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their preferred language.

Linguistic diversity is a resource for society, and as such, should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities.

Title VI of the Civil Rights Act of 1964, Executive Order 13166 is titled “Improving Access to Services for Persons with Limited English Proficiency.” The Executive Order, signed in August of 2000, “requires Federal agencies to examine the services they provide, identify any need for services to those with limited English proficiency (LEP), and develop and implement a system to provide those services so LEP persons can have meaningful access to them. It is expected that agency plans will provide for such meaningful access consistent with, and without unduly burdening, the fundamental mission of the agency. The Executive Order also requires that the Federal agencies work to ensure that recipients of Federal financial assistance provide meaningful access to their LEP applicants and beneficiaries” (LEP.gov, 2015).

Organizations and social work practitioners who receive federal funds are therefore required to facilitate quality language access at no charge to the consumer. Organizations may neither discriminate nor use methods of administering services that may subject individuals to discrimination. Organizations and social work practitioners are expected to take reasonable steps to provide services and information in appropriate languages, other than English, to ensure that people with LEP are informed and can effectively participate in and benefit from their programs. Similarly, the Americans with

Disabilities Act requires communication accommodation for people with disabilities.

It is the responsibility of both social workers and organizations to provide services in each client's preferred language or to seek the assistance of professional interpreters. Social workers need to communicate respectfully and effectively with clients from different cultural and linguistic backgrounds. It is advantageous if the worker speaks the client's preferred language with the proficiency required for specific interaction one is having (for example, the language skill is different for casual conversation as compared with psychotherapy). Professional interpreters (for example, certified or registered sign language interpreters) should be used. Interpreters should be treated as members of the services provision team and offered orientation and training for the type of setting and services that are being provided (for example, health, legal, mental health, child welfare).

Such orientation and training would include guidelines regarding specialized terms and concepts, confidentiality, interpreter–client relationships, and social work ethics that may reinforce the interpreters' own professional ethics.

Written communication should be provided in the language and at the literacy level appropriate for the intended audience. Priority should be given to legal documents (for example, consent for treatment), informational and educational materials, and public awareness campaigns. Materials should be created in the appropriate language or translated by people with the knowledge and skills relevant to the organizational context, understanding of variations within a language (for example, multiple variations of Spanish based on national origin and region) and literacy level. Literacy level in English is a factor that should be accounted for in the development of any correspondence or written materials (Goode & Jones, 2009).

Indicators

Culturally competent social workers will

1. demonstrate an understanding that language is part of the social identity of a person
2. advocate for rights of individuals and groups to receive resources in their preferred language
3. provide and advocate for written and oral information, referrals, and services in the person's preferred language
4. provide jargon-free, easy-to-read material
5. use descriptive and graphic representations (for example, pictures, symbol formats) for individuals with LEP or with limited literacy
6. advocate for the preservation and appreciation of linguistic diversity among clients
7. provide and advocate for reasonable accommodations of clients' linguistic needs, including professional interpreters, professionally translated materials, assistive devices, and alternate communication strategies
8. improve their own ability to speak, read, write, and understand the languages and dialects of their clients without attempting to engage in dialogue that is beyond their own skill level
9. check to ensure accurate communication, realizing that there can be significant variations of word usage and colloquialisms within the same language family based on nationality or region
10. prepare themselves to work effectively with professional interpreters and translators:
 - attend workshops
 - seek consultation from interpretation services
 - become familiar with standards for professional interpretation and translation
 - become familiar with techniques of translation
 - develop or advocate for appropriate organizational policies that support the effective use of standards for professional interpretation and translation
 - support the effective use of and orientation and training for interpreters and translators.

Standard 10. Leadership to Advance Cultural Competence

Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Interpretation

Leadership has been described as an “activity” (Heifetz, 1994). Social workers should demonstrate responsibility to advance policies and practices related to cultural competence, with and without formal authority. Social workers should aspire to leadership in the service of helping organizations become diverse and inclusive. They should also help these organizations recognize and eradicate policies and practices that reflect structural and institutional oppression.

