

# Silberman School of Social Work at Hunter College

## FIELDS OF PRACTICE SPECIALIZATION

2014-2015

*“Recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.”*

—**Preamble to the Universal Declaration of Human Rights (1948)**

*“Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”* —**Eleanor Roosevelt (1958)**

*“I think it is necessary to realize that we have moved from the era of civil rights to the era of human rights.”* —**The Reverend Martin Luther King, Jr. (1967)**

*“We have the Bill of Rights and we have civil rights. Now we need a Right to Care, and it's going to take a movement to get it.”* —**Deborah Stone (2000)**

The School of Social Work requires Second Year, Advanced Standing, Accelerated, and Time Frame II One Year Residency Program 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. Each of these areas is linked to a universal human right.

***Aging***  
***Child Welfare: Children, Youth, and Families***  
***Global Social Work and Practice with Immigrants and Refugees***  
***Health and Mental Health***  
***World of Work***

This guide provides essential information for students to understand and select a field of practice specialization and meet its requirements.

**HUMAN RIGHTS AND SOCIAL WORK**

Human rights are necessary for every human being to live in freedom, with dignity, security, and equality, and for people to have their needs met. They are universal and indivisible and apply no matter where a person comes from and regardless of his or her age, race, gender, sexual orientation, gender identity, income level, or ability. Human rights are not privileges. They apply equally to all simply because we are human beings. Both the Council on Social Work Education and the National Association of Social Workers have concluded that the purpose of social work is actualized through social work practice that develops the capacity for individuals, groups, and communities to exercise their human rights and through the development of social policies, programs, and organizations that prevent or ameliorate conditions that limit the exercise of these rights. In effect, the work that we do “is the technical mechanism that transforms human rights from universal principles to real experience in the lives of children, families, and communities.”

The U.S. participated in creating the Universal Declaration of Human Rights (UDHR), much of which drew on the vision of President Franklin D. Roosevelt and the work of Eleanor Roosevelt. Typically viewed as an international program, the human rights model is now being integrated into social work and social services in the United States (See the NASW Internal Affairs Department, CSWE competency 2.1.5; The Heartland Alliance [a large Chicago-based social service agency]; the Kensington Welfare Rights Organization [a grassroots group]; the National Economic and Social Rights Initiative [NESRI]; and the many other organizations that have successfully applied the human rights framework to their work in the U.S.).

**HUMAN RIGHTS AND FIELDS OF PRACTICE**

Each of our identified fields of practice reflects attention and commitment to a universal human right:

***The Right to Health (and Mental Health) Care:*** The Right to Health Care, an indispensable component of the broader right to health, is universally recognized as fundamental to human dignity, freedom, and well-being and indispensable for the exercise of other human rights. It recognizes “the right of everyone to the enjoyment of the highest attainable standard of physical and mental health” without discrimination of any kind and depends on the effective delivery of

quality health care. The World Health Organization defines health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” Many external factors influence our health, such as the environment, housing, workplace conditions, and medical care. In so far as these are shaped by society, the government has an obligation to protect our health (see Article 25, UDHR, Article 12, The International Convention on Social and Economic Rights).

***The Rights of Children and Families:*** The child is viewed as an individual *and* as a member of a family and community with rights and responsibilities appropriate to his or her age and stage of development. Children everywhere have the right to survival; to the fullest development; to protection from harmful influences, abuse, and exploitation; and to full participation in family, cultural, and social life. Children's earliest experiences significantly influence their future development. To assure their full and harmonious development, children should grow up in a family environment that promotes an atmosphere of happiness, love, and understanding. Since children have the right to a standard of living adequate for their physical, mental, spiritual, moral, and social development, families must be afforded the necessary protection and assistance so that they can fully assume their responsibilities within the community, including fostering the growth and well-being of all their members and particularly children. The best interests of the child shall be a primary consideration in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, or legislative bodies. Governments are obliged to respect parents' primary responsibility of providing care and guidance for their children and to support parents in this regard, providing material assistance and support programs (adapted from Convention on the Rights of the Child).

