

# Silberman

## School of Social Work

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### HUNTER

# Student Handbook

## MSW Program

We strive to be supportive and responsive in helping you cope with the academic, personal, and internship demands of graduate school. This support begins by making certain you know how to locate the wide variety of resources available to you. As graduate students and beginning professionals, you are responsible for familiarizing yourself with all School policies, procedures, guidelines, and program requirements.

The *Student Handbook* and School policies are available on the SSSW website. Please check the website regularly for important, up-to-date information: [sssw.hunter.cuny.edu](http://sssw.hunter.cuny.edu).

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**The Silberman School of Social Work at Hunter College**

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## **SILBERMAN SCHOOL OF SOCIAL WORK 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 STATEMENT**

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.

The School is fully accredited by the Council on Social Work Education.

# 1 THE MSW PROGRAM

## Overview

The Silberman School of Social Work at Hunter College (Silberman, SSW, SSSW, or “the School”) adheres to the principle that social work education is based upon a common core of practice values, skills, and knowledge that result in professional competency. The MSW curriculum at the Silberman School of Social Work reflects a commitment to human rights, cultural complexity, and social and economic justice. The curriculum includes Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice Methods, Social Work Research, the Field Practicum, and the Professional Seminar.

Students are required to take a year-long Social Work Practice Learning Lab and to select one of three practice methods: **Clinical Practice with Individuals, Families, and Small Groups; Community Organizing, Planning and Development;** or **Organizational Management and Leadership.**

In addition, the SSSW 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 our commitment to social justice and human rights, the nature of the service systems where we do our work, and contemporary issues in social work practice, the school has chosen the following four FOP specializations:

- Aging
- Child Welfare – Children, Youth and Families
- Health and Mental Health (a sub-specialization in World of Work is available)
- Global Social Work and Practice with Immigrants and Refugees

The School has strong ties to many social agencies which provide students with field placements in a variety of practice areas. Qualified agency staff serve as accredited field instructors. All field instructors must be SIFI certified. For detailed information on the field practicum, please see the Silberman School of Social Work Field Education Manual.

## Programs of Study—Pathways to the MSW Degree

The Silberman School of Social Work offers several pathways leading to the Master of Social Work (MSW) degree.

### *Two-Year, Full-Time Program (TYP)*

The Two-Year, Full-Time Program (TYP) is designed for students who can devote themselves to full-time academic and field study. Students are expected to attend classes two days a week with their pathway cohort, and to be in field placement three days a week during standard business hours. Under this pathway, students complete the 60 academic credits

required for graduation in two years.

### *One-Year Residency Work-Study Program (OYR)*

The One-Year Residency (OYR) Program provides opportunities for advanced social work education to human services workers employed full-time within a social services agency in a social-work-related role. Individuals are eligible for the OYR program if they have **completed a minimum of two years of post-baccalaureate full-time employment in a recognized human service organization** and if their current social welfare 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 field instruction requirement is completed during the second year of the OYR Program, when students are enrolled in classes one day per week and are in field placement four days per week. The field practicum takes place in the agency at which the student is employed.

### *Advanced Standing Program*

The Advanced Standing Program is an intensive program for a limited number of outstanding students who have graduated from a Council on Social Work Education (CSWE) accredited baccalaureate social work program. Applicants must have received their undergraduate degree within the last five years and must meet all other admission criteria for acceptance into the graduate social work program at Hunter, including above-average performance in their undergraduate social work major. Applicants accepted into the program will be waived from some courses required in the first year of the MSW program. Students should review and confirm their individual registration requirements with an academic advisor prior to the start of classes. 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.

### *Dual Degree Program: School of Social Work and the Bank Street College of Education*

The Dual Degree Program is designed to prepare social workers to understand and work with the special needs and vulnerabilities of children aged birth to three and their families. The program prepares social workers for professional roles that combine both educational and clinical skills. The curriculum design incorporates theoretical and practice aspects of each degree into a cohesive educational and professional program. Applicants apply to each institution separately. The MSW and the MS in Education degrees are awarded simultaneously, upon completion of each program at the respective institution. The program requirements satisfy the accreditation standards for each degree. In the first two years of the program, students have an intensive experience at each institution. In the third year, students move between both institutions to complete coursework. Both institutions require a supervised field practicum. Applicants must meet all admission requirements of the MSW program and are required to have experience in work with children. For the Dual Degree Program, courses required at Bank Street total 36 academic credits; credits

required at Hunter total 51.

### *Accelerated Program*

This program is designed for students ready to participate in an intensive, year-round learning experience. It is a 60 credit program; as of this writing, the program is for Clinical Practice majors only. Full-time students matriculate in January, are assigned field placements, and complete their first-year requirements by the end of the summer. They start their third semester in the fall and graduate in the following August. Students who are already working in the human services field enter the Accelerated OYR program beginning with evening study in January through the summer and complete their Time Frame II studies in the following fall and spring. They are able to graduate the following December. **Please note: Given the trajectory of the Accelerated Program, it is likely that the total tuition cost will exceed that of the regular Two-Year Full-Time pathway.**

**All MSW students must complete their degree requirements within five years of matriculation.**

### **Change of Degree Pathway**

All requests to change the chosen degree pathway – for both incoming *and* continuing students – are referred to the Director of Enrollment Management. Requests will be reviewed to confirm the student's motivation for seeking the change, and to confirm that the change is supported within the admissions criteria.

- Students seeking to change their pathway to the One-Year Residency (OYR) must demonstrate the requisite minimum of two [2] years' full-time, direct social service employment related to their practice method, along with the Agency Agreement and letters of recommendation.
- Students seeking to change to the Full-Time Two-Year pathway must be able to confirm the time commitment of a full-time course schedule and weekday/daytime field placement.

If Enrollment Management grants a student's request for pathway change, the student will meet with both the Department of Student Services and the Department of Field Education to confirm and agree to their revised course trajectory. Depending on timing and other case details, the student may need to repeat some courses. The Office of Enrollment Management will confirm the student's status change with the Departments of Student Services and Field Education. The student is then assigned an academic advisor for oversight and registration confirmation.

# 2 CURRICULUM OF THE MSW DEGREE PROGRAM

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
<b>Identify as a professional social worker and conduct oneself accordingly (EP2.1.1)</b>	
PB 1: Advocate for client access to the services of social work.	<b>CPIFG APB 1:</b> 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.	
<b>Apply social work ethical principles to guide professional practice (EP 2.1.2)</b>	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	<b>CPIFG ABP 2:</b> 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	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
principled decisions.	
<b>Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)</b>	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	<b>CPIFG APB 3:</b> Collect and interpret information from multiple sources of data
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	<b>CPIFG APB 4:</b> Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	<b>CPIFG APB 5:</b> 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.	<b>CPIFG APB 6:</b> Demonstrate capacity to effectively communicate findings with a broader audience
	<b>FoP APB1:</b> Differentially apply field-of- practice-specific concepts and theories to social work methods
<b>Engage diversity and difference in practice (EP 2.1.4)</b>	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	<b>CPIFG APB 7:</b> 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	<b>CPIFG APB 8:</b> 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	<b>FoP APB2:</b> 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	<b>FoP APB3:</b> Demonstrate cultural humility in learning about and from those served in the specified field of practice
	<b>FoP APB4:</b> 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
<b>Advance human rights and social and economic justice (EP 2.1.5)</b>	
PB 18: Understand the forms and mechanisms of oppression and discrimination	
PB 19: Advocate for human rights and social and economic justice	<b>CPIFG APB 9:</b> Critically assess how your CPIFG practice advances social and economic justice
PB 20: Engage in practices that advance social and economic justice	<b>FoP APB5:</b> Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice
	<b>FoP APB6:</b> 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
<b>Engage in research-informed practice and practice-informed research (EP 2.1.6)</b>	
PB 21: Use practice experience to inform scientific inquiry.	<b>CPIFG APB 10:</b> Synthesize practice experience to develop research agenda
PB 22: Use research evidence to inform practice	<b>CPIFG APB 11:</b> Conduct research to inform practice
<b>Apply knowledge of human behavior and the social environment (EP 2.1.7)</b>	
PB 23: Use conceptual frameworks to guide the	<b>CPIFG APB 12:</b> Differentially apply conceptual

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
processes of assessment, intervention, and evaluation	frameworks to guide the processes of assessment, intervention, and evaluation
PB 24: Critique and apply knowledge to understand person and environment	
<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)</b>	
PB 25: Analyze, formulate, and advocate for policies that advance social well-being	<b>CPIFG APB 13:</b> Synthesize impact of CPIFG policy or policies to advance social well-being
PB 26: Collaborate with colleagues and clients for effective policy action	
<b>Respond to contexts that shape practice (EP 2.1.9)</b>	
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	<b>CPIFG APB 14:</b> 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	<b>FoP APB7:</b> 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
<b>Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)</b>	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	<b>CPIFG APB 15:</b> 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	
<b>Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)</b>	
PB 32: Collect, organize, and interpret client data	<b>CPIFG APB 16:</b> 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	<b>CPIFG APB 17:</b> 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	
<b>Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)</b>	
PB 36: Initiate actions to achieve organizational goals	<b>CPIFG APB 18:</b> 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	<b>CPIFG APB 19:</b> Adapt change strategies and treatment applications across stages of Clinical Practice with Individuals, Families, and Groups
PB 38: Help clients resolve problems	<b>CPIFG APB 20:</b> 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.	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
<b>Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)</b>	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	<b>CPIFG APB 21:</b> 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
<b>Identify as a professional social worker and conduct oneself accordingly (EP2.1.1)</b>	
PB 1: Advocate for client access to the services of social work.	<b>COPD APB 1:</b> 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.	<b>COPD APB 2:</b> 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.	
<b>Apply social work ethical principles to guide professional practice (EP 2.1.2)</b>	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	<b>COPD ABP 3:</b> 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).	<b>COPD ABP 4:</b> Help other understand and work with the dilemmas between means and ends;
PB 9: Tolerate ambiguity in resolving ethical conflicts.	<b>COPD ABP 5:</b> 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.	
<b>Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)</b>	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	<b>COPD APB 6:</b> 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.	<b>COPD APB 7:</b> 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.	<b>COPD APB 8:</b> Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	<b>COPD APB 9:</b> Examine new models of assessment,

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
	prevention, intervention, and evaluation
	<b>COPD APB 10:</b> Demonstrate capacity to effectively communicate findings with a broader audience
	<b>FoP APB1:</b> Differentially apply field-of- practice-specific concepts and theories to social work methods
<b>Engage diversity and difference in practice (EP 2.1.4)</b>	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<b>COPD APB 11:</b> 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.
PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	<b>FoP APB2:</b> 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.	<b>FoP APB3:</b> 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.	<b>FoP APB4:</b> 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
<b>Advance human rights and social and economic justice (EP 2.1.5)</b>	
PB 18: Understand the forms and mechanisms of oppression and discrimination.	
PB 19: Advocate for human rights and social and economic justice.	<b>COPD APB 12:</b> Critically assess how one's COPD practice advances social and economic justice.
PB 20: Engage in practices that advance social and economic justice.	<b>FoP APB5:</b> Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice
	<b>FoP APB6:</b> 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
<b>Engage in research-informed practice and practice-informed research (EP 2.1.6)</b>	
PB 21: Use practice experience to inform scientific inquiry.	<b>COPD APB 13:</b> 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.	<b>COPD APB 14:</b> Synthesize practice experience to develop research agenda.
	<b>COPD APB 15:</b> Conduct research to inform practice
<b>Apply knowledge of human behavior and the social environment (EP 2.1.7)</b>	
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<b>COPD APB 16:</b> Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
PB 24: Critique and apply knowledge to understand person and environment.	
<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)</b>	
PB 25: Analyze, formulate, and advocate for policies	<b>COPD APB 17:</b> Synthesize impact of COPD policy on