Social workers shall demonstrate the skill to facilitate difficult conversations that lead to understanding, growth, and organizational strength. They should be able to recognize, within themselves, the ways in which their own positions of power and privilege advance or impede progress relative to cultural competence in their own organizations. In areas such as recruitment, hiring, promotion, team building, and conflict management, social workers should be vigilant about colluding with forces that often reinforce a problematic status quo.

Social workers should lead by example, demonstrating leadership, self-reflection, and advocacy within their own organizations, promoting culturally competent practice at all levels of the organization. Concurrently, they should lead by demonstrating advocacy and

activism to confront community, local, and societal policies and practices that reinforce the marginalization of oppressed populations. Rank and Hutchison (2000) identified, through a survey of social workers, diversity skills including sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, core skills for successful social work leadership.

Advocating for increasing knowledge development about culturally competent practice with diverse client groups is paramount to social work leadership, as is being a change agent to address injustices with colleagues and peers. The social worker's responsibility is to advance cultural competence and social justice with clients and within organizations, the profession, systems, and society.

Social work leaders will understand cultural humility and the dynamics of privilege, power, and social justice as manifested in their own places of work, taking responsibility to educate others and, ultimately, advance social change within systems, organizations, and society.

Indicators

Culturally competent social work leaders shall

1. advance and promote culturally competent practice with clients and within organizations, the social work profession, and communities
2. create effective multicultural work teams
3. incorporate and disseminate information on cultural competence in professional activities (for example, committee work, scholarship, research) and in other appropriate arenas
4. work in partnership with marginalized clients and communities to strengthen these communities, encouraging the use of power and facilitating client–community empowerment
5. advocate both within and beyond the profession for fair and equitable treatment of clients and colleagues, especially those from marginalized cultural groups

6. serve in roles in which they can make a difference in advancing multiculturalism inclusion and cultural competence
7. develop the skill and confidence to engage in and facilitate difficult conversations about cultural differences
8. recognize and respect the strengths and differences in professional and personal relationships with others
9. address resistance to the adoption of culturally competent practice
10. engage colleagues in the identification and implementation of strategies that strengthen and sustain inclusive multicultural organizations
11. mobilize colleagues, clients, and organizations to address injustice, bias, and isms on all levels
12. advocate for multicultural membership on state regulatory and licensing boards for the social work profession.

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

I. Policy on Equal Opportunity and Non-Discrimination

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

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

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

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

Prohibited Conduct Defined

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

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

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

other than sex. Sex-based harassment and sexual violence are covered by [CUNY's Policy on Sexual Misconduct](#).

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

II. Discrimination and Retaliation Complaints

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

III. Academic Freedom

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

IV. Responsibility for Compliance

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

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

1. Reporting Discrimination and/or Retaliation

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

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

A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.

B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct (include link).

C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation. (include link)

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

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

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

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

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

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

3. Filing a Complaint

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

4. Informal Resolution

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

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

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

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

5. Investigation

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

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

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

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

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

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

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

6. Withdrawing a Complaint

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

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

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

7. Timeframe

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

8. Action Following Investigation of a Complaint

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

9. Immediate Preventive Action

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

10. False and Malicious Accusations

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

11. Anonymous Complaints

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

12. Responsibilities

a. Responsibilities of the President:

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

b. Responsibilities of Managers:

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

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

c. Responsibilities of the University Community-at-Large:

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

Some Relevant Laws Concerning Non-discrimination and Equal Opportunity

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE CITY UNIVERSITY OF NEW YORK
POLICY ON SEXUAL MISCONDUCT

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I. Policy Statement

Every member of The City University of New York community, including students, employees and visitors, deserves the opportunity to live, learn and work free from sexual harassment, gender-based harassment and sexual violence. Accordingly, CUNY is committed to:

- 1) Defining conduct that constitutes prohibited sexual harassment, gender-based harassment and sexual violence;
- 2) Providing clear guidelines for students, employees and visitors on how to report incidents of sexual harassment, gender-based harassment and sexual violence and a commitment that any complaints will be handled respectfully;
- 3) Promptly responding to and investigating allegations of sexual harassment, gender-based harassment and sexual violence, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;
- 4) Providing ongoing assistance and support to students and employees who make allegations of sexual harassment, gender-based harassment and sexual violence;
- 5) Providing awareness and prevention information on sexual harassment, gender-based harassment and sexual violence, including widely disseminating this policy, as well as a “students’ bill of rights” and implementing training and educational programs on sexual harassment, gender-based harassment and sexual violence to college constituencies; and
- 6) Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing sexual harassment, gender-based harassment and sexual violence and is applicable at all college and units at the University. The CUNY community should also be aware of the following policies that apply to other forms of sex discrimination, as well as to other types of workplace violence and domestic violence that affect the workplace:

- [The CUNY Policy on Equal Opportunity and Nondiscrimination](#) prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than sexual harassment, gender-based harassment or sexual violence covered by this policy. [Link](#)
- [The CUNY Campus and Workplace Violence Prevention Policy](#) addresses workplace violence and [the CUNY Domestic Violence in the Workplace Policy](#) addresses domestic violence in or affecting employees in the workplace. [Link](#)

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

II. Prohibited Conduct

A. Sexual Harassment, Gender-Based Harassment and Sexual Violence

This policy prohibits sexual harassment, gender-based harassment and sexual violence (together “sexual misconduct”) against any CUNY student, employee or visitor.

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, such as sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking (“stalking”) as defined in this policy.

The complete definitions of these terms, as well as other key terms used in this policy, are set forth in Section XI below.

- B. **Retaliation.** This policy prohibits retaliation against any person who reports sexual harassment, gender-based harassment or sexual violence, assists someone making such a report, or participates in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint.
- C. **Certain Intimate Relationships.** This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section X below.

III. Title IX Coordinator

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including sexual harassment, gender-based harassment and sexual violence, in education programs. The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on sexual harassment, gender-based harassment and sexual violence as required by law. The

name and contact information for all Title IX Coordinators at CUNY can be found on the university's dedicated [Title IX website](#).

IV. Immediate Assistance in Cases of Sexual Violence

A. Reporting to Law Enforcement

Students or employees who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division or their local police precinct, or contacting their college public safety office, which is available 24 hours a day, 7 days a week. Each college public safety office shall have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

B. Obtaining Immediate Medical Attention and Emotional Support

CUNY is committed to assisting anyone who experiences sexual violence to seek comprehensive medical attention as soon as possible to treat injuries, obtain preventative treatment for sexually transmitted diseases, and preserve evidence, among other things. For rapes in particular, immediate treatment and the preservation of evidence of the incident are important for many reasons, including facilitating a criminal investigation. In addition, individuals who have experienced or witnessed sexual violence are encouraged to seek emotional support as soon as possible, either on or off-campus.

On-campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

For off-campus resources, CUNY maintains a [list of emergency contacts and resources](#), including rape crisis centers, available throughout New York City on its dedicated web page. Link This list includes a designation of which local hospitals are designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

V. Reporting Sexual Harassment, Gender-Based Harassment or Sexual Violence to the College

CUNY encourages individuals who have experienced sexual harassment, gender-based harassment or sexual violence (referred to in this policy as “complainants”) to report the incident(s) to campus authorities, even if they have reported the incident to outside law

enforcement authorities, and regardless of whether the incident took place on or off-campus (including “study abroad” programs.) Such reporting will enable complainants to get the support they need, and provide the college with the information it needs to take appropriate action. However, students should be aware that there are employees at their college/unit whom they can speak with on a strictly confidential basis before determining whether to make a report to college authorities. See Section VI below.

A. Filing a Complaint with Campus Authorities

i. Students

Students who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Office of the Vice President for Student Affairs and/or Dean of Students;
- Residence Life staff

ii. Employees

Employees who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Director of Human Resources;
- Office of Public Safety.

iii. Visitors

Visitors who experience sexual harassment, gender-based harassment or sexual violence should bring their complaint to one of the following campus officials/offices:

- Title IX Coordinator;
- Office of Public Safety;
- Residence Life staff in CUNY owned or operated housing, including Resident Assistants.