***The Rights of the Aging:*** The Madrid International Plan of Action on Aging (MIPAA), adopted by UN Member States in 2002, recommends many specific rights for older persons in a wide range of areas. In its *Priority Direction I: Older Persons and Development*, the MIPAA specifies the following areas among others: “active participation in society and development”; “work and the ageing labourforce”; “access to knowledge, education and training”; “intergenerational solidarity”; and “eradication of poverty.” In addition, *Priority Direction III: Ensuring Enabling and Supportive Environments* focuses on “housing and the living environment”; “neglect, abuse and violence”; and “images of ageing.” *Global Action on Aging* advocates for the protection of older persons as a key element of the human rights movement. Increasingly subject to theft, physical and emotional abuse, negative stereotyping, and discrimination, older persons often feel vulnerable and frightened. In addition, older people often face serious discrimination in the workplace. While many rights issues affect them negatively, older persons are claiming new sets of entitlements, including choice of sexuality and sexual activity, appropriate housing, innovative care-giving programs, and more control over end-of-life decisions.

***The Right To Work:*** The Right to Work guarantees the free choice of employment and the right of everyone to the opportunity to gain a living by work which is freely chosen or accepted and will take appropriate steps to safeguard this right. It includes the right to fair wages that ensure a decent living for oneself and one's family, safe and healthy working conditions, protection against unemployment, the absence of discrimination, equal pay for equal work, and the right to form and to join trade unions to protect one's interests. The full realization of these rights includes access to technical and vocational guidance as well as training programs, policies, and techniques to achieve steady economic, social, and cultural development and full and productive employment under

conditions safeguarding fundamental political and economic freedoms to the individual. Everyone also has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay (adapted from Article 23, 24 UDHR and Article 6, 7, 8 International Covenant on Economic, Social, and Cultural Rights).

***The Right to Freedom of Movement:*** Everyone has the right to movement and residence within the borders of each state, to leave any country including his or her own, and to return to any country. Everyone has the right to seek and enjoy protection from persecution, including asylum and refuge. The rights of immigrants, refugees, and economic migrants were originally set down in the Universal Declaration of Human Rights, Articles 13 and 14. The 1951 Convention on the Status of Refugees guaranteed the right of persons to leave their country of origin “owing to the well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.” The Charter of the Organization of African Unity extended these protections to include those escaping external aggression, occupation, foreign domination, or situations of violence or natural disaster entailing disturbance of the public order. These conventions require that unification of family members in safety be a high priority in caring for those who are forced to migrate. The General Assembly Resolution 46/182 of 1991 established standards and implementation bodies to address the needs of people around the globe in time of emergency, whether because of armed conflict, climate change, or disaster.

The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families entered into force in July 2003. This convention recognizes the reality of an increasingly interdependent world that requires people to leave home in search of economic opportunity. The primary objective of this convention is to protect migrant workers and their families, a particularly vulnerable population, from exploitation and the violation of their human rights and to extend the protections formerly afforded only to refugees to people who leave home in search of improved economic opportunity.

It should be noted that this field of practice recognizes that human rights standards are global, informed and established worldwide by people from a range of cultures and societies coming together to support one another in an interdependent world.

#### **WHY IS THERE A FIELD OF PRACTICE SPECIALIZATION REQUIREMENT?**

Building upon the knowledge and skills acquired in first-year courses, a FOP specialization provides students with the opportunity to develop advanced competencies as they enhance their knowledge of distinctive institutional settings, particular client populations, or social problems. The goals of a field of practice specialization are to accomplish the following:

- Provide students with opportunities to develop advanced competencies: in-depth knowledge and skill in an area of social work.
- Prepare students for a competitive job market given the organization of service delivery systems.
- Bring together faculty, students, and field agencies with similar interests to share and develop knowledge around contemporary issues and trends in social work.
- Provide an additional vehicle for generating innovation and new course material in the

curriculum.

- Maintain the focus of the School, the faculty, and the curriculum on the changing needs of the urban community.

### **REQUIREMENTS FOR COMPLETING A FIELD OF PRACTICE (FOP)**

Planning for a FOP specialization usually occurs in the second semester of the first year, or Time Frame I. Advanced standing students plan for a field of practice specialization in the summer before they enter the full-time program. Students are strongly encouraged to discuss their interest in a field of practice with their Field and/or Academic Advisor and the Chair of the field of practice specialization in which they have an interest. Students may also access information about the field of practice specializations through **podcasts** on Blackboard.