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
that advance social well-being.	practice to advance social well-being
PB 26: Collaborate with colleagues and clients for effective policy action.	
<b>Respond to contexts that shape practice (EP 2.1.9)</b>	
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<b>COPD APB 18:</b> 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.	<b>FoP APB7:</b> 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
<b>Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)</b>	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	<b>COPD APB 19:</b> Model leadership behaviors and beliefs in others' capacities to lead
	<b>COPD APB 20:</b> Differentially engage diverse individuals, families, and groups.
PB 30: Use empathy and other interpersonal skills.	<b>COPD APB 21:</b> 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.	<b>COPD APB 22:</b> 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.
<b>Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)</b>	
PB 32: Collect, organize, and interpret client data.	<b>COPD APB 23:</b> Demonstrate 'respect and challenge' in decision-making in community groups
PB 33: Assess client strengths and limitations.	<b>COPD APB 24:</b> Practice 'where the people are at plus one.'
PB 34: Develop mutually agreed-on intervention goals and objectives.	
PB 35: Select appropriate intervention strategies.	
<b>Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)</b>	
PB 36: Initiate actions to achieve organizational goals.	<b>COPD APB 25:</b> Create agendas that are of interest to and involve all levels of membership;
PB 37: Implement prevention interventions that enhance client capacities.	<b>COPD APB 26:</b> 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.	
<b>Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)</b>	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	<b>COPD APB 27:</b> 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
<b>Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)</b>	
PB 1: Advocate for client access to the services of social work	<b>OML APB 1:</b> 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	
<b>Apply social work ethical principles to guide professional practice (EP 2.1.2)</b>	
PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.	<b>OML APB 2:</b> 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.	
<b>Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)</b>	
PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	<b>OML APB 3:</b> Collect and interpret information from multiple sources of data
PB 12: Analyze models of assessment, prevention, intervention, and evaluation.	<b>OML APB 4:</b> Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation
	<b>OML APB 5:</b> 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.	<b>OML APB 6:</b> Demonstrate capacity to effectively communicate findings with a broader audience
	<b>OML APB 7:</b> Apply critical and strategic thinking to decisions concerning the financial management of social service organizations and programs
	<b>OML APB 8:</b> Demonstrate knowledge about how a board of directors and an executive can create and/or operate a mission driven organization
	<b>OML APB 9:</b> Apply knowledge of organizations to critically strategize organizational change, including the ability of organizational actors to achieve the change they desire
	<b>OML APB 10:</b> Apply knowledge of organizational lifecycles from one or more of the perspectives on this addressed in the class, and how the lifecycles of

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
	organizations influence managing human service organizations, especially strategically.
	<b>FoP APB1:</b> Differentially apply field-of- practice-specific concepts and theories to social work methods
<b>Engage diversity and difference in practice (EP 2.1.4)</b>	
PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<b>OML APB 11:</b> Formulate differential interventions that engage multiple stakeholders
	<b>OML APB 12:</b> 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.	<b>FoP APB2:</b> 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.	<b>FoP APB3:</b> 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.	<b>FoP APB4:</b> 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
<b>Advance human rights and social and economic justice (EP 2.1.5)</b>	
PB 18: Understand the forms and mechanisms of oppression and discrimination.	
PB 19: Advocate for human rights and social and economic justice.	<b>OML APB 13:</b> Critically assess how your OML practice advances social and economic justice
PB 20: Engage in practices that advance social and economic justice.	<b>FoP APB5:</b> Demonstrate working knowledge of applicable laws, policies, and standards relevant to the specified field of practice
	<b>FoP APB6:</b> 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
<b>Engage in research-informed practice and practice-informed research (EP 2.1.6)</b>	
PB 21: Use practice experience to inform scientific inquiry.	<b>OML APB 14:</b> Synthesize practice experience to develop research agenda
PB 22: Use research evidence to inform practice.	<b>OML APB 15:</b> Conduct research to inform practice
<b>Apply knowledge of human behavior and the social environment (EP 2.1.7)</b>	
PB 23: Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<b>OML APB 16:</b> 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.	<b>OML APB 17:</b> Demonstrate awareness and understanding of how organizational change affects various stakeholder constituencies of the organization.
<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)</b>	

Competencies and Foundation-Level Practice Behaviors	Competencies and Advanced-Level Practice Behaviors
PB 25: Analyze, formulate, and advocate for policies that advance social well-being.	<b>OML APB 18:</b> Synthesize impact of OML policy on practice to advance social well-being
PB 26: Collaborate with colleagues and clients for effective policy action.	
<b>Respond to contexts that shape practice (EP 2.1.9)</b>	
PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<b>OML APB 19:</b> Apply knowledge and skills of how technology 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.	<b>OML APB 20:</b> Demonstrate knowledge about the planning, design, and implementation of human services and systems.
	<b>FoP APB7:</b> 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
<b>Engage with individuals, families, groups, organizations, and communities (EP 2.1.10a)</b>	
PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	<b>OML APB 21:</b> 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.	
<b>Assess individuals, families, groups, organizations, and communities (EP 2.1.10b)</b>	
PB 32: Collect, organize, and interpret client data.	<b>OML APB 22:</b> 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.	
<b>Intervene with individuals, families, groups, organizations, and communities (EP 2.1.10c)</b>	
PB 36: Initiate actions to achieve organizational goals.	<b>OML APB 23:</b> Apply skills and knowledge of individual behavior in groups, group behavior, and organizational dynamics
PB 37: Implement prevention interventions that enhance client capacities.	
PB 38: Help clients resolve problems	
PB 39: Negotiate, mediate, and advocate for clients.	
PB 40: Facilitate transitions and endings.	
<b>Evaluate individuals, families, groups, organizations, and communities (EP 2.1.10d)</b>	
PB 41: Social workers critically analyze, monitor, and evaluate interventions.	<b>OML APB 24:</b> 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 third methods course either prior to or after the practicum, depending on their method.

## **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.

Please review Appendix A for course Requirements.

- 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.

<b>Chairs</b>	<b>Professional Curriculum Areas</b>	<b>Phone (212)</b>	<b>Room</b>
Dr. Mimi Abramovitz	Social Welfare Policy and Services	396-7535	432
Dr. Ilze Earner	Human Behavior & the Social Environment	396-7565	705
Dr. Willie Tolliver	Social Work Practice Learning Laboratory	396-7523	409
Dr. Robyn Brown-Manning		396-7782	722
Dr. Samuel Aymer	Clinical Practice with Individuals, Families and Small Groups	396-7555	456
Dr. Stephen Burghardt	Community Organization, Planning, and Development (COPD)	396-7524	410
Dr. James Mandiberg	Organizational Management and Leadership	396-7525	422
Dr. Bernadette Hadden	Research	396-7545	446
Ms. Kanako Okuda, LCSW	Field Education	396-7571	302
Dr. Patricia Dempsey	BSW Program	396-7532	429

## **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, Accelerated, 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 Two-Year 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 four 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 practice setting, or policy issue. The purpose of the field of practice specialization is to accomplish the following:

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

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. They may also contact the following faculty members for additional information:

<b>Chairs</b>	<b>Fields of Practice Specializations</b>	<b>Phone (212)</b>	<b>Room</b>
Dr. Carmen Morano	Aging (Gerontology)	396-7547	448
Dr. Marina Lalayants	Child Welfare: Children, Youth and Families	396-7550	451
Dr. Paul Kurzman	World of Work (sub-specialization)	396-7537	434
Dr. Alexis Kuerbis	Health and Mental Health	396-7538	435
Dr. Martha Bragin	Global Social Work & Practice With Immigrants & Refugees	396-7530	427

# 3

## THE ONE-YEAR RESIDENCY PROGRAM (OYR)

### The OYR Program: Overview

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 a 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. (See model course programs in Appendix A). Students earn 24 credits in this initial phase of the program. 24 earned credits are required, except in rare circumstances, for entrance into the residency year phase of the program.

### Time Frame II: Residency Year

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 this field practicum residency is called Time Frame 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/OYR contract prior to the start of the residency. The details of Time Frame II are as follows:

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.

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 must meet all criteria outlined in **Chapter 4** below.
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.

Note: In the very unusual circumstance that a field agency is, or becomes, unable to identify field instructors 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.

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. The student may not proceed into their residency year until the final written agreement has been submitted and approved by the Field Education Department. A copy of this agreement will be sent to the student when 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.

For additional information, see the *Field Education Manual* or contact the Department of Field Education.

### **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.

# 4

## FIELD PRACTICUM

The following chapter provides a broad introduction to Silberman's field practicum experience and requirements. For the greatest level of detail, students are encouraged to consult the **SSSW Field Education Manual**, available online at [http://sssw.hunter.cuny.edu/ssw/?page\\_id=1261](http://sssw.hunter.cuny.edu/ssw/?page_id=1261).

### 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 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 and 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 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.

Field practicum agencies are responsible for providing sufficient assignments in the student's primary practice method (Clinical Practice with Individuals, Families and Small Groups; Community Organizing, Planning and Development; or Organizational Management and Leadership) as well as a range of other learning opportunities. The agency must ensure that the student is supervised by a qualified and certified field instructor. The field instructor must possess at least three years of post-MSW experience (in certain cases, the Director of Field Education *may* approve someone with two years of post-master's experience); SIFI certification (Seminar in Field Instruction); and a New York State license when necessary. They must be available to provide at least an hour, preferable an hour and a half, of supervisory conferencing with each student each week. The field instructor follows all practicum guidelines described in the **SSSW Field Education Manual**, and is

responsible for evaluating student performance at the middle and end of each semester using the Field Practicum Evaluation, which will be emailed to them.

The field instructor also works closely with the student's field advisor, who is based at the School of Social Work. Field advisors are the liaisons between the school and placement agencies. They meet with students during scheduled advisement times, which are mandatory for students, and hold a range of additional responsibilities that help ensure the quality and safety of the student's field experience. For more information about field advising, please see **Chapter 5** of this Student Handbook, *Field Advising*.

Students in the **Two-Year Full-Time Program and the Accelerated Program** are placed in a different social service agency each academic year for three days per week (21 hours each week, during regular business hours) for a minimum of 300 hours per each of four semesters. Evening and/or weekend placements are not possible.

Incoming students are placed in agencies that will give them a beginning understanding of social work practice in their chosen method concentration. In the second year, students participate in a placement planning process and consideration is given to the student's chosen area of specialization when the placement is developed.

Students in the **Accelerated Program** begin the practicum in the spring semester and continue through the summer of their first year. In the second year, they follow the pattern for second year students in the Two-Year Program.

Students in the **Advanced Standing Program** are placed as second-year students in a social service agency for three days each week (21 hours) for a minimum of 300 hours per each of two semesters.

Students in the **Bank Street Dual-Degree Program** complete one year of field practicum, attended four days per week (28 hours) for a total of 900 hours.

Students in the **One Year Residency Program** are in a field practicum for one year, referred to as Time Frame II. They spend four days a week (28 hours a week) in placement for a minimum of 450 hours per semester, in a specially designed field placement at their existing place of employment. The employing agency provides a change and/or an enhancement of the student's assignment along with a qualified field instructor who was not previously, and is not currently, the student's supervisor. New learning may be accomplished 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. Some of a student's work responsibilities may be included in the 900-hour practicum, provided these responsibilities represent enhanced social work learning and will be supervised by the designated field instructor. OYR students must have significant practice opportunities in their agency that are consistent with their chosen method concentration. For more detail about the OYR Program, please see **Chapter 3** of this Student Handbook, *OYR Program*.

### Concurrence

When enrolled in Field Instruction I, Field Instruction II, Field Instruction III, and Field Instruction IV in the Two-Year Full-Time and Accelerated Programs, students must be concurrently enrolled in the Practice Learning Lab (first and second semester) and subsequently in the sequence of Practice Method courses I, II, and III. Students in the Advanced Standing program who are Clinical Practice majors will be enrolled in Field Instruction III and Field Instruction IV while also enrolled in Method I and II (in the fall) and Method III (in the spring). Advanced Standing students who major in Community Organizing, Planning, and Development (COP&D) enroll in Field Instruction III and Method II in the fall semester and then in Field Instruction IV and Method III in the spring semester.

Students in the OYR program enroll in the Practice Learning Lab in the fall and spring semesters of their first year, and begin their Method studies in the second semester. In the second year of their program, the field practicum will be concurrent with the second and third semesters of the method concentration sequence. Students in the Accelerated OYR program enroll in the Practice Learning Lab in the spring and continue with Practice Lab and Methods in the summer. During their TF II year, they follow the same pattern of method learning as the OYR program students.

### Grades

The field practicum is graded like all other courses (Credit, No Credit, Incomplete, and Honors). Please refer to the **SSSW Field Education Manual** section *Guidelines for Evaluation of Student Performance* for field performance criteria. A grade of No Credit in the field practicum will prevent a student from moving on with both field education and method courses (which receive a separate grade but, as stated previously, are integral to the field practicum). A grade of Incomplete in field education may necessitate extending the field placement until the criteria are met for a grade of Credit. Field practicum grades are determined by the field advisor with the recommendation of the field instructor. An Honors grade is given for extraordinary performance; it is the equivalent of an A+ grade.

### 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.

Recording is an essential social work practice tool that furthers accountability in learning while enhancing social service delivery. Recording is a 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.