Once any of the individuals or offices above is notified of an incident of sexual harassment, gender-based harassment or sexual violence, she/he will coordinate with the appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. These individuals will maintain a complainant’s privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

B. Support Assistance for Complainants

i. Students

When a Title IX Coordinator receives a complaint of sexual misconduct from a student, she/he will work with the Chief Student Affairs Officer to identify a trained staff member to assist the complainant with support services.

ii. Employees

When a Title IX Coordinator receives a complaint of sexual misconduct from an employee, she/he will work with the Human Resources Director to assist the complainant with support services.

C. Request that the College Maintain a Complainant's Confidentiality, Not Conduct an Investigation, or Not Report an Incident to Outside Law Enforcement

After a report of an alleged incident of sexual harassment, gender-based harassment or sexual violence has been made to the Title IX Coordinator, a complainant may request that the matter be investigated without her/his identity or any details regarding the incident being divulged further. Alternatively, a complainant may request that no investigation into a particular incident be conducted or that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant's request against the college's obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but only that all efforts will be undertaken to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that she/he will maintain confidentiality as requested by the complainant, the college will take all reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college's ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request.

In any event, the college is required to abide by any laws mandating disclosure, such as the Jeanne Clery Act and New York's Campus Safety Act. However, notification under the Jeanne Clery Act is done without divulging the complaint's identity, and notification of sexual violence under the New York Campus Safety Act is not required and will not be done if the complainant requests confidentiality.

If the Title IX Coordinator determines that the college must report the incident to outside law enforcement, the college will cooperate with any criminal investigation, which may include providing the outside law enforcement agency with any evidence in its possession relating to the incident.

D. Action by Bystanders and Other Community Members

While those employees designated as “responsible” employees are required reporters as set forth in Section VI below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual harassment, gender-based harassment or sexual violence that they may witness. Although these actions will depend on the circumstances, they include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report an incident of sexual harassment, gender-based harassment or sexual violence that they observe or become aware of to the Title IX Coordinator, and/or the offices of Public Safety and the Vice President of Students Affairs and/or Dean of Students at their college and, in the case of employees, the Human Resources office. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.

E. Amnesty for Drug and Alcohol Use

CUNY strongly encourages students to report instances of sexual harassment, gender-based harassment or sexual violence as soon as possible, even if those reporting or the alleged victim may have engaged in the inappropriate or unlawful use of alcohol or drugs. Therefore, in accordance with CUNY’s Drug/Alcohol Use Amnesty Policy, a student acting in good faith who reports or experiences sexual harassment, gender-based harassment or sexual violence will not be disciplined by the college for any violation of [CUNY’s Policy Against Drugs and Alcohol](#) in connection with the reported incident.

F. Reporting Suspected Child Abuse

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the [Office of the General Counsel web page](#). If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

G. Reporting Retaliation

An individual may file a complaint with the Title IX Coordinator if she/he has been retaliated against for reporting sexual harassment, gender-based harassment or sexual violence, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section VIII of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

VI. Reporting/Confidentiality Obligations of College and University Employees

An individual who speaks to a college or CUNY employee about sexual harassment, gender-based harassment or sexual violence should be aware that employees fall into three categories: (1) “confidential” employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s); (2) “responsible” employees, who are required to report the incident(s) to the Title IX Coordinator; and (3) all other employees, who are strongly encouraged but not required to report the incident(s).

A. Confidential Employees

i. For Students. Students at CUNY who wish to speak to someone who will keep all of the communications strictly confidential should speak to one of the following:

- Counselor or other staff member at their college counseling center;
- Nurse, nurse practitioner or other staff member in the college health office;
- Pastoral counselor (i.e., counselor who is also a religious leader) if one is available at their college; or
- Staff member in a women’s or men’s center, if one exists at their college.