The requirements for completing a field of practice specialization are the following: (a) an appropriate second or residency year (OYR) field practicum, (b) enrollment in the corresponding platform course, and (c) Research I and II *or* the Professional Seminar with a research or a seminar focus on the relevant field of practice. When students complete the requirements of their field of practice specialization, they will have this recognized in their final evaluation summary; they may add this achievement to their resume, and they will receive a certificate, suitable for framing, upon graduation. A description of each approved field of practice follows. **\*\*Please note: Although it is not an FOP requirement, students are encouraged to take policy and elective courses that support their field of practice.\*\***

### **DESCRIPTION OF PLATFORM COURSES**

The platform courses developed for each field of practice (FOP) are designed to provide a broad foundation for practice, policy, advocacy, and research in each field of practice. The platform course prepares students for advanced practice and policy courses by emphasizing foundational practice theories, socio-political dynamics, and professional contexts that students will encounter in their FOP-specific field placements and in their future careers in their chosen area. The class emphasizes specific opportunities and challenges in each area as well as the historical, political, economic, and social forces that shape contemporary social work practice in the relevant field of practice.

### **FIELDS OF PRACTICE SPECIALIZATIONS**

#### **I. AGING**

Consistent with the human rights framework, the Aging Field of Practice (FOP) is guided by the principle that older adults are individuals—and members of a family and community with rights and responsibilities—who must be afforded the necessary protection and assistance to participate fully in family, cultural, and social life. Although older adults are clients who can be served in a variety of fields of practice, this specialization is defined by its formal and informal service structure; its social and legislative sanctions; the population it serves; its specific policy debates; and its practices.

The Aging Field of Practice (Gerontology) addresses the aging process from a life course perspective. This specialization explores the aging process and the variety of issues affecting older adults and their family systems. Course selections provide content with a focus on issues such as health and mental health; social service delivery in clinical and community-based settings; assessment of risk and protective factors associated with healthy aging; assessment, intervention, and evaluation of specialized services for older adults and their family systems; caregiving; long-term care policy; and the implications of the growing demographic of the aging society.

**Range of Clientele:** Anyone who is an older adult, those who might be dependent on an older adult, or those who provide care or support to an older adult.

**Field Placement Opportunities:**

Field placements will provide strong practice opportunities across the various methods of casework, group work, community organization, and administration. Placements vary from those which provide a range of services for a variety of client needs to placements that are more specialized in their focus on the aging population. Students complete their field instruction in approved field settings that specialize in working with the issues related to aging. Environments may include public agencies that specialize in working with individuals, families, and groups; community-based centers (i.e., senior centers, adult day care, etc.); agencies that are privately and/or publicly funded; agencies that combine direct service with policy work; preventive and protective services programs; health/mental health (medical/psychiatric) centers; and hospice settings and housing court. Field practicum settings have a primary orientation towards providing services to older adults, with some agencies that provide services for immigrants or refugees and lesbian, gay, bisexual, and trans families.

**Courses that may be taken to support this specialization (pending availability):**

- SSW 702.13 Women and Social Welfare Policy
- SSW 702.16 Social Work with the Homeless: Implications for Policy and Practice
- SSW 702.17 Social Welfare Policy in the Field of Aging
- SSW 713 HBSE III (Adults and Older Adults)
- SSW 724 Social Casework IV: Family Treatment; Brief Therapy and Cognitive-Behavioral Therapy
- SSW 735 Group Work for Non-Majors (Project must be in Gero)
- SSW 770 Alcohol and Drug Abuse: Social Work Practice
- SSW Field of Practice Platform Course
- SSW 791.57 Social Work with Victims of Violence against Women
- SSW 791.76 Social Services to the Gay & Lesbian Community
- SSW 791.89 Perspectives on the Aging Process: Implication for Social Work Practice
- SSW 794 Social Work Practice: Family Treatment
- SSW 796.60 Clinical Issues in Social Work Practice with the Aged
- SSW 797.01 Clinical Social Work Practice in Health Settings
- SSW 791.58 Human Sexuality
- SSW 702.18 Seminar in Social Welfare Section 1: Changing the Parameters of the Possible: Bringing Human Rights into Social Welfare Policy
- SSW 702.22 International Social Welfare Policy and Services

**Aging Field of Practice Chairs:**

Daniel Gardner	Room: 424	396-7527	<a href="mailto:dgardn@hunter.cuny.edu">dgardn@hunter.cuny.edu</a>
Carmen Morano	Room: 448	396-7547	<a href="mailto:cmorano@hunter.cuny.edu">cmorano@hunter.cuny.edu</a>

**II. CHILD WELFARE: CHILDREN, YOUTH, & FAMILIES**

Consistent with the human rights framework, the Child Welfare: Children, Youth, and Families (CWCYF) Field of Practice (FOP) takes the view that the child or youth is an individual—and a member of a family and community with rights and responsibilities appropriate to his or her age

and stage of development—who must be afforded the necessary protection and assistance to participate fully in family, cultural, and social life. Although children, youth, and families are the typical clients of most fields of practice, this field/specialization is defined by its particular service structure, its social and legislative sanctions, the population it serves, its specific policy debates, and its practices.