For specific information about process recordings in each Practice Method, please see the **SSSW Field Education Manual** section *Guidelines for Practice Assignments and Recordings*. For example process recordings in each Practice Method, please see the **SSSW Field Education Manual Appendix**, or go to [http://sssw.hunter.cuny.edu/ssw/?page\\_id=2676](http://sssw.hunter.cuny.edu/ssw/?page_id=2676).

### **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 guidelines throughout their internship. Please refer to Chapter 2 of this Student Handbook for competencies and associated practice behaviors that apply not only to student learning but also to the development of professional practice in the field practicum. See also Chapter 8 for further professional expectations.

- Adherence to the values, ethics, and standards embodied in the ***NASW Code of Ethics*** and the ***NASW Standards for Cultural Competence***.
- Active and responsible participation in an ongoing learning process, both in the classroom and in the practicum. In the classroom, this includes attendance, classroom and Blackboard participation, timely and successful completion of all assignments and tests. In the practicum, this includes the preparation of an agenda; the timely presentation of required recordings, logs or journals; availability for learning, as evidenced by attention to time and attendance; and adherence to the professional standards and policies required by the agency.
- Professional comportment in the classroom and the practicum at all times, including clear, open, and respectful communication.
- 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.
- **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.**

### **Expectations of the Agency**

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 the field practicum arrangements made between the School's Department of Field Education and the agency's designated educational coordinator. Broad expectations include:

- The agency will select qualified staff to serve as field instructors and provide them with adequate time to carry out educational functions. The field instructor 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;
  - Competency in the area of practice which they will supervise, and;

- The ability to allocate sufficient time to field instruction, so that the three primary forms of support it entails – administrative, educational, and emotional – are fully covered.
  - To supervise **Clinical Practice** students, in addition to the above, a field instructor must hold a New York State license (or another state's equivalent).
  - Field instructors should have completed the Seminar in Field Instruction (SIFI) and received certification; if they have not, they must be enrolled in a SIFI concurrently with field instruction.
  - Any exceptions to these requirements must be made with the express permission of Silberman's Director of Field Education.
  - Note: In the very unusual circumstance that a field agency is, or becomes, unable to identify field instructors 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.
- The agency maintains policies and procedures that are consistent with those of the School including non-discrimination and sexual harassment policies (See **SSSW Field Education Manual Appendix**).
  - The agency maintains policies, procedures, and practices in accord with the **NASW Code of Ethics** and **NASW Standards and Indicators of Cultural Competence**.
  - 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.
- 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.
- 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.

For more information on the expectations of agencies and agency-based field instructors in the field practicum, please see the **SSSW Field Education Manual**, section *Expectations of Agencies*.

### **Educational Plan**

By the fifth week of the semester, the agency-based field instructor submits a written Educational Plan 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 on the SSSW website. 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.

### **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.

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 Education 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 Disputes in Agencies**

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.

When **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 coverage.

# 5

## FIELD ADVISING

### **Overview of the Field Advisor's Role and Responsibilities**

The field advisor is typically an adjunct faculty member who is assigned by the Field Education Office 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 on the Field Practicum Evaluation and practicum grading policies, please see the **Silberman Field Education Manual** section on *Guidelines for Evaluation of Student Performance*.

### **Handling Field Performance Issues**

Field advisors 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 with the student and the field instructor.

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 (PIP)** 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 (PIP)**

The 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 PIP. The first part of the document states the problem or areas of concern; the second part of the document must outline a detailed plan for improvement and achievement of satisfactory performance, with a designated timeframe for completion. (For more detail on the written format of the Field PIP, please see the **SSSW Field Education Manual** section on *Handling Field Performance Issues*.)

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 (ERC)** review the student's performance.

### **Educational Review Committee (ERC)**

For detailed information about the Educational Review Committee, please see **Chapter 10** of this Handbook, *Appeals and Reviews*.

### **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.

### **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.

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

# 6

## ACADEMIC ADVISING

All MSW students should access academic advisement as part of the graduate program at SSSW.

Academic advising is available to all students in the school. Academic advisors are available for consultation about matters including (but not limited to) the following: a review of program requirements; course selection and registration issues; referral to the Writing Program; field of practice (FOP) specialization information; and graduate degree audit information. In addition, academic advisors are available to refer students to various resources offered at Silberman SSW or on the 68th Street campus. Academic Advisors can also consult with students around policies and procedures at the school – including change of practice method, grade appeal, and the Educational Review Committee.

Academic advisors may have contact with faculty members around issues that arise in the classroom, such as attendance or performance in classroom (including writing). Academic advisors may also have contact with field advisors to coordinate assistance for a student who is experiencing difficulties in the field and/or the classroom.

Students may access academic advisement on-site Monday-Friday from 9:30 a.m. to 6:00 p.m., and some evenings during the week (Tuesday-Thursday until 7:30 pm). They may also consider contacting the online advisor with questions and concerns: ([sswacademicadvisor@hunter.cuny.edu](mailto:sswacademicadvisor@hunter.cuny.edu)).

# 7

## **STUDENT EVALUATION OF FACULTY PERFORMANCE**

The following excerpt from the CUNY By-Laws summarizes the importance and significance of student evaluations: “Student evaluation of faculty teaching and course handling is a significant factor in the professional appraisal of faculty performance for purposes of reappointment, promotion and tenure” (CUNY By-Laws, Section 4.1.3). In addition to aiding individual faculty in reviewing and improving classroom teaching, these evaluations have a direct bearing on faculty retention and promotion.

Evaluations are formally administered online by Hunter College at the end of each semester. In addition to the online College-wide form, students may be requested by their instructors to complete mid-term evaluations which are used for making changes or revisions during the semester.

The Office of the Associate Dean for Academic and Faculty Affairs reviews all of the evaluations as a measure of quality of instruction.

# 8

## ACADEMIC AND PROFESSIONAL PERFORMANCE

### Essential Abilities and Attributes for Students at the Silberman School of Social Work and in Professional Practice

Becoming a competent social worker is a complex process that begins upon entrance into the School of Social Work. In order to maintain matriculation in Hunter's program and to meet their obligations to the people for whom they have a professional responsibility, students will need to meet the standards for social work education and practice described here and in the **NASW Code of Ethics**. The following section describes the academic, physical, cognitive, emotional, and ethical standards which students at the Silberman School of Social Work are expected to meet, at a level appropriate to their stage/phase in the program. Attention to these standards will be part of the evaluations made by classroom faculty, field instructors, advisors, and other School representatives who come in contact with students. An inability to effectively meet these standards will have consequences for successful continuation in—and completion of—the program.

#### *Academic Integrity*

Upon entrance into the program, the student is expected to demonstrate academic integrity in the preparation of written assignments, research, and scholarly papers and must understand and adhere to the *CUNY Policy on Academic Integrity* which prohibits academic dishonesty (cheating, plagiarism, internet plagiarism, etc.):

#### 1. Definitions and Examples of Academic Dishonesty

1.1. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise.

Examples of cheating include the following:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, asking, or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.

- Unauthorized use during an examination of any electronic devices such as cell phones, computers, or other technologies to retrieve or send information.

1.2. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include the following:

- Copying another person's actual words or images without the use of quotation marks and footnotes or citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.3. **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include the following:

- Stealing, reproducing, circulating, or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

#### 1.4. **Falsification of Records and Official Documents**

Examples of falsification include the following:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.

### *Acceptance of Diversity*

As students progress through the program, they are expected to demonstrate an appreciation of the value of human diversity. In the field practicum, they must serve and be willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

### *Cognitive Skills*

Students are expected to build upon their personal experience and, as they move through the program, exhibit sufficient knowledge of social work and its foundation in social, behavioral, and biological research. When applying such knowledge in the classroom and in the field, students are expected to exhibit clarity of thinking in processing information. Professional activities such as assessment, interventions, and evaluation of practice must reflect grounding in a social work knowledge base. As students progress through the

program, they are expected to demonstrate the ability to conceptualize, integrate, and apply this knowledge base to professional practice.

### *Communication Skills*

Upon entrance into the program (and increasingly as students progress through the program), they are expected to communicate effectively and sensitively orally, in writing, and through the use of technology. With growing understanding that cultural context is influential in interactions with fellow students, faculty, staff, clients, community members, and other professionals, students are expected to express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. Students must demonstrate sufficient skills in spoken and written English to understand the content presented in the program as well as to participate in the classroom and the field placement. It is the student's responsibility to utilize educational resources provided by the School and/or the College to enhance, support, or improve academic and field performance when problems in communication have been identified by faculty, field instructors, or advisors.

### *Empathy*

Upon entrance into the program (and increasingly as students progress through the program), they are expected to work diligently to understand and appreciate the ways of life and the value systems of others. Students must be able to communicate empathy and support to clients/community members based on an understanding and respect for the world views and cultural values of others.

### *Interpersonal Skills*

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

### *Objectivity*

Upon entrance into the program, the student is expected to learn the values, skills, and knowledge required for professional practice. As students progress in the program, they are expected to demonstrate a shift from lay to professional values, skills, and knowledge in order to be sufficiently objective when evaluating the life situations of clients/community members and others.

### *Professional Behavior*

Upon entrance into the program, the student is expected to commit to learning what is required for professional behavior. Professional behavior includes keeping commitments to and respecting clients/community members, research participants, other professionals, faculty, colleagues, and fellow students and being able to work effectively with others regardless of level of authority. Other aspects of professional behavior include being punctual and dependable, prioritizing responsibilities, attending class regularly, and completing assignments on time in school and in the field practicum. Understanding and maintaining confidentiality with regard to clients/community members is of utmost importance; as students progress in the program, they are expected to demonstrate professional behavior in all aspects of social work practice.

### *Professional Commitment*

Upon entrance into the program, the student is expected to be committed to learning about the values and ethics of the social work profession. As students progress in the program, they are expected to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession. The students must be committed to the essential values and ethics of social work, which include respect for the dignity and worth of every individual and his or her right to a just share in society's resources (see *NASW Code of Ethics* in Appendix C).

### *Self-Awareness*

Upon entrance into the program, students are expected to make a commitment to learning about self-awareness and to use self-reflection consistently. As the students progress in the program, they are expected to be willing to examine how their values, attitudes, beliefs, emotions, and past experiences may affect their thinking, behavior, and relationships. Students are expected to be willing to recognize, examine, and change their behavior when it interferes with their work with clients/community members, instructors, fellow students, and other professionals.

### *Self-Care*

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

### *Academic Standards and Integrity*

Students are expected to maintain high levels of achievement in both (1) academic performance in courses and the field practicum and (2) professional behavior in relationships with faculty, staff, peers, clients, and field practicum personnel. Evaluations of students' academic performance in courses and in the field are based on criteria stated in course syllabi and in the *Field Practicum Manual*. Academic dishonesty is regarded as serious ethical misconduct that may affect the student's continuation in the program. For example, students may not present the work of anyone else as their own achievement; students may not submit a written assignment prepared for one course as original work for another course; and the works of others must be clearly cited if included in an assignment (see above for the *CUNY Policy on Academic Integrity*).

### *National Association of Social Workers (NASW) Code of Ethics*

Social work students are expected to conduct themselves according to the National Association of Social Workers (1997) *Code of Ethics* (See Appendix C). Violation of this code may be reason for disciplinary action and possible dismissal from the School. Examples of violations include the following

1. Conduct that is potentially dangerous to current or future clients.
2. Unprofessional behaviors as covered by the *NASW Code of Ethics*. Violations include but are not limited to the following:
  - Sexual harassment
  - Sexual interaction with clients

- Physical threats and actions directed at clients, students, faculty, or staff
- Acceptance of gifts or money from clients that are not standard payment for services received
- Plagiarism and other forms of academic dishonesty

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

Resources which students may use include the following. For more resources and details, please see Chapter 15 of this handbook, **Supports for Learning**.

**Office of AccessABILITY**, Hunter College, Room 1214B, East Building, 695 Park Avenue, New York, NY 10021 <http://www.hunter.cuny.edu/student-services/access>

**Silberman Writing Program**, Silberman School of Social Work, 2180 Third Avenue at 119<sup>th</sup> Street, New York, NY 10035 [http://sssw.hunter.cuny.edu/ssw/?page\\_id=1207](http://sssw.hunter.cuny.edu/ssw/?page_id=1207)

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

# 9

## THE GRADING SYSTEM

The MSW degree is awarded to students who are deemed to be in good standing. Good standing is defined as the following: grades of at least “Credit” in all courses and field placements and conduct that manifests academic, ethical, and professional integrity.