The above individuals will not report any information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat to the complainant or any other person.

A student who speaks solely to a “confidential” employee is advised that, if the student wants to maintain confidentiality, the college may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. However, these professionals will assist the student in receiving other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or report the incident to local law enforcement and thus have the incident investigated.

- ii. **For Employees.** Although there is no one directly employed by CUNY to whom CUNY employees can speak on a confidential basis regarding sexual harassment, gender-based harassment or sexual violence, free confidential support services are available through [CUNY's Work/Life Program](#), which is administered by an outside company. Confidential community counseling resources are also available [throughout New York City](#).

B. “Responsible” Employees

“Responsible” employees have a duty to report incidents of sexual harassment, gender-based harassment or sexual violence, including all relevant details, to the Title IX Coordinator. Such employees are not permitted under any circumstances to maintain a complainant’s confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section V (C) above. However, these employees will maintain a complainant’s privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator, the “responsible” employee’s supervisor, and other people responsible for handling the college’s response to the report.

Before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee’s reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

CUNY has designated the following individuals as “responsible” employees:

- i. Title IX Coordinator and her/his staff
- ii. Office of Public Safety employees (all)
- iii. Vice President for Student Affairs and Dean of Students and all staff housed in those offices
- iv. Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all)
- v. College President, Vice Presidents and Deans
- vi. Athletics Staff (all)
- vii. Department Chairpersons/Executive Officers
- viii. Human Resources staff (all)
- ix. University Office of the General Counsel employees (all)
 - x. College/unit attorney and her/his staff
 - xi. College/unit labor designee and her/his staff
- xii. Faculty members at times when they are leading or supervising student on off-campus trips
- xiii. Faculty or staff advisors to student groups
- xiv. Employees who are Managers (all)
 - xv. SEEK/College Discovery staff (all)
 - xvi. College Childcare Center staff (all)
- xvii. Directors of “Educational Opportunity Centers” affiliated with CUNY colleges

C. All Other Employees

Employees other than those identified in subsections “A” and “B” above are permitted but not required to report any possible sexual harassment, gender-based harassment or sexual violence; however, they are strongly encouraged by CUNY to make such a report.

It is important to emphasize that faculty members other than those specifically identified in subsection “B” above have not been designated as “responsible” employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so.

VII. Interim and Supportive Measures

The college will take immediate steps to protect the complainant and other affected parties, as well as the college community at large, following an allegation of sexual harassment, gender-based harassment or sexual violence. In general, when taking such interim and supportive measures, the college will seek to minimize the burden on the complainant. The complainant and the respondent shall each be afforded, upon request, a prompt review of the need for and terms of any interim or supportive measure that directly affects him or her and shall be permitted to submit evidence in support of his/her request. The request for such a review shall be made to the college’s Chief Student Affairs Officer, if either the complainant or the respondent is a student or to college’s Director of Human Resources if both the complainant and the respondent are employees. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Director of Human Resources.

A. Types of Interim and Supportive Measures

Interim and supportive measures may include, among other things:

- i. Making necessary changes to academic programs, including a change in class schedule, making appropriate accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting the complainant to attend a class via skype or other alternative means where appropriate, providing an academic tutor, or extending deadlines for assignments;
- ii. Making necessary changes to residential housing situations or providing assistance in finding alternate housing;
- iii. Changing an employee’s work assignment or schedule;
- iv. Providing the complainant with an escort to and from class or campus work location;
- v. Arranging appropriate transportation services to ensure safety;
- vi. Prohibiting contact between the complainant and the respondent (“no contact” orders);
- vii. Offering counseling services to the complainant, to the respondent, and, where appropriate, to witnesses, through the college Counseling Center or other appropriate college office, or a referral to an off-campus agency;

- viii. Providing the complainant assistance in obtaining medical and other services, including access to rape crisis centers;
- ix. Providing the complainant assistance with filing a criminal complaint and seeking an order of protection;
- x. Enforcing an order of protection;
- xi. Addressing situations in which it appears that a complainant's academic progress is affected by the alleged incident;
- xii. In exceptional circumstances, seeking an emergency suspension of a student or an employee under applicable CUNY Bylaws, rules, policies and collective bargaining agreements.