Thus, the CWCYF FOP is designed for students interested in working in public and/or private child welfare agencies; schools; or children, youth, and family organizations in direct service, supervisory, and administrative capacities as well as organizing on behalf of all children, youth, and families for access, social justice, and equality. It prepares social workers to provide a broad range of services to individuals, groups, and families in all phases of the family life cycle. Family and individual counseling, parent education and engagement, school-based interventions, and the full spectrum of child welfare services are emphasized in this specialization. Students who elect a CWCYF FOP develop a plan of study which includes a CWCYF Platform course; a field practicum in children, youth, and family services-related placement; a Professional Seminar/Capstone Project course; and a Research I & II project in a topic of relevance to this FOP.

**Range of Clientele:** Anyone who is a child, youth, or family member.

**Field Placement Opportunities:**

Students complete their field instruction in approved field settings that specialize in working with the issues of children, youth, and families. Environments may include public agencies that specialize in working with individuals, families, and groups; community-based centers; agencies that are privately and/or publicly funded; agencies that combine direct service with policy work; child guidance clinics; preventive services programs; school-based programs; family therapy programs; health/mental health (medical/psychiatric) centers; group care and residential treatment centers; multiple or neighborhood service centers; day care programs; family court; and children's or parents' rights groups. Field practicum settings have a primary orientation towards providing services to children and adolescents in biological families, foster kinship, or adoptive families; group home settings; homeless or displaced families; immigrant or refugee families; lesbian, gay, bisexual, and trans families; and families with serious health and mental health problems, including child sexual abuse or substance abuse.

**Courses that may be taken for this specialization (pending availability) :**

SSW 702.13	Women and Social Welfare Policy
SSW 702.15	Policy and Practice in Child Welfare
SSW 702.16	Social Work with the Homeless
SSW 702.18	Seminar in Social Policy: Drugs and Alcohol Policy
SSW 702.18	Social Welfare Policy Analysis, Development, and Change
SSW 713	HBSE III (Child & Adolescent)
SSW 715	Seminar in Psychodynamics
SSW 724	Clinical Practice Elective: Family; Child & Adolescent; Trauma or Cognitive/Behavioral Approaches
SSW 734	Group Work IV (field-based project must focus on CYF)
SSW 735	Group Work for non-majors (field-based project must focus on CYF)
SSW 770	Alcohol and Drug Abuse: Social Work Practice
SSW	Field of Practice Platform Course

SSW 791.57	Social Work with Victims of Violence
SSW 791.71	Services to Immigrants and Refugees
SSW 791.76	Social Work Practice w/ Lesbian, Gay, Bisexual, & Transgender People
SSW 792	Social Work Practice with Children and Adolescents
SSW 794	Social Work Practice with Families
SSW 796.53	Clinical Practice Issues in Child Welfare
SSW 796.61	Social Work Practice in School Settings

Enrichment seminars will be offered twice a semester (evening or weekends) on a cutting-edge child welfare topic from leading experts in child welfare from New York City, including voluntary child welfare agencies (State or County). For Clinical, COP&D, and OML, the 2<sup>nd</sup> year Field Instruction experience will take place in a children, youth, and family services agency.

Students are encouraged to become involved in the CWCYF FOP Student Alliance to be connected to the network of students in the same FOP and to take advantage of various opportunities and activities organized by this alliance.