Grading of students’ academic performance in course work (including in-class and online participation) and in field placement is based on criteria stated in course syllabi and in the *Field Practicum Manual*, respectively, and ultimately relies on the professor’s assessment that the student’s work demonstrates mastery.

The School of Social Work uses the following grading categories: Honors, Credit, No Credit, and Incomplete. Grades are assigned on the basis of evidence of meeting competency expectations as outlined in course syllabi.

### **Honors**

The designation of Honors is assigned only for consistent, outstanding achievement and the capacity for advanced mastery of the competencies outlined in the course syllabus. This designation is considered to be above a grade of A. Evidence for this level of work will come from written assignments, in-class and online participation, examinations, practice (where applicable), and individual conferences, and a grade of Honors is awarded at the discretion of the professor.

### **Credit**

Credit is assigned on the basis of written assignments, in-class and online participation, examinations, practice (where applicable), and demonstrated mastery of the competencies outlined in the course syllabus. Grades of “Credit” are given for work within the A to B range (see equivalency chart at the end of this chapter).

### **No Credit**

A grade of No Credit is assigned based on evidence of written assignments, in-class and online participation, and examinations that demonstrate insufficiency or deficiency in mastering the competencies outlined in the course syllabus. Grades of “No Credit” are given for work that is determined to be below a grade of B.

If students receive a grade of No Credit in a course, they must repeat that course before enrolling in the next course in that sequence. For example, a No Credit grade for SSW 721-50, Clinical Practice I, precludes registering for SSW 722-50, Clinical Practice II. If the No Credit grade is received for an elective course, students have the option of taking a different elective or repeating the course. Please note that having to repeat courses may result in an extension of the student’s pathway to degree, impacting the student’s tuition cost and associated financial aid award.

Students will be permitted to repeat a required course (and/or a Field of Practice requirement) only once. In the event that a student has been unable to pass a required course after repeating it, that student will not be permitted to take it again. Two failures in the same required course will be grounds for dismissal from the program.

## Letter Grades

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

## Incomplete

Students are expected to complete all coursework within the semester in which they are enrolled. In extraordinary circumstances and at the discretion of the instructor, Incompletes can be given as an interim grade in circumstances such as the following:

- The student's work thus far is satisfactory; however, all required work for the semester has not been completed. Note: a grade of Incomplete can be assigned only when **at least 50%** of all required work is completed at the time of the request. The student must also have maintained adequate attendance requirements for the course.
- The student has requested and received permission from the instructor to submit material later than the end of the semester. Since students are expected to complete all work by the end of the semester, the instructor is under no obligation to grant this request.

If the Incomplete is assigned for a course that is offered sequentially, the student will not be allowed to proceed to the next course in the sequence until a grade is assigned. For example, if a grade of Incomplete is received in SSW 717, the student cannot continue in SSW 718 until the Incomplete is resolved. This is also true for SSW 701 and 702, SSW 711 and SSW 712, SSW 712 and SSW 713, SSW 721 and SSW 722, SSW 731 and SSW 732, SSW 741 and SSW 742, and SSW 781 and 782. Likewise, moving to the third semester of a method sequence is not permissible unless work from the prior semester has been completed.

In granting a request for an Incomplete, the instructor will establish a date for the extension in which the work is to be completed (and submitted). The extension may be a week, a month, or other time period. The maximum period of extension, regardless of circumstances and no matter the course, is one year after the course has ended. If the student does not complete/submit the work by the agreed-upon deadline, a grade of "No Credit" will be assigned.

Students are not permitted to carry more than two incompletes within one semester. In the event that a student has more than two incompletes within one semester, the student may be referred to the Educational Review Committee for educational planning. When a student has incompletes in more than one semester, the advisor may request a review of the student's performance from the Educational Review Committee.

## 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 may contact professors to discuss unavoidable absences extending beyond these parameters. 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.

## Grading Systems

UNDERGRADUATE					GRADUATE				SCHOOL OF SOCIAL WORK	
LETTER GRADE	GPA Value	GRADE SCALE %	CR/NC	GRADE SCALE %	LETTER GRADE	GPA VALUE	GRADE SCALE %			
A+	4.0	97.5 -100%	CR	70.0 -100	A+	4.0	97.5 -100%		H =	Honors
A	4.0	92.5 -97.4			A	4.0	92.5 -97.4		CR =	Credit
A-	3.7	90.0 -92.4			A-	3.7	90.0 -92.4		NC =	No Credit
B+	3.3	87.5 -89.9			B+	3.3	87.5 -89.9			
B	3.0	82.5 -87.4			B	3.0	82.5 -87.4			
B-	2.7	80.0 -82.4			B-	2.7	80.0 -82.4			
C+	2.3	77.5 -79.9			C+	2.3	77.5 -79.9			
C	2.0	70.0 -77.4	NC	0.0 -69.0	C	2.0	70.0 -77.4			
D	1.0	60.0 -69.9								
F	0	0.0 -59.9			F	0	0.0 -69.9			

# 10

## APPEALS and REVIEWS

### **Grade Appeals Process**

When students consider a final course grade unsatisfactory, they should first confer with the instructor regarding the accuracy of the grade received. This consultation with the instructor should occur within three weeks of the official grade posting deadline. At this time, errors may be corrected. If the grade was not an error, the student and instructor should review all class material pertinent to the grade. If the discussion does not resolve the issue and the student believes their grade to be unjustified, or if the instructor does not confer with the student within three weeks of the grade posting deadline, the student may reach out to the course sequence Chair for further discussion and review. If, at that juncture, the student still believes their grade is unjustified, they may choose to pursue a formal grade appeal. This process is initiated by the student in the form of a written request (by email) to the Director of Student Services to begin a formal grade appeal. This request must be submitted within 2 weeks of the student's consultation with the instructor. In cases where the instructor and the student are not able to confer within the designated time frame, the student may submit a request for appeal reflecting their inability to meet.

In the submitted (emailed) request for appeal, it is the student's responsibility to establish a justification for a change of grade. The instructor has the right to know the grounds for appeal that the student has prepared. The Associate Dean for Academic and Faculty Affairs will review the student's request for appeal at this juncture; based on the student's submission of supporting documents (such as course assignments, the syllabus, and any written feedback from the instructor), the Associate Dean will determine whether the requested appeal has sufficient grounds to proceed to committee review. If the Associate Dean moves the grade appeal request forward, a Grade Appeals Committee will be convened. The instructor will be asked to submit to that committee their grading criteria and a response to the student's written statement. The instructor may also request to appear before the committee in person.

In cases where the Associate Dean moves the grade appeal request forward, the process of formal review and decision proceeds as follows:

- An Ad-Hoc Grade Appeals Committee is convened by the Associate Dean. The committee consists of the Associate Dean and two members of the faculty (one from the curriculum area in question) selected in consultation with the student from a list of all full-time faculty members. The Associate Dean will serve as Chair of the committee.
- The student may also request a student member for the committee, and this member will be selected from a list of students available for service on the committee. Faculty and students who have been requested have the right to decline to sit on the committee.
- After considering all the evidence within the grading standards previously established for the class, the committee will meet in closed session and will reach a decision by majority vote. All proceedings are confidential. In reviewing submitted documents and statements, the committee may also consider the following criteria:

1. In the committee's judgment, the instructor showed bias or favoritism in handing out the grade;
  2. In the committee's judgment, the instructor made an error in calculating the grade.
- The Chair of the committee shall inform all parties concerned (i.e. student, instructor, department chair, registrar) of its decision in writing.
  - The options for the Grade Appeals Committee are to sustain the grade of "No Credit" or to change the grade to "Credit." Grade appeals for Honors will not be considered. The committee cannot change the grade to Incomplete.
  - If the student or the faculty member is not satisfied with the decision of the committee, he or she can appeal to the next level, the Hunter College Senate Grade Appeals Committee, within two weeks of having been notified of the decision of the Ad-Hoc Grade Appeals Committee. The decision of the Hunter College Senate committee is final.

### **Academic, Ethical, and Professional Conduct**

Academic dishonesty and unethical and unprofessional conduct in the academic environment and in the field setting are regarded as serious ethical lapses that may affect the student's continuation in the program. Students may not present the work of anyone else as their own achievement. Students may not submit a written assignment prepared for one course as original work for another course. Work prepared for one course must be clearly cited if included in an assignment for another course (See Chapter 8, *Hunter College Statement on Academic Integrity*).

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

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

Examples of poor academic performance and misconduct that will subject the student to disciplinary action or dismissal from the program include the following:

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

## Academic and Field Competencies<sup>1</sup>

All students must master required competencies as delineated in course syllabi and in the Field Practicum Evaluation forms (available in the **SSSW Field Education Manual** and at [http://sssw.hunter.cuny.edu/ssw/?page\\_id=2670](http://sssw.hunter.cuny.edu/ssw/?page_id=2670)). Additionally, students are required to meet the following standards of behavior for professional social work conduct outlined below which apply to conduct in the university environment, in the classroom, and in field practicums.

Standards	Skill Areas	Required Student Behavior
<b>Professional Ethics:</b>		
Conduct conforms to values and ethics of the social work profession as codified in the NASW Code of Ethics	<p>Adheres to legal and ethical standards in all practice and academic roles and settings.</p> <p>Demonstrates integrity in all dealings with clients, agency and collateral staff, faculty, and student colleagues.</p> <p>Understands and follows all laws pertaining to client confidentiality.</p> <p>Demonstrates willingness to work with and advocate on behalf of vulnerable populations.</p> <p>Demonstrates awareness of and respect for diversity</p>	<p>Does not engage in social relationships with clients; maintains appropriate boundaries with clients.</p> <p>Makes appropriate use of supervision and refers client when needed services are beyond his/her competence.</p> <p>Keeps commitments to clients, colleagues, and faculty.</p> <p>Disguises clients' identity in class discussions and academic papers.</p> <p>Accepts responsibility for working with vulnerable populations and participates in advocacy activities on behalf of clients.</p> <p>Willingly accepts and works with a diverse client caseload.</p>
<b>Professional Comportment and Conduct:</b>		
Demonstrates responsible, accountable professional behavior, protecting peers, colleagues, clients and others from the adverse consequences of personal performance problems and misconduct.	<p>Explores and identifies strengths and weaknesses related to professional practice.</p> <p>Solicits and makes use of feedback regarding performance.</p>	Makes productive use of supervision sessions and/or other forms of professional and academic advising and mentorship.

<sup>1</sup> Adapted from the *Masters Student Handbook*, University of Pennsylvania.

	Works to correct performance problems through the development of goals and strategies for professional growth.	Actively participates in field supervision.  Seeks professional mental help and self-improvement services and consultation when necessary.
<b>Professional Relationships:</b>		
All professional interactions reflect respect, integrity, collaboration and accountability, as well as awareness of appropriate professional role, authority and boundaries.	<p>Develops and maintains solid professional working alliances with clients, colleagues, superiors, peers, students, agency personnel, faculty, school staff, advisors, and field educators.</p> <p>Actively and constructively participates in academic and agency affairs.</p> <p>Engages, sustains, and appropriately ends professional relationships with clients and colleagues.</p>	<p>Provides feedback and constructive criticism to field instructor and other agency personnel that is respectful and in accordance with agency protocol.</p> <p>Informs field instructor, field liaison, and academic adviser of problems that arise in field and works in a professional way to address these issues.</p> <p>Follows through on verbal and written agreements.</p> <p>Ends services responsibly with clients and field agency, including proper notification of all relevant parties (clients, field instructor, field liaison, and/or practice faculty).</p>
<b>Communication:</b>		
Verbal, non-verbal, and written communications with client, faculty, colleagues, and others encountered in student role conform to established legal and professional standards.	<p>Receives and responds appropriately to verbal, non-verbal, and written forms of communication with a wide range of client systems and persons regardless of differences related to class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities.</p> <p>Demonstrates timely response to—and documentation of—communication with school and agency contacts.</p>	<p>Verbal, non-verbal, and written communications to clients, colleagues, faculty, school staff, field staff, students, and others are delivered in a respectful, sensitive manner.</p> <p>Follows agency rules and protocols for record keeping.</p> <p>Responds in a timely manner to all correspondence from clients, agency staff, faculty, and others encountered in student role.</p>

## **Students Experiencing Difficulty Mastering Practice and/or Professional Competencies**

When difficulties emerge in the classroom or school environment (as distinct from the field environment), an **academic plan** is developed between the student and the professor, with clear, written expectations regarding assignments and a timeline for submission. This plan will be supported by academic advisors. Depending on the seriousness of the situation, professors and students may also consider seeking consultation from Student Services and the Chair of the course sequence. If the academic plan is not successfully completed, or if additional circumstances arise, the student may be referred to the Educational Review Committee (ERC) for further evaluation (see pg. 62 below).