B. Process for Review of “No Contact” Orders

The complainant and the respondent shall each be afforded, upon request, a prompt review of the need for and terms of a “no contact” order (including possible modification or discontinuance of the order), and shall be allowed to submit evidence to support their request. The request for such a review shall be made to the college's Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college's Director of Human Resources, if both the complainant and the respondent are employees. If possible, the college shall establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the “no contact” order.

VIII. Investigating Complaints of Sexual Harassment, Gender-Based Harassment or Sexual Violence

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual harassment, gender-based harassment or sexual violence may have been committed against a student, employee or visitor, unless the complainant has requested that the college refrain from such an investigation and the college has determined that it may do so.

A. The Investigation

The college Title IX Coordinator is responsible for conducting the investigation in a prompt, thorough, and impartial manner. The college Title IX Coordinator shall inform the respondent that an investigation is being commenced and shall provide the respondent with a written summary of the allegations of the complaint. The Title IX Coordinator shall coordinate investigative efforts with other college offices, and may designate another trained individual to conduct all or part of the investigation. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation.

The college Title IX Coordinator shall take prompt and effective steps reasonably calculated to end any sexual harassment, gender-based harassment or sexual violence,

including: (i) taking interim measures; (ii) preventing retaliation; (iii) providing the complainant and the respondent with periodic status updates of the investigation and notice of outcome of the investigation; (iv) informing the complainant of her/his right to file a criminal complaint; (v) coordinating with law enforcement agencies, as appropriate, after consultation with Public Safety; (vi) maintaining all documents of the investigation; and (vii) drafting a report of findings, which is to be submitted to the College President.

B. Conflicts

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person's duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

C. Mediation

While mediation is not permitted in cases where sexual violence is alleged, it may be appropriate where sexual harassment or gender-based harassment allegations have been made by a student or employee but there is no allegation of sexual violence. Mediation is a process whereby the parties can participate in a search for fair and workable solutions. Mediation requires the consent of both the complainant and the respondent, but does not require the complainant and respondent to meet face-to-face. Either party, however, has the right to end the mediation at any time and proceed with the investigation process. A respondent who is covered by a collective bargaining agreement may consult with and have a union representative present at any mediation session. Unless the mediation results in a timely resolution agreed to in writing by the complainant, the respondent and the college, the college shall end the mediation and resume the investigation.

D. Timing

The college shall make every reasonable effort to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays may not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require extensive investigation, whenever possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

E. Report of Findings

Following the completion of the investigation, the Title IX Coordinator shall report her/his findings to the College President in writing. Following such report, the College President shall review the complaint investigation report and authorize such action as she/he deems necessary to address the issues raised by the findings. In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

F. Disciplinary Action

Following an investigation, the College President may recommend that disciplinary action be commenced against the respondent student or employee.

i. Discipline Against Students

In cases where a student is charged with a violation of this policy, including retaliation, the matter shall be referred to the college's Office of Student Affairs and action shall be taken in accordance with [Article XV of the CUNY Bylaws](#), which contains the student disciplinary process at CUNY. Under the student disciplinary process, complainants have the same right as respondents to receive notice of the charges, to attend and participate fully in a disciplinary hearing, to be represented by an attorney or advisor of their choice, to receive notice of the decision of the faculty-student disciplinary committee, and to appeal. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University.

ii. Discipline Against Employees

In cases where an employee is charged with a violation of this policy, including retaliation, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include reprimand, suspension or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by collective bargaining agreements.

iii. Action Against Visitors

In cases where the person accused of sexual harassment, gender-based harassment or sexual violence is neither a CUNY student nor a CUNY employee, the college's ability to take action against the accused is extremely limited. However, the college shall take all appropriate actions within its control, such as restricting the visitor's access to campus. In addition, the

matter shall be referred to local law enforcement for legal action where appropriate.

iv. No Disciplinary Action

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and the respondent of that decision contemporaneously, in writing, and shall offer counseling or other support services to both the complainant and the respondent.