**Child Welfare & Children, Youth, and Families Field of Practice Chairs:**

Gary Mallon	Room: 702	396-7562	<a href="mailto:gmallon@hunter.cuny.edu">gmallon@hunter.cuny.edu</a>
Marina Lalayants	Room 451	396-7550	<a href="mailto:mlalayan@hunter.cuny.edu">mlalayan@hunter.cuny.edu</a>

**III. GLOBAL SOCIAL WORK & PRACTICE WITH IMMIGRANTS AND REFUGEES**

The 21st century is characterized by unprecedented levels of global interdependence in which people, communities, and their institutions are engaged with international forces affecting their lives in very intimate ways. From climate change to economic adversity, these realities have called forth responses based on an increasing awareness of human interconnectedness. The Global Social Work and Practice with Immigrants and Refugees (GSWPIR) field specialization is defined by its mission to incorporate indigenous social work perspectives from around the globe to inform learning and practice in international contexts—with immigrants and refugees as well as in the U.S. urban environment. Many families are transnational today, with members in the US and in other countries around the globe, and social workers must be prepared to engage families and communities as they navigate these complexities, redefining concepts along the way. In the context of international standards of social justice and human rights, students will become aware of the differing discourses in this field and the varied understandings of and responses to adversity.

The GSWPIR FOP is designed for students experienced in a global context with immigrant, refugee, and other multicultural communities or with international organizations. The FOP will prepare students to work flexibly in multiple roles, informed by multiple ways of knowing and based on their chosen social work method. Students will develop competencies needed to practice in a global, multicultural environment and address either clinical issues with individuals, families, and groups; those of policy leadership and planning; or community organization policy and development. The concept of community is central to the field, and students will learn in practice how to utilize methods learned from global experience. Students who elect the GSWPIR FOP develop a plan of study which includes two of the courses listed below; a field practicum in a global, immigrant, and/or refugee related placement; and a Professional Seminar or Research I & II project in a topic of relevance to this FOP.

**Range of Clients:** Immigrants, refugees, and their family members as well as people and organizations engaged with or affected by globalization and global interdependence.

**Field Placement Opportunities:**

Students complete their field instruction in approved field settings that specialize in working with immigrants, refugees, asylees, and/or global practice. 38% of New Yorkers were born outside of the U.S., and many others have family members who remain in or have returned to faraway homes abroad. Therefore, most of the city's important social agencies seek specialists in work with this population. Field education takes place in community agencies working with people throughout the lifespan; schools and other education programs; health facilities including hospitals, clinics, and community health facilities or substance abuse and other specialized programs; public and private social welfare institutions; legal settings; and selected international organizations including the United Nations. Special populations include survivors of trafficking and HIV/AIDS, LGBTQ asylum seekers; and undocumented workers. Some placements will require proficiency in a language other than English and/or previous grassroots experiences in cross-cultural contexts or with immigrants, refugees, or multicultural populations. **All field placements are located in the New York/New Jersey metropolitan area and its environs.**

**Courses that may be taken for this specialization include (pending availability) :**

SSW 702.22	International social welfare policy and services or
SSW 702.19	Immigrants and Refugees; Policies and Issues
SSW 702.13	Women and Social Welfare ( <i>can be substituted for the above by students in the Policy specialization</i> )
SSW	Field of Practice Platform Course
SSW 791.88	Spirituality and Healing
SSW 798.02	Social Work and the Latino Community
SSW 791.71	Services to Immigrant and Refugee
SSW 796.70	Work with Veterans and Military Service Members
SSW 791.57	Social Work with Victims of Violence (work must focus on global or immigration issues)
SSW 791.76	Social Work Practice w/ Lesbian, Gay, Bisexual, & Transgender People work must focus on global or immigration issues)
SSW 797.60	Neighborhood Lab: Strengthening Community Capacity
SSW 798.10	Multicultural Social Work Practice (Also sometimes listed as 795.55)
SSW 724.00	Social Casework 4- Trauma
SSW 724.00	Social Casework 4 – Relational Therapy
SSW 791.75	Social Work and AIDS (work must focus on global or immigrant/refugee issues)
SSW 780	Administration for Non-Majors (work must focus on global or immigration issues)
SSW 725	Casework for non-majors (students must be working with immigrants, refugees, or asylum seekers)
SSW 735	Group work for non-majors (group must include immigrants, refugees, or asylum seekers)
SSW 747	Community Organization/ Non-Majors (most focus on global or immigrant issues)

SSW 702.00 Social Policy, Social Activism, and Community Change in the U.S .and Israel  
Course Tutorial SPRING 2015—To Be Announced

Other study abroad courses if/when they are offered at the Silberman School of Social Work

Other courses are possible with appropriate assignments – just ask.

Students are encouraged to become involved in the Global Social Work Alliance to be connected to the network of students in the same FOP and to take advantage of various opportunities and activities organized by the alliance, including specialized lectures, films, and other experiences, and to receive mailings about related events around town.