When a student is evaluated to have not met Practice Competencies assessed as part of Field Education (distinct from classroom/in-school education), or when difficulties emerge in the field internship, a **Performance Improvement Plan (PIP)** will be instituted. The PIP is completed by the field advisor with input from the field instructor and the student. The PIP is a written document that describes how the student's professional behavior does not meet one or more Core Professional Performance Competencies, and identifies the corrective action to be taken and the time frame for completion. The problematic behaviors must be behaviorally described, using examples. It is the responsibility of the Director of Field Education to ensure that all related documents are made a part of the student's file.

### **Performance Improvement Plan (PIP) Guidelines:**

- It is the responsibility of the academic advisor and/or field advisor to closely monitor the student's performance, and to evaluate the student's compliance with the PIP at the end of the specified time frame.
- If the student improves satisfactorily by the end of the specified period, the student's records are updated to note successful completion and a recommendation is made for the student to move forward.
- Based on the student's progress in meeting competencies identified in the PIP, the Director of Field Education may arrange a special Field Consultation Meeting with the student, the academic advisor and/or field advisor, and the Director of Student Services and/or Assistant Directors for Field Education before rendering a recommendation about the need for further improvement and assistance.
- If further action is warranted, the matter is referred to the Associate Dean for Academic and Faculty Affairs. In cases where the student's improvement has not been sufficient, the Associate Dean may ask that the Educational Review Committee (ERC) review the student's performance. The ERC will meet within 10 business days of the Associate Dean's (or the Director of the MSW Program's) referral.

More detailed information on the PIP procedure and Field Consultation Meeting is available in the **SSSW Field Education Manual** section *Handling Field Performance Issues*.

### **Exceptions to the Performance Improvement Plan (PIP)**

A student may be dismissed from the program without having first been engaged in the PIP procedure, in the event of the following:

- The student's behavior poses an imminent danger to clients, other students, faculty/staff, and/or self and others (e.g., threats and/or use of violence, and/or abusive language toward clients, colleagues, students, and/or faculty and staff).
- The student's behavior represents an egregious breach of core performance standards and ethics (e.g., plagiarism, drugs and/or alcohol on the premises, theft, and dishonest, unethical, and/or disruptive behavior).

### **Educational Review Committee (ERC)**

The purpose of the Educational Review Committee (ERC) is to develop educational plans for students experiencing serious academic, non-academic, and/or field practicum problems. The composition of the ERC includes the faculty chairperson, two faculty members, the Director of Field Education, and one student member. Requests to initiate the ERC review procedure can be made by the Director 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.

### **ERC Procedure**

When a student fails to meet the requirements of the Performance Improvement Plan (PIP), or has not maintained acceptable academic standards, the following review procedure is implemented to determine if the student may continue matriculating in the program. It is the responsibility of the Chair of the ERC to ensure that the student has had access to due process throughout the review procedure:

- Within 10 business days of the referral, the Chair of the ERC calls a meeting with the student, academic advisor, field advisor, and the Educational Review Committee (ERC) members. The ERC meets to review the academic and field performance of students who are experiencing difficulty in their course work and/or in the field practicum. Based on the outcome of the meeting, the Chair of the ERC forwards a recommendation regarding the student's enrollment status to the Director of Student Services, the Director of Field Education, and the Associate Dean for Academic and Faculty Affairs.
- It is the responsibility of the Chair of the ERC to inform the student of the ERC decision in writing, within 10 business days of the Educational Review Committee meeting, and to ensure that all related documents are made a part of the student's file (via Student Services).

### **Possible Recommendations:**

1. Continuing in courses and field practicum with no changes
2. Continuing with conditions:
  - A. Where there are problems in the field, conditions may include the following:
    - 1) change in assignment, field instructor, faculty advisor, and/or field placement;

- 2) a testing out period to be followed up with a progress report, by a specified date, to the ERC;
  - 3) an extension of time beyond the planned ending date of the field practicum;
  - 4) repeating the year of field practicum when a student has a field practicum grade of Incomplete or a grade of No-Credit or when it appears that the student is not able to achieve a grade of Credit.
- B. Where there are academic problems, conditions may include the following:
- 1) setting dates for the completion of incomplete work
  - 2) recommending extending coursework
  - 3) directing the student to repeat the course(s) in issue
3. Intermit from the School for a specified period of time with specific guidelines for readmission. Those guidelines may include a timeline by which the student may request readmission, or directions to reapply for admission to the program.
4. Termination from the School
- A. The ERC, under certain circumstances (such as a violation of the NASW Code of Ethics, a violation of the Academic and Field Competencies as outlined previously, and menacing or threatening behavior towards an instructor, student, staff member, academic and/or field advisor), can recommend that a student be dismissed from the school.
- B. A student convicted of a felony during the time of enrollment at the school may be permanently dismissed.

All ERC decisions are considered final, subject to appeal. The ERC does not change grades.

### **Dismissal Appeal Procedure**

A student may appeal the Educational Review Committee's decision by sending a letter stating the specific grounds for his or her appeal to the Associate Dean for Academic and Faculty Affairs within 2 weeks from the date of the decision letter from the Director of Student Services. There are two grounds for appeal:

1. The Educational Review Committee did not adhere to the procedures described in this policy.
2. New evidence has emerged that was not available at the time of the Educational Review Committee's meeting.

Within 10 business days of the receipt of the student's letter, the Associate Dean for Academic and Faculty Affairs determines whether the appeal is upheld and will notify the student in writing of their decision. Copies of the decision will be sent to the Dean, the Director of the MSW Program, the Director of Field Education, and the Director of Student Services, and will be placed in the student's permanent record.

# 11

## ACADEMIC STANDING

### Change of Status

Change-of-Status categories in the MSW program include (a) change from full to reduced program status, (b) leave of absence, and (c) withdrawal. Students who wish to change status should consult an academic advisor and then request a meeting with the Director of Student Services. The Director makes a decision based on written documentation, consultation with the student's advisor, the student's academic standing and performance, and an interview. Approval of change of status may contain conditions to be met by students.

### Change from Full to Reduced Program Status

As Silberman does not have a part-time program, all students are expected to follow prescribed pathway grids (Appendix A). Requests for a reduced schedule, known as reduced load or reduced program status, must be made to the Director of Student Services, who will review the student's performance to-date. Should the student's record not be satisfactory, the student will need to meet stipulated requirements in order to amend their status. Upon approval of reduced load status, a revised grid will be developed for the student to follow as they proceed in the program. When the student wishes to return to a full course load, the student should request a meeting with the Director of Student Services to review and confirm their forward trajectory. *Status changes may not be made at the student's discretion through the registration process.* Formal approval (as described above) must be requested. Problems should be discussed with an academic advisor prior to formal requests for reduced program status.

### Leave of Absence

The School grants formal leaves of absence. These leaves may not exceed two years and *are* counted as part of the five-year limit within which students must complete work for the MSW degree. There are certain circumstances in which a student may request a leave of absence. There are also circumstances under which a student may be advised to take a leave of absence. Circumstances include, but are not limited to, changing family circumstances; health and mental health concerns; financial issues; changes in employment status; and challenges with coursework and/of field work. The School will make every reasonable effort to accommodate students without impeding the quality of their passage to degree.

Students considering a leave of absence should contact an academic advisor for consultation. If a leave of absence is advisable, the student will then be referred to the Director of Student Services for more detailed planning. At this juncture, the Director of Field Education may be consulted as needed. Once a mutual decision has been made to pursue a leave of absence, the following steps will take place:

1. A Change-of-Status form must be submitted to the Director of Student Services.
2. The Director of Student Services grants the leave based on the specific circumstances, and may indicate conditions the student must meet before returning to the School.
3. The student does not lose matriculated status during the leave and need not pay maintenance of matriculation fee.
4. Students with a grade of Incomplete, when granted a leave of absence, must follow

School policy on completion of work for the course (see section on grades of Incomplete). If an Incomplete is not resolved prior to readmittance, the School will consider the Incomplete as a No Credit; and two or more No Credits for a student on leave may mean that they will not be readmitted to the program.

## **Readmission**

A student who has not been in attendance for one or more semesters must apply for readmission to the School through the Director of Student Services. If readmission is sought for a spring semester, the application must be made no later than **November 1**. If readmission is sought for the fall semester, the application must be made no later than **May 1**. Applications for readmission may be obtained from Room 301.

The readmission process follows the steps below:

1. The student will complete the readmission paperwork and submit it to the Office of Student Services, with a request for an interview with the Director of Student Services and the Director of Field Education.
2. Upon a review of the student's transcript and the completion of an interview, the student may be approved for reentry into the MSW program. The formal approval will include a plan stipulating an academic grid and any additional requirements. The student's readmission paperwork will be submitted for their reactivation in the Hunter College system. (A nominal fee for this will be added automatically to the student's bursar bill.)
3. In some instances, students may be asked to reapply formally through the regular admissions process. Please note: The reapplication process does **not** guarantee acceptance to the program.
4. Students who are not recommended for readmission will be asked to withdraw from the program.

## **Withdrawal**

Official requests for withdrawal may be considered under the following circumstances:

- Poor academic standing
- Lack of professional comportment
- Recommendation by the Office of Student Services or the ERC
- Change in academic goals
- Change in life circumstances

Students who wish to withdraw from the School are asked to submit a withdrawal form to the Office of Student Services, after consultation with the Director of Student Services. The form may be obtained in Room 301.

# 12

## STUDENT GOVERNMENT AND COMMITTEES

Students are able to contribute to the ongoing life of the School through active participation in the learning opportunities of class and field, student organizations, Common Time, and a variety of student and faculty committees. All students are encouraged to participate actively with faculty and administration in policy formulation and curriculum development.

### Common Time

Common Time is a full-day program organized by the student body, usually by student alliances and the Student-Faculty Senate. Common Times are highlights of the academic year and offer students and faculty an opportunity to learn about new developments in social work and to share views on contemporary practice topics in an informal venue. Students have permission to be absent from the field practicum on scheduled Common Times. Two-year program students are expected to attend all Common Times. OYR TF II students are expected to attend Common Times that fall on the day on which their classes are ordinarily held. Evening programs are specially designed and required for OYR evening students.

### Student-Faculty Senate

Governance of the School requires participation in the Student-Faculty Senate. The Student-Faculty Senate is chaired by the Dean and is composed of voting representatives from the faculty and the student body. It is the forum where student representatives can speak on behalf of their constituents to raise issues or collaborate with the faculty of SSW over policies that directly or indirectly affect them. The Student-Faculty Senate meets on each Common Time.

### Committees with Student and Faculty Membership

**Please Note:** (4) students may serve on the Curriculum Committee. Other committees allow for (1) student representative and (1) alternate each. Student representatives have historically been appointed via the Student Faculty Senate.

<b>Curriculum</b>	Reviews all matters pertaining to the curriculum of the master's degree program
<b>Educational Review</b>	Reviews questions of student performance in courses and field
<b>Educational Review Appeals (ad hoc)</b>	Considers appeals of Educational Review Committee decisions
<b>Grade Appeal (ad hoc)</b>	Considers appeals of grades
<b>Student Services</b>	Provides informal consultation around concerns relating to student life

## **Board of Student Representatives and Student Alliances**

The Board of Student Representatives (BSR) is one possible branch of the School's student government. The BSR has historically developed programs to welcome new students and connect them with continuing students for mentorship. They have also served as a liaison between the various alliances.

Student alliances take major responsibility for sponsorship of Common Time programs each year, bringing themes from each alliance's specific experiences to the School community. Some of the alliances that have been formed in the past are Alliance for an Aging Society (SAAS); Anti-Racist Collective at Hunter College (ARCH); Arts Alliance; Asian Students Alliance; Black Students Alliance; Cyclists Alliance; Gender and Sexuality Alliance (GASA); Global Social Work Alliance (GSWA); Hispanic Students Alliance; Jewish Students Alliance; Mind-Body Alliance; Multi-Faith Spirituality Club; One-Year Residence Alliance; Macro Social Work Student Network (MSWSN); Queer Alliance; Parents Alliance; Silberman School of Social Work Improv Society at Hunter (SSSWISH); Students of Color Collective (SOCC); Women of Color Collective (WOCC); and a student chapter of the National Association of Black Social Workers (NABSW).