G. Malicious Allegations

Members of the CUNY community who make false and malicious complaints of sexual harassment, gender-based harassment or sexual violence, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

H. Relationship of CUNY's Investigation to the Action of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

I. Filing External Complaints

Complainants have the right at any time to file complaints with the Office for Civil Rights ("OCR") of the U.S. Department of Education, alleging violations of Title IX, and to file complaints with other appropriate agencies alleging violations of other federal, state or local laws. Contact information for OCR and other relevant agencies is set forth on [the CUNY Title IX web page](#).

IX. College Obligations Under This Policy

In addition to addressing possible violations of this policy, colleges/units of CUNY have the following obligations:

A. Dissemination of Policies, Procedures and Notices

The college Title IX Coordinator, in coordination with the Office of Student Affairs, Office of Public Safety, Human Resources Department and other appropriate offices, is responsible for the wide dissemination of the following on her/his campus: (i) this Policy; (ii) CUNY's Notice of Non-Discrimination; (iii) the Title IX Coordinator's

name, phone number, office location, and email address; and (iv) contact information for the campus Public Safety Office. Such dissemination shall include posting the documents and information on the college website and including it in any student or faculty handbooks and in residence life materials. In addition, the Students' Bill of Rights, which is appended to and made a part of this policy, must be distributed to any individual reporting an incident of sexual misconduct at the time the report is made. It must also be distributed annually to all students, made available on the college's website and posted in college campus centers and in CUNY owned and operated housing.

B. Training and Educational Programming

The college Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this policy; provides education on this policy and on sexual misconduct (including domestic violence, dating violence, stalking and sexual assault) to new and continuing students; and promotes awareness and prevention of sexual harassment, gender-based harassment and sexual violence among all students and employees. Specific required trainings include the following:

i. Training For Responsible and Confidential Employees

The college shall provide training to all employees who are required to report incidents of sexual harassment, gender-based harassment or sexual violence under this policy, as well as those employees who have been designated as confidential employees.

ii. Student Onboarding and Ongoing Education

Each college shall adopt a comprehensive student onboarding and ongoing education campaign to educate students about sexual misconduct, including domestic violence, dating violence, stalking, and sexual assault. During the student onboarding process, all new first-year and transfer students shall receive training on this policy and on a variety of topics relating to sexual misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college shall also provide such educational programming to any other student groups which the college determines could benefit from education in the area of sexual harassment, gender-based harassment and sexual violence. The college shall also share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students.

C. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students' general awareness and knowledge of the University's policy

and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

X. Rules Regarding Intimate Relationships

A. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual harassment.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students, for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this section, professional responsibility for a student means responsibility over academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

B. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of

either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

XI. Definitions of Terms in this Policy

- A. **Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression. Consent may be initially given but withdrawn at any time. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

In order to give consent, one must be of legal age (17 years or older). Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

When consent is withdrawn or can longer be given, sexual activity must stop.

- B. **Complainant** refers to the individual who alleges that she/he has been the subject of sexual harassment, gender-based harassment or sexual violence, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college's attention by someone other than the complainant.
- C. **Complaint** is an allegation of sexual harassment, gender-based harassment or sexual violence made under this policy.
- D. **Dating, Domestic and Intimate Partner Violence** is a pattern of coercive behavior that can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an intimate partner. Such violence may occur in all kinds of intimate relationships, including married couples, people who are dating, couples who live together, people with children in common, same-sex partners, and people who were formerly in a relationship with the person abusing them.