**Global Social Work and Practice with Immigrants and Refugees Field of Practice Chair:**

Martha Bragin Room: 427 347 204 1242 [marthabragin@verizon.net](mailto:marthabragin@verizon.net)

**IV. HEALTH/MENTAL HEALTH**

In this field of practice, health and illness are considered as points along a continuum. Health is not merely the absence of disease. It is the ability to function in complete harmony with one's environment and the capability of meeting the ordinary physical, social, and emotional stresses of life. The goals of this specialization are to prepare social workers who can responsibly meet the changing needs of people faced with health concerns and who can effectively advocate for quality health/mental health policies and practices in New York City. Students in this specialization generally have the opportunity to participate in a multidisciplinary health care team; work with the range of client needs (illness to wellness) and the continuum of care (prevention to long-term care) to meet those needs; learn about public and private health/mental health laws, programs, resources, benefits, and services; use skills necessary to provide quality health care services in existing or alternative health care systems; and participate in consumer and professional advocacy networks and organizations established to protect patients' rights.

***Field Placement Opportunities:***

Field placement settings in this specialization include large hospitals; ambulatory care or primary care facilities; hospital out-patient and in-patient clinics or community-based health centers; day treatment programs; substance abuse treatment facilities; and specialized nursing care facilities for the chronically ill, aged, or those in need of intensive rehabilitation and/or hospice care. Some settings focus on health education or patient advocacy.

Some examples of Health/Mental Health Specializations include work with MICA/CAMI clients; cancer patients and their families; end-of-life decisions in palliative care settings; groups with persons diagnosed with HIV/AIDS; discussion groups for parents around family health needs; community health education programs; persons with mental illness advocating for their mental health needs; training programs for workers providing intensive case management; or older adults and their families in extended-care facilities.

**Courses that may be taken to support this specialization (pending availability):**

SSW 702.14 Social Policy: Health or Mental Health Systems

SSW 715 Seminar in Psychodynamics

SSW 724 Brief Therapies or Cognitive-Behavioral Therapies OR Family Therapy OR  
Advanced Clinical Practice with Children OR Advanced Practice with  
Survivors of Trauma

SSW 735	Group work for non-majors (group or project must have H/MH focus)
SSW 770	Alcoholism and Drug Abuse
SSW	Field of Practice Platform Course
SSW791.57	SW with Victims of Violence
SSW 791.58	Human Sexuality
SSW 791.75	Social Work Practice with People with AIDS
SSW791.93	Community Mental Health
SSW794.00	SW Practice: Family Treatment
SSW 796.58	Psychosocial Approaches in the Treatment of Chronic Mental Illness
SSW 796.60	Clinical Issues in Social Work Practice with the Aged
SSW 796.62	Social Work Practice with People with AIDS and Chronic Illness
SSW 797.01	Clinical Social Work Practice in Health Settings

**Health/Mental Health Field of Practice Chair:**

Juan Pena                      Room 436              396-7539              [jp74@hunter.cuny.edu](mailto:jp74@hunter.cuny.edu)

**V. WORLD OF WORK**

The World of Work Field of Practice Specialization underscores the importance of work, income, and employment in our society and in the lives of the clients and communities we serve. Increasingly in this country, “you are what you do”; therefore, work issues are always central to our clients. Indeed, the theme of work covers the entire life span and offers opportunities for social work intervention with adults, older adults, adolescents, their families, and the communities involved. This FOP adopts a holistic approach to work, income generation, and employment: through involvement in the labor force, individuals benefit from time structure, a sense of responsibility, and social contacts—all of which positively influence their health, mental health, and social and community networks.

***Field Placement Opportunities:***

Field placements will provide opportunities to develop and strengthen clinical, community, and organizational practice skills with individuals, families, small groups, communities, and organizations. Placements are in a wide array of clinical and macro (community organizing, planning, development, research/evaluation, and leadership) settings, including labor unions, non-profit agency employment programs, university labor research centers, labor-management-based Member Assistance Programs (MAPs), and management-sponsored Employee Assistance Programs (EAPs) under the auspices of hospitals, universities, trade unions, city agencies, and external corporate providers. In addition, there are placement opportunities in employment agencies, welfare-to-work programs, and supported employment and vocational rehabilitation settings. Many of these field placements provide stipends. These placements offer a particularly good opportunity for students wishing to consider EAPs and other workplace settings for employment upon graduation because many of our World of Work alumni are employed in these settings. However, experience shows that the World of Work specialization also prepares students exceedingly well with the skills they need for career success in all social work settings. Students completing the World of Work Specialization will receive recognition at graduation certifying their completion of the requirements for this specialization, and they may note this on their résumé.