## **Student Organization Room**

Room 317 in the Silberman School of Social Work is for the use of all student organizations. Organizations may reserve specific times for use via the Office of Student Services.

# 13 COMMUNICATIONS

Students should check their Hunter e-mail and the School website daily for important announcements. All matriculated students are given a Hunter e-mail address and a password. **All official communication from the College will go to this address.** Information on student mail services can be found online at <http://snet.hunter.cuny.edu/smail/index.shtml>. Please also provide the Office of Student Services with your personal email address.

Late-breaking information will be posted on the flat screen announcement monitors in the lobby and the 4<sup>th</sup> floor and on bulletin boards throughout the school. Some important announcements, such as weather-related bulletins, will be posted on the Hunter College homepage.

## **Emergency Contact**

Students should check that the Department of Student Services on the 3<sup>rd</sup> floor has their current address, telephone number, and personal e-mail address for urgent notices and emergency contacts. It is essential that students inform the School of any changes in names, addresses, e-mails, or home and field placement telephone numbers.

## **Bulletin Boards**

Notices posted by the faculty and administration may be found in several locations. Students are responsible for reading posted information. The bulletin boards in the lobby and on the 2<sup>nd</sup> and 3<sup>rd</sup> floors may be used for posting of official notices, including the following:

- Field placement information
- Assignment of advisors and rooms for advisement
- Scholarship information
- Professional organization information
- Community programs of interest
- Student organization notices
- Course schedules
- Employment opportunities

Bulletin boards in classrooms are available for faculty and students and often include announcements of upcoming School and community events.

## ***Student Bulletin Boards***

Student bulletin boards are found outside Academic Advisement on the 3<sup>rd</sup> floor and outside classrooms on the 2<sup>nd</sup> and 3<sup>rd</sup> floor. Materials posted in areas other than those described above will be removed unless approved by the Office of the Dean or the Hunter College Office of Student Services.

## **Telephones**

Cell phones may be used in the lobby and corridors. However, they are to be turned off when in the classroom, library, computer labs, and lecture rooms.

## **Communication with Faculty**

Faculty offices are on the 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> floors of the building. A directory of phone numbers, room numbers, and e-mail addresses can be found in the Appendix of this handbook. Contact information is also available on the School's web site. Students who wish to leave papers, mail, or messages for faculty members should take them to the faculty mailboxes located on the 4<sup>th</sup> floor. For adjunct faculty members, materials may be left in the file cabinet located directly under faculty mailboxes in the 4<sup>th</sup> floor Faculty Suite.

## **Communication with Advisors**

All students have access to academic advisors for review of course selection, academic performance, and eligibility for graduation. During the semester, Academic Advisors are generally available Monday through Friday from 9:30 a.m. to 7:00 p.m. on the 3<sup>rd</sup> floor, as part of the services of the Department of Student Services. Academic advisement is also available on-line by e-mailing [sswacademicadvisor@hunter.cuny.edu](mailto:sswacademicadvisor@hunter.cuny.edu). For more information, please see Chapter 6 of this handbook.

Field advisement provides an opportunity for discussion of pertinent academic and field issues. Advisors communicate with students in group advisement meetings, individual appointments, and through phone and e-mail. Attendance at these advisement meetings is mandatory. The location of advisement meetings is posted in the lobby and is available on the 3<sup>rd</sup> floor from the assistant for the Field Education Office. For more information, please see Chapter 5 of this handbook.

## **Official Facebook Page**

<https://www.facebook.com/SilbermanSSW>

We welcome contributions to our Facebook page. Please note that comments are monitored, and if we become aware of messages that contain advertising or commercial solicitations, are off-topic, or violate any law or any City University of New York (CUNY), Hunter College, or Facebook policy, we reserve the right to remove them. Users of this Facebook page take personal responsibility for their comments, user name, and any information or other content they post. Comments made on this site do not necessarily reflect the opinion of Silberman School of Social Work, Hunter College, or CUNY as a whole. Silberman School of Social Work, Hunter College, and CUNY are not responsible for the content of any non-CUNY website(s) linked to or from this page. In addition, Silberman School of Social Work upholds the Terms of Service standards administered by Facebook. Facebook encourages all users to utilize the "Report" links when they find abusive content (<https://www.facebook.com/legal/terms>).

## **Other Official Links**

<http://sssw.hunter.cuny.edu/>

<https://twitter.com/silbermanssw>

<https://facebook.com/SilbermanSSW>

<http://www.linkedin.com/groups/SSSW-Silberman-School-Social-Work-4800087/about>

<http://criticaltime.org/>

<http://silbermanaging.com/>

<http://www.nccwe.org/>

# 14

## POST-GRADUATE RESOURCES

### Licensure Supports and Resources

#### The Licensure Process

The purpose of licensure in social work is to assist the public through the identification of standards for safe, ethical, effective professional practice. Building on the foundation laid by the Master of Social Work (MSW) degree, licensure enhances social workers' professional opportunities, and affirms social work itself as a profession – an occupation that involves prolonged training and a formal qualification by a licensing body. Each state sets and governs its own rules for the Licensed Master of Social Work (LMSW) licensure, based on a national test administered by the Association of Social Work Boards (ASWB). In general, a social worker must hold an MSW degree to apply for the LMSW license.

It is each student's responsibility to create a licensure study plan when they enter the MSW program, and to engage in their plan throughout their education at Silberman. The LMSW exam is a nationwide test, assessing general knowledge about the profession. Not all of the content on the exam may be covered in coursework. It is the student's responsibility to learn the content that may not be covered during their course of study at Silberman, with the assistance of Silberman Licensure Central.

#### Silberman Licensure Central

Launched in 2017, Silberman Licensure Central is a digital gateway that provides students with resources, information, and practical steps to help them become licensed LMSWs. It is available on the School's Blackboard page:

#### Blackboard > SSSW Information Corner > Licensure Central

Silberman Licensure Central provides the following for students' use:

- Instructions on the LMSW exam registration process for New York and New Jersey;
- Specifics on test prep, test simulation, and study guides;
- Registration for one free LMSW test prep class, available to SSSW students who complete the degree requirements;
- Additional links and resources.

#### Online Assistance

For questions and concerns about the LMSW exam and licensure process, there is a Licensure Specialist available via email: [ssswlc@hunter.cuny.edu](mailto:ssswlc@hunter.cuny.edu).

### **Silberman Library Resources**

The Hunter College Social Work & Urban Public Health Library, located in the Silberman Building, maintains additional resources to help students prepare for LMSW licensure. These include test prep books for loan, computerized test-taking simulations, and resource guides.

### **Accessing Resources After Graduation**

After graduation, new alumni may obtain an Alumni OneCard by visiting the Hunter College Alumni Office, Main Campus, East Building Room 1314. (Note: Once verified and enrolled, students will obtain their physical card from the OneCard Office, West Building Room 203). With an Alumni OneCard, Silberman alumni are able to maintain their Hunter email IDs and access Blackboard, where they may continue to access LMSW help. Alumni with the Alumni OneCard may also continue to borrow materials from the Hunter College Libraries.

### **Employment-Related Services**

#### **Silberman School of Social Work Job Bank**

Current listings of full-time, part-time, summer, temporary, voluntary, and instructional positions are compiled on the Silberman School of Social Work's private LinkedIn group, which can be accessed by going to the Alumni section of the SSSW website.

#### **Posting Notices in the Job Bank**

Potential employers who wish to post job notices are encouraged to submit detailed job information using the School's online Job Posting Request Form. This form is available on the SSSW website by clicking Quick Links > Forms. (Job notices may sometimes also be submitted to Method Chairs or the Director of Student Services).

#### **MSW Job Fairs**

There are MSW job fairs held periodically throughout the year in the New York area. Students will receive relevant information about these opportunities throughout their time at the School. It is important that students check their @myhunter emails regularly. In addition, all SSSW students and alumni are urged to attend the annual MSW job fair co-sponsored by Silberman and other New York schools of social work during the spring semester.

#### **Hunter College Office of Career Development Services**

All Silberman students and alumni are invited to attend the career fairs sponsored by the Hunter College Office of Career Development Services, held each fall and spring semester. In conjunction with these and other local job fairs, the College provides reference materials and conducts review sessions on résumé preparation and interviewing skills for students and alumni. Career development workshops and potential-employer information sessions may also take place during Common Times. Students should consult Common Time schedules for details.

# 15

## SUPPORTS FOR LEARNING

### **The Hunter College Libraries / Social Work and Urban Public Health Library**

The Social Work & Urban Public Health Library (SWUPHL) is a graduate- and doctoral-level branch of the Hunter College Libraries. Located on the main floor of the Silberman Building, SWUPHL serves the academic and research needs of the Silberman School of Social Work and the Hunter College undergraduate Urban Public Health Programs and graduate Nutrition Program. The SWUPHL is under the administrative jurisdiction of the Chief Librarian and Dean of the Hunter College Libraries Department.

Upon entering the SWUPHL, patrons are greeted by the Information Commons, which houses the AV-ICIT Service Desk, the Circulation Desk, and the Reference Desk. The SWUPHL contains group and individual study areas, including six group study rooms which contain audio-visual equipment and monitors. There is a mini-computer lab with eight desktop computers, six study carrels with secure laptop computers, and 20 laptop computers available for check-out at the AV-ICIT desk. Printing, photocopying, and scanning equipment are available. There is wireless Internet access throughout the entire Silberman Building.

The SWUPHL contains 56,000 volumes, 80 print serials, and audio-visual materials—all of which are searchable in the online CUNY+ catalog. Students have electronic access to over 300 databases, 100,000 eJournals, and 263,000 eBooks. Students also have access to Hunter's Cooperman Library and Zabar Art Library at 68<sup>th</sup> Street, the Health Professions Library on the Brookdale campus, and all 24 libraries in the CUNY system. Materials from other CUNY libraries are made available to Hunter students through CUNY's intra-library transport system known as CLICS. Materials not held in any CUNY library may be requested through the national Interlibrary Loan service known as ILL.

The Library Faculty provide instruction and reference services. Silberman students will receive four hours of in-class Information Literacy Instruction for social work practice over the course of the standard two-year program. The SWUPHL's Reference Desk is covered by a faculty librarian approximately 54 hours per week, including Saturdays. Students may "drop in" at or call the Reference Desk to work with a librarian on reference and research questions. In addition, students may email librarians directly or use the online request form to schedule one-to-one research consultations. Ask-a-Librarian, an online live chat service, is available 24 hours a day through the Hunter College Libraries website.

#### Important Links:

- The Hunter College Libraries website: <http://library.hunter.cuny.edu/>
- SWUPHL Hours: <http://library.hunter.cuny.edu/hours/schools-social-work-public-health>
- The Social Work Library Guide :  
[http://libguides.library.hunter.cuny.edu/SW\\_Research](http://libguides.library.hunter.cuny.edu/SW_Research)
- Online Research Consultation Request Form:  
[https://library.hunter.cuny.edu/forms/class-request?request\\_type=2](https://library.hunter.cuny.edu/forms/class-request?request_type=2)

## **Accessibility Services for Students**

Students are encouraged to register with the Hunter College Office of AccessABILITY in order to receive 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 those with written and 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.** The office is in the East Building, Room 1214B, Hunter College Main Campus at 68<sup>th</sup> Street, (212) 772-4857. The webpage for the Office of AccessABILITY is: <http://www.hunter.cuny.edu/access>. Additional information is also available on the SSSW website, Student Services page.

## **Accessibility Services at the Library**

The SWUPHL works collaboratively with the Office of AccessABILITY, the Office of Student Services, Silberman's Educational Technologist, and the AV-ICIT Department to provide assistive technologies and universally accessible library materials. SWUPHL currently maintains access to Dragon, JAWS, and ZoomText softwares (JAWS and ZoomTEXT are now known collectively as Fusion) and access to Kurzweil 3000.

Students with disabilities may contact the Head Librarian, Margaret Bausman, at (212) 396-7659 or [mbausman@hunter.cuny.edu](mailto:mbausman@hunter.cuny.edu) for more information about resources and services for students with disabilities. While students are not required to disclose information about the nature of their disability, when contacting the library for access assistance, students should identify themselves as registered with the Office of AccessABILITY and indicate the service accommodations they need. (Students registered with the Office of AccessABILITY have an identifying card that indicates their accommodations; however, not all accommodations may be needed for every situation.)

## **Assistive Technology at the Library**

Students with specific Assistive Technology needs may contact the AV-ICIT Service Desk in the Information Commons of the SWPHL at 212-396-7670. The technologies currently available include the following:

- Dragon Naturally Speaking
- FUSION (JAWS/ZoomText)
- Kurzweil 1000
- Kurzweil 3000 (Note: To download the most up-to-date web version of Kurzweil 3000, students must be registered with the Office of AccessABILITY and use their assigned web credentials.)

During the 2017-2018 academic year, FUSION and Kurzweil 3000 software products will also be available for download on personal and School computers throughout all CUNY campus communities.

The AV-ICIT Department will work with the Office of AccessABILITY to provide other technologies as needed.

### **Access & Technology Center**

Under the auspices of the Office of AccessABILITY, the Access & Technology Center offers adaptive technology and individualized computer training for students with disabilities. This adaptive technology is especially helpful for students who have learning disabilities or visual and hearing impairments. The Center is in the North Building, Room 300, Hunter College Main Campus at 68<sup>th</sup> Street. The webpage for the Center is:

<http://www.hunter.cuny.edu/access/services-programs/accesscenter>

### **Computer Laboratory**

The Silberman Building houses four computer laboratories on the concourse (basement) level. These laboratories are regularly used for scheduled classroom instruction and research, and class schedules are posted on each door. However, when not in use for class, the laboratories are available for student use. Each lab has a printer.

The lab computers are loaded with many popular word-processing, spreadsheet, and database programs as well as a range of discipline specific software. Computer terminals specifically designated for Internet access are available at stand-up stations throughout the Silberman Building.

### **Audio Visual Resources**

VCR, DVD, and video camera equipment are available for curriculum-related activities. Students who wish to record and/or present a video or DVD within the building in fulfillment of a course assignment can arrange to do so with the permission of their instructor. Use of the equipment is scheduled with approval. Most classrooms are *smart* classrooms, equipped with video and internet access. Technical support staff is available to provide assistance and are located in the Library.

### **The Silberman Writing Program**

The Silberman Writing Program (SWP) offers free tutoring services to all students enrolled at the Silberman School of Social Work. The SWP offers a variety of resources, including one-on-one writing consultations and over 70 handouts and podcasts to help students with their writing and information literacy needs. Students can schedule an appointment for an in-person consultation by visiting the following websites: [ssswwriting.youcanbook.me](http://ssswwriting.youcanbook.me) and [ssswwriting2.youcanbook.me](http://ssswwriting2.youcanbook.me). If the times indicated on the site are not convenient, students can contact the director of the Writing Program, Christopher Hartley, to arrange something more suitable for their schedules ([ch552@hunter.cuny.edu](mailto:ch552@hunter.cuny.edu)). Useful handouts and podcasts can be accessed by visiting the Silberman Writing Program section of Blackboard (in the SSSW Information Corner). The Writing Program offers the following services:

- One-on-One Tutoring
- “Tele-Tutoring” & Remote Tutoring
- Group & In-Class Workshops
- Writing & Information Literacy Handouts
- Writing & Information Literacy Podcasts
- A Preparatory Writing & Information Literacy Workshop for New Students

### **Hunter College Reading/Writing Center**

The Reading/Writing Center, located at Hunter College in Thomas Hunter Hall, 4<sup>th</sup> floor,

provides free tutorial assistance to registered students. Tutors are students who are trained to facilitate the development of critical reading, writing, and research skills. The services (which include tutorial assistance, e-tutor assistance, and instructional handouts) are also available on the website (<http://rwc.hunter.cuny.edu/>). Drop-in service operates on a first-come, first-serve basis, during which time students can meet with a tutor for up to 30 minutes. The length of the session depends upon individual needs.

When students cannot attend tutoring in the Reading/Writing Center or when they have a specific question, on-line contact is an efficient way of receiving assistance. Using E-tutor, students can ask questions about the writing process as well as send a section of a paper as a Word attachment for review. Students must include their full name, Hunter e-mail address, the course title, and basic information about the assignment. E-tutor does not read and comment on whole papers. The email address for this assistance is [E-tutor@hunter.cuny.edu](mailto:E-tutor@hunter.cuny.edu).

### **Additional Student Supports**

Any student experiencing any psychosocial stressors impacting their learning (financial, emotional, psychological, physical, or otherwise) should immediately contact the Department of Student Services for a range of supports, including referral to Hunter College's Counseling and Wellness Services or Behavioral Response Team.

# 16

## REGISTRATION AND FINANCIAL AID

### Records and Registration

The dates and basic procedures for internet registration are determined by the Office of the Registrar at Hunter College, but most materials are also distributed by the School via the website. Filing of additional forms, validation, and payment of fees are completed at the Office of the Registrar at Hunter College, 695 Park Avenue at 68<sup>th</sup> Street.

Students should keep all bursar's receipts, copies of official registration, and grade records sent by the College. It is the students' responsibility to make sure that their records are up-to-date and correct. Faculty members and staff only advise and cannot register students for classes or process changes.

### The Registration Process

Registration occurs prior to the beginning of each term and is organized in two parts:

1. Course registration is conducted via the Internet using CUNYFirst and can be accessed through [www.cuny.edu](http://www.cuny.edu): Log-in>CUNYFirst.
2. Payment of fees is completed online following registration. Students should keep the bursar's receipt for their records. ID cards are obtained at the OASIS office, Room 217, North Building, Hunter College.

### Registration

It is the students' responsibility to register for all of their classes each semester. If they are registering and find that a class they want is full or is reserved for another group, they must select another class. If they are not registered in the class they want, they should check back periodically in CUNYfirst to see if someone has dropped that class, leaving an open seat for them to swap classes.

Detailed registration instructions, course schedules, and registration dates are available several weeks before registration begins and are posted on the School's website and on the registration page on Blackboard.

Except for incoming students, all other students should consult with their academic advisors prior to registration to plan their programs and ensure that they are enrolling in courses needed for completion of their degree requirements. Incoming students receive specific information and instructions in the summer prior to the beginning of classes. Course sections and registration dates are posted on the Registrar's website: <http://registrar.hunter.cuny.edu>. Students should check the Registrar's website for information on registration and required payment dates.

Students should also check the School's website and their Hunter e-mail accounts for course schedules, changes, and additional information.

MSW Graduate students cannot enroll in more than 17.5 credits per semester without the approval of the Silberman Registrar Office.

## Registration Waitlist

Four weeks before the semester starts, the registration waitlist will be available on Blackboard (Blackboard>SSSW Information Corner>Registration) for students who require assistance registering and who have already made every effort to register for their classes. Each request will be reviewed and students will be notified if their requests can be fulfilled. These requests should not be used to request specific instructors. Instead, requests should be for special needs and special circumstances, and documentation will be required when students submit their requests.

Please note: At the end of the registration process, class lists are reviewed by the Office of the Dean and professional curriculum area chairpersons. Adjustments may be made in order to relieve overcrowding or to equalize class size. If needed, new sections may be opened or classes may be canceled because of insufficient registration.

## Tuition Payment

The Bursar's Office at Hunter College (Room 238 of the North Building, 212-772-4400) has up-to-date information on tuition charges for the School of Social Work. Tuition currently can be paid online. Students are urged to pay the tuition bill before or on its due date. Failure to do so results in being automatically dropped from the courses for which the student has registered. Students are required to then register again—often when many courses have already filled. Students should file a FAFSA form each year, regardless of financial need. Filing this and an application for a student loan will prevent potential cancellation of classes and facilitate processing of loans, scholarships, and awards.

## Refund Policy

The CUNY refund policy relates to all students who withdraw from courses *prior to the first day of the fourth week of classes*. The refund policy is as follows:

- 100% tuition and fees prior to 1<sup>st</sup> day of classes
- 75% tuition only prior to 1<sup>st</sup> day of 2<sup>nd</sup> week of classes
- 50% tuition only prior to 1<sup>st</sup> day of 3<sup>rd</sup> week of classes
- 25% tuition only prior to 1<sup>st</sup> day of 4<sup>th</sup> week of classes

See the Hunter College Registrar's website each semester for the exact dates.

## Transfer, Waiver, and Prior Graduate Credits

For incoming students entering their first year, a maximum of 12 graduate social work credits may be transferred to the Silberman School of Social Work from another accredited graduate social work program. Transfer credits will be considered for courses only in which grades received are B or better and which *were taken within the last 5 years*. A maximum of nine non-matriculated credits taken at the SSW may be counted toward the 12 credit transfer limit. Official transcripts are necessary for all courses except those taken at Hunter. Courses can be transferred only in the context of the School's requirements. No academic credit is given for life experience or previous work experience.

## Instructions for Application to Transfer Credits

Transfer of credit and credit waiver fall under the purview of the Director of Enrollment Management, in accordance with the following procedure:

1. A student seeking to transfer credit must submit a Transfer of Credit Form to the Office of Enrollment Management before the start of their first semester: By **July 31<sup>st</sup>** for the Fall Semester or **December 15<sup>th</sup>** for the Spring Semester. Students may obtain this form on the SSSW website or directly from the Office of Enrollment Management.

2. The student must complete the Transfer of Credit Form, and attach:
  - a. Copy of official transcript(s) reflecting the courses under consideration, except for courses taken at Hunter College;
  - b. Syllabi for all courses under consideration, including courses taken at Hunter College;
  - c. Any additional, relevant supporting documentation.
3. The student must indicate whether the courses under consideration are intended to count toward *elective* or *required* Silberman School of Social Work credits. If being presented in lieu of *required* course credits, the student must write the titles of the SSSW equivalent courses.
4. The student submits their completed credit transfer request to the Office of Enrollment Management, which monitors the request's processing and return.
5. Once the Office of Enrollment Management verifies the initial validity of the student's request, it sends all materials to the appropriate curriculum area Chair for their review and written decision.
6. The curriculum area Chair reviews the request, and returns a signed decision – approval or denial – to the Office of Enrollment Management and the Associate Dean for Academic and Faculty Affairs; Final approval is made by the Associate Dean for Academic and Faculty Affairs.
7. The Office of Enrollment Management informs the student of the final decision.
8. If the student's request has been approved:
  - a. The Office of Enrollment Management sends all materials (originals) to the Registrar's Office at Hunter College, where the student's record is updated; the student will be given duplicates.
  - b. The Office of Enrollment Management directs the student to the Director of Student Services for subsequent advisement.

Note: No more than six credits of graduate study in fields other than social work will be accepted. A maximum of six credits of non-social work graduate coursework may be transferred to the School if these credits were taken in related fields within the last five years.

### **Courses Subject to Waiver or Transfer**

Courses that may be considered either for waiver or credit transfer are the first Social Welfare Policy and Services course, (SSW 701), two required courses in Human Behavior and the Social Environment (SSW 711 and 712) and the first Social Work Research course (SSW 751). Students seeking to transfer research credit may be asked to attend SSW 751 in order to develop the research project they will be required to execute in SSW 752 (Research 2). Practice method courses generally cannot be waived. Some professional curriculum areas require a waiver exam. Students who feel they have mastered the material covered by a course through prior study may choose to take a waiver examination. Passing the exam does not mean that the student is awarded credits of the waived course; instead, doing so only exempts the student from that required course.

Waiver of courses does not release a student from the necessity of completing the total number of credits required for the degree. Transfer credits, when approved by the Office of the Dean, can be used toward the degree.

## **Financial Aid and Scholarships**

### *Scholarships*

Requests for information on scholarships should be directed to the Director of Enrollment Management. This department facilitates School of Social Work partial tuition waiver funds as well as government and foundation scholarships. Applications are processed each semester. As a result of the limited resources, not everyone who applies for partial tuition waiver assistance will receive it. The awards are based on student financial need.

<http://www.hunter.cuny.edu/student-services/scholarships>.

Please note: Most scholarships are formally administered via the Hunter College Bursar's Office and the Hunter College Office of Financial Aid. Accordingly, students who hope to receive scholarships must have a FAFSA form on file.

Awards received through the Tuition Assistance Program (TAP), GSL, Perkins Loan (formerly National Direct Student Loan, NDSL), or College Work-Study should be reported as income on the scholarship application and do not preclude eligibility for partial tuition waivers.

### *Financial Aid Office*

Information about Federal Direct Loans can be obtained at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Applications for Perkins Loans, TAP, and Work Study are distributed and processed by the Financial Aid Office at Hunter College, 695 Park Avenue, Room 241, (212) 772-4820, e-mail [faohc@hunter.cuny.edu](mailto:faohc@hunter.cuny.edu) or visit <http://www.hunter.cuny.edu/onestop/finances/financial-aid>. Financial aid counselors are available on a walk-in basis at Hunter College. Billing directions and submission of direct loan forms should be directed to OASIS at Hunter College, Room 217, North Building.

## **The New York Higher Education Services Corporation Loan**

The procedures designated by the Financial Aid Office must be followed. Applications for the NYHESC Loan must be picked up from a bank (education division). Funds are borrowed by the student from a bank and payment is guaranteed by the federal government through Hunter College. Students must complete this application and bring it to the Financial Aid Office after which a questionnaire must be completed. This questionnaire is needed so that the Financial Aid Office can insert their portion of the NYHESC application and is part of the guaranteeing process.

## **Eligibility for Student Loans**

Hunter College requires students to be enrolled in courses totaling a minimum of six credits to be eligible for student loans.

## **Student Loan Deferments for Past Loans**

Terms of deferment may be determined by the lending agency. The staff in the Registration and Certification Unit of the Registrar's Office will sign and seal student loan deferments for all Hunter College students. This service cannot be performed for new students until they have registered and paid for the first term.

# 17

## LIABILITY INSURANCE, HEALTH AND COUNSELING

### **Liability Insurance**

All students enrolled in or auditing the field practicum must purchase liability insurance coverage from the School's Professional Liability Insurance Program; a small fee is attached to the tuition bill during the semesters when students are enrolled in either SSW 761, 763, or 767. Students who are not enrolled but who have been asked to repeat a semester in the field practicum should bring payment to the Field Education Department on the 3<sup>rd</sup> floor.

### **Health Services and Wellness Education**

Vaccinations and emergency health care information are available through Hunter College Health Services, located at the Main Campus (68<sup>th</sup> Street and Lexington Ave), North Building Room 307. Health Services may be reached at (212) 772-4800 or [healthandwellness@hunter.cuny.edu](mailto:healthandwellness@hunter.cuny.edu). Health/wellness education resources and programs are also available.

### **Health Insurance**

Please refer to Hunter College Health Services for options to purchase health insurance: <http://www.hunter.cuny.edu/cws/healthservices/healthservices-insurance>.

### **Counseling Services**

Students experiencing personal difficulties may wish to receive individual or group support. Free, confidential on-site counseling, as well as referrals to external support services, are available through Hunter College Counseling Services, located in East Building Room 1123 on Hunter's Main Campus. Walk-ins are taken from 9 a.m. to 5 p.m. Students may also call (212)-772-4931 or email [personalcounseling@hunter.cuny.edu](mailto:personalcounseling@hunter.cuny.edu) for an appointment. Students may also contact the Director of Student Services for assistance in scheduling an appointment and for information about additional resources.

### **Hunter College Behavioral Response Team**

Students in crisis or experiencing significant distress can be referred to the Behavioral Response Team, an interdisciplinary group of professionals affiliated with Hunter College. Additional information on the BRT, the referral process, and the protocol the BRT follows, is available at <http://www.hunter.cuny.edu/brt>.

# 18 FACILITIES

## **The Building**

The School of Social Work's Silberman Building includes classrooms, a well-resourced library, community meeting spaces, four computer labs with extensive software, and an art gallery. The building has an interior courtyard garden and a large 2<sup>nd</sup>-floor terrace. A café is located in the building as well. Additionally, the building is home to the Brookdale Center for Healthy Aging; the library and archives of Centro: The Center for Puerto Rican Studies at Hunter College; and the undergraduate programs in Nutrition and Community Health Education. are co-located in the building. In addition to resources in the School of Social Work building, there are extensive learning resources at the main campus of Hunter College (68<sup>th</sup> Street and Lexington Avenue), the CUNY Graduate Center, and other campuses of the City University of New York (CUNY).

## **Hours of Access**

Administrative and faculty offices are generally open between 9:00 a.m. and 6:00 p.m. during the week. Classes may be held within or outside of these hours. Faculty members may set office hours within or outside of these hours; and appointments may be necessary. Students are advised to consult individual faculty and staff members about their office hours. Individual administrative departments, such as Enrollment Management or Student Services, may adhere to specific office hours and may hold events outside the hours listed above.

The Hunter College Social Work & Urban Community Health Library, located in the Silberman Building, is generally open during business hours and evenings; however, its hours depend on the day of the week, time of year, and whether scheduled classes are in session. Students are advised to check the Library's website for the most current operating hours: <http://library.hunter.cuny.edu/schools-social-work-public-health>

## **Restrooms**

The School has an All-Gender Restroom on the 3<sup>rd</sup> floor. The All-Gender Restroom is intended to demonstrate the School of Social Work's support for everyone's right to have access to safe and comfortable facilities. Trans people and people who don't fit gender stereotypes are often targets of harassment and violence in "women's" and "men's" bathrooms. Such harassment and social control has no place in an institution of higher learning. We encourage students to respect diversity in gender identity and expression and support people's comfortable access to these facilities.

## **Room Requests**

Student requests for space should be directed to the Department of Student Services. In general, space requests which are associated with School of Social Work programming and School community members are processed through Silberman and then referred to the Hunter College Central Reservations System. External requests for space must be made directly through the Hunter College Central Reservations System.

## **Food Service**

Vending machines are available on the 2<sup>nd</sup> and 3<sup>rd</sup> floors. There is also an independently operated grab-and-go café on the 1<sup>st</sup> floor, currently run by a local merchant.

## **Smoking**

Smoking is **prohibited** throughout the building. Smoking is also **prohibited** within a certain distance of the building's exits and entrances, and on or near the grounds of all CUNY properties, per CUNY's Tobacco-Free Policy ratified in 2011.

## **Building Operations**

The Assistant Dean for Finance and Administration works directly with the Office of Facilities Management and Planning, the Department of Public Safety, and the Office of Instructional Computing and Informational Technology to ensure the provision of building services. Any building emergencies should be reported to Public Safety immediately: 212-396-7777.

No nails, tacks, or scotch tape are to be used on the walls of the building. Notices may be tacked on the classroom bulletin boards and the student government bulletin boards and outside classrooms. The Department of Student Services may be contacted with questions regarding bulletin board use and policies.

## **Fire Drills**

Public Safety personnel conduct required fire drills. Emergency response information is posted inside each classroom and by elevators. Doors leading to emergency stairwells should not be propped open at any time.

## **Fire/Emergency Procedures for Students with Disabilities at the School**

1. Public Safety personnel will oversee any emergency condition.
2. Students with disabilities should familiarize themselves with the emergency procedures posted by the elevators on each floor. Unless directed otherwise by FDNY personnel or other emergency responders, disabled persons will enter the nearest stairwell and await FDNY responders to assist them in exiting the building.
3. All students, upon noticing someone in need of assistance during an emergency, should be sure to notify the nearest emergency responder as quickly and safely as possible.

**Emergency conditions should be reported directly to Public Safety at 212-396-7777.**

# 19

## FINISHING UP

### Preparation for Graduation

Graduation is held in January and in June. Students graduating in either January or June are encouraged to participate in one of the twice yearly commencement events held by Hunter College. In addition, the School holds two recognition ceremonies (January and June) organized by the administration and students. Students finishing their last six credits or less in summer may participate in the June graduation. However, their degree will not be conferred until the end of the summer semester.

In preparation for graduation, and prior to their final semester, students should check their transcript with an academic advisor to be sure that all course work has been successfully completed, that grades of Incomplete have been changed, and that transfer credits have been applied.

An integral part of completing the degree is applying for the **degree audit**. Students may apply for an early degree audit – which will track their credit accumulation through their two years in the program – or apply for the degree audit during their second year. Students will receive alerts regarding degree audit application. They may also contact academic advisors for information and assistance. Once confirmed as a degree audit applicant in their final semester, students are required to meet with their academic advisor for a final transcript review.

It is the student's responsibility to apply for the degree audit by the appropriate deadlines and to meet with an academic advisor for a final review during their final semester of course work. Failure to follow these steps will cause a delay in degree conferral and will subject the student to additional fees.

All course work for the terminal semester must be completed by the deadline for grade submission. The degree cannot be awarded until all work is complete. If the work is not completed by deadline for grade submission, the degree will not be awarded until the end of the following semester (i.e., June if the expected date of graduation is January or September if the expected date of graduation is June). Students must be enrolled for a course or pay a *maintenance of matriculation* fee in the semester in which they graduate.

## APPENDIX A

Below, you will find a list of the School's course requirements for all students. On the following pages, you will find curriculum grids (model programs) for students in the Two Year Full-Time; OYR; Advanced Standing; Bank Street Dual Degree; Accelerated Full-Time; and Accelerated OYR programs. Please consult these models as applied to you.

### REQUIRED COURSES AS OF 9/1/14

**THE SCHOOL RESERVES THE RIGHT TO INTRODUCE REQUIREMENTS FOR THE DEGREE DIFFERENT FROM THOSE LISTED IN THE HANDBOOK IF, IN THE JUDGEMENT OF ADMINISTRATION AND FACULTY, THEY ARE WARRANTED**

Course Number	Title	Credit
SSW 701	Social Welfare Policy & Services I	3
SSW 702	Social Welfare Policy & Services II	3
SSW 711, 712 & 713	Human Behavior and the Social Environment I, II, & III	9
SSW 717 & 718	Social Work Practice Learning Lab 1 & 11	6
SSW 751	Social Research I	3
SSW 752	Social Research II	3
SSW 797	Field of Practice Platform Course	3
SSW 721, 722 & 723 SSW 741, 742, & 743 SSW 781, 782, & 783	Major Methods I, II, III	9
SSW 790	Professional Seminar	3
	Two Free Electives (three credits each)	6
SSW 761, 762, 763, 764 or SSW 767 & 768	Field Practicum I, II, III & IV or Field Practicum I and II for OYR Program Students	12
	TOTAL CREDITS	60

Students are also required to participate in (a) State Mandated Child Abuse Reporting, (b) Ethics and (c) Entitlement Workshops (associated with SSW 717 & 718 Social Work Practice Learning Laboratory).

# TWO-YEAR PROGRAM (TYP) CURRICULUM PLAN

**(Subject to Revision)**

**Please Note: These grids are in effect as of the FALL 2016 semester.  
Continuing students should follow their previous grids and consult with  
an academic advisor if they have any questions.**

Y E A R   O N E	
F A L L	S P R I N G
<ul style="list-style-type: none"> <li>• SSW 701 Social Welfare Policy &amp; Services I ..... (3 Credits)</li> <li>• SSW 711 Human Behavior in the Social Environment I ..... (3 Credits)</li> <li>• SSW 717 Social Work Practice Learning Lab I ..... (3 Credits)</li> <li>• SSW     Method Choice I ..... (3 Credits)               <ul style="list-style-type: none"> <li>• 721 - Clinical Practice with Individuals, Families and Small Groups I</li> <li>OR</li> <li>• 741 - Community Organizing I</li> </ul> </li> <li>• SSW 761 Field Practicum I ..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW 702 Social Welfare Policy &amp; Services II ..... (3 Credits)</li> <li>• SSW 712 Human Behavior in the Social Environment II ..... (3 Credits)</li> <li>• SSW 718 Social Work Practice Learning Lab II ..... (3 Credits)</li> <li>• SSW     Method Choice II..... (3 Credits)               <ul style="list-style-type: none"> <li>• 722 - Clinical Practice with Individuals, Families and Small Groups II</li> <li>OR</li> <li>• 742 - Community Organizing II</li> </ul> </li> <li>• SSW 762 Field Placement II ..... (3 Credits)</li> </ul>

Y E A R   T W O	
F A L L	S P R I N G
<ul style="list-style-type: none"> <li>• SSW 713 Human Behavior in the Social Environment III * ..... (3 Credits)</li> <li>• SSW 751 Social Work Research I ..... (3 Credits)</li> <li>• SSW     Method Choice III..... (3 Credits)               <ul style="list-style-type: none"> <li>• 723 - Clinical Practice with Individuals, Families and Small Groups III</li> <li>OR</li> <li>• 743 - Community Organizing III</li> </ul> </li> <li>• Field of Practice Platform Course ..... (3 Credits)</li> <li>• SSW 763 Field Practicum III ..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW 752 Social Work Research II ..... (3 Credits)</li> <li>• Elective **..... (3 Credits)</li> <li>• Elective ..... (3 Credits)</li> <li>• SSW 764 Field Practicum IV ..... (3 Credits)</li> <li>• SSW 790 Professional Seminar..... (3 Credits)</li> </ul>

\*Clinical method students only. Community Organizing Planning and Development students replace this course with an elective.

\*\*Clinical method students only. Community