- E. **Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter's consent for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire.
- F. **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual's participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.
- G. **Managers** are employees who have the authority to either (a) make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.
- H. **Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.
- I. **Respondent** refers to the individual who is alleged to have committed sexual harassment, gender-based harassment or sexual violence against a CUNY student, employee, or visitor.
- J. **Retaliation** is adverse treatment of an individual as a result of that individual's reporting sexual harassment, gender-based harassment or sexual violence, assisting someone with a report of sexual harassment, gender-based harassment or sexual violence, or participating in any manner in an investigation or resolution of a sexual harassment, gender-based harassment or sexual violence report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.
- K. **Sexual Activity** is
- penetration, however slight, of the vulva or the anus by the penis, hand/fingers or other object;
 - contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
 - intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person; or

- intentional touching, either directly or through the clothing of any other body part, with an intent to abuse, humiliate, harass, degrade or arouse or gratify the sexual desire of any person.

L. **Sexual Assault** is any form of sexual activity that occurs without consent.

M. **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

- i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo);

or

- ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual's educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered "unwelcome" if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

- i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual's body;
- ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;
- iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or
- iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

For purposes of this policy, sexual harassment also includes acts that violate an individual's right to privacy in connection with her/his body and/or sexual activity such as:

- i. Recording images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;

- ii. Disseminating images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;
 - iii. Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent.
- N. **Sexual Misconduct** is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.
- O. **Sexual Violence** is an umbrella term that includes: (1) sexual activity without affirmative consent, such as sexual assault rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below.
- P. **Stalking** is intentionally engaging in a course of conduct directed at a specific person with whom the perpetrator currently has, previously has had, or desires to have, some form of sexual or romantic relationship, that:
- 1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
 - 2. causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted; or
 - 3. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.
- Q. **Visitor** is an individual who is present at a CUNY campus or unit but is not a student or an employee.

The City University of New York
Students' Bill of Rights

CUNY students who experience campus-related sexual or gender-based harassment or sexual violence, including sexual assault, stalking, domestic violence, intimate partner violence or dating violence, are entitled to the following rights:

- To report the incident to your campus.
- To report the incident to the University or campus public safety department and/or to file a criminal complaint with the NYPD, or to choose not to report.
- To receive assistance from your campus or others in filing a criminal complaint, which may include seeking an Order of Protection.
- To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
- To request that the campus file conduct charges against the respondent(s). The decision on whether to bring charges rests with the campus.
- To be protected by your campus from retaliation for reporting the incident, and to have any allegations of retaliation addressed by the campus.
- To receive assistance and resources from your campus, including confidential and free on-campus counseling, and to be notified of other available services on- and off-campus, including, among other resources, the New York State Office of Victim Services.
- To receive assistance in seeking necessary medical services or treatment, including a Sexual Assault Forensic Examination (SAFE exam), on or off campus.
- To obtain, where appropriate, changes with respect to campus academic and living arrangements, no-contact orders, and other interim remedial measures to enable you to continue your education without undue stress or trauma.
- To have your complaints handled respectfully by the campus, and to be informed about how the campus will protect your privacy and confidentiality.
- To have your complaint investigated in a prompt, impartial and thorough manner by individuals who have received appropriate training in conducting investigations and the issues related to sexual harassment and sexual violence, and to be accompanied by a person of your choice at all meetings or hearings related to the process.
- To have your complaint against a student adjudicated by individuals who have received appropriate training on issues related to sexual harassment and sexual violence.
- To report incidents of sexual harassment or sexual violence that you experience while under the influence of alcohol or drugs without receiving discipline for your alcohol or drug use.
- To have the same opportunity as the respondent(s) to participate in a student disciplinary hearing before a faculty-student disciplinary committee, including the right to be present, to be assisted by a person of your choice, including an attorney, to present evidence, call witnesses, cross-examine witnesses, have your prior sexual history with persons other than

the respondent(s) excluded from the hearing, have your prior mental health diagnosis and/or treatment excluded from the hearing, receive written notice of the outcome of the hearing, and to appeal from the decision.

- To participate in the investigative and disciplinary processes of the campus without interference with your civil rights or practice of religion.

Questions about CUNY's sexual misconduct policy and procedures may be directed to [your campus Title IX Coordinator](#).

Information on resources and the process for filing a complaint is available on [CUNY's Title IX web page](#).