**Courses that may be taken to support this specialization (pending availability):**

SSW 702.10    The Organization and Delivery of Social Services to Workers and Their

	Families
SSW 702.11	The Political Economy and Social Welfare
SSW 702.13	Women and Social Welfare Policy
SSW 702.18	Social Welfare Policy Analysis, Development, and Change
SSW 702.19	Immigration and Refugees
SSW 702.21	Social Welfare and Disabilities
SSW 713	HBSE III (Adults and Older Adults)
SSW 724	Casework IV: Brief Therapies; Trauma; or Cognitive-Behavioral
SSW 727	Social Work with Clients in Authoritarian Settings
SSW 770	Alcohol and Drug Abuse: Social Work Practice
SSW	Field of Practice Platform Course
SSW 791.71	Social Work Practice with Immigrants and Refugees
SSW 791.83	Social Work Practice and the Disabled
SSW 796.52	Social Work Practice with Workers and their Families
SSW 748.00	Grantsmanship
SSW 796.66	Political Advocacy and Social Work (CO 4)

**World of Work Field of Practice Chair:**

Kristin Ferguson-Colvin      Room: 454      396-7553      [kferg@hunter.cuny.edu](mailto:kferg@hunter.cuny.edu)

**HOW TO CHOOSE A FIELD OF PRACTICE**

***STEP 1: SPRING SEMESTER (or second semester in the program)—Selecting an FOP***

1. Please read over the requirements for each field of practice specialization; attend meetings with the field of practice faculty (or view the informational podcasts).
2. Discuss your field of practice preferences with your Field Advisor in the spring semester as part of the field placement planning process for next year. OYR students should also discuss FOP preference with their advisors.
3. Indicate a **Field of Practice Preference** on your field planning form.
4. Plan your course choices for fall semester to support your field of practice specialization.

***STEP 2: SPRING SEMESTER (or second semester in the program)—Making a Commitment***

1. In the spring semester (no later than February 1<sup>st</sup>) of your second year or OYR Time Frame 2 year, you should review the field of practice **Commitment Form and Specialization Plan (the form is available on Blackboard)** with your Field Advisor; you may also wish to consult an Academic Advisor to discuss courses that will enhance your FOP experience.
2. Have your Field Advisor sign off on the Commitment form, indicating that your field placement preference will meet the standard of the FOP you have selected.
3. Submit this material to Student Affairs, 3<sup>rd</sup> Floor (the contact person is Lina Briscese). Student Affairs will record your submission of the Commitment Form and will forward your material to the Chair of the Field of Practice you have selected.

**STEP 3: BEFORE GRADUATION—Completing the Field of Practice Requirements**

In the semester of your expected graduation (April 15 for spring graduates, July 15 for fall graduates, and December 15 for January graduates), **submit the following:**

1. **TWO (2) copies** of the **Field of Practice Completion** form (found in the **Student Services** section of the **Silberman website**: <http://sssw.hunter.cuny.edu/studentservices/>).
2. A copy of your unofficial transcript on which you indicate the courses that you are using to fulfill the field of practice requirement.
3. A descriptive statement of your paper or project topic for Research I or II **or** the topic of your Professional Seminar paper or project. For the option you have chosen, please ask your **classroom professor** to sign off on this statement, verifying that this is the focus of your work. Please note that the topic must be related to your FOP.
4. If you have made changes in your agency or field placement assignments, it will be necessary for you to update your **Specialization Plan**. Please follow the outline on the application form and use the headings provided. Ask your Field Advisor to sign off on the field placement description **ONLY** if your placement has changed.

If the title and descriptive statement do not make the connection obvious, please add an additional explanation.

**STEP 4: FINAL STEP—Submitting the Completion Form**

Please turn in your completed application in a self-addressed 9"x12" envelope to Student Affairs, Room 301. Keep copies of your paperwork in case anything is lost or misplaced in the process.

The Field of Practice Chair will review your material, give approval, and sign your certificate (which will be mailed to you after graduation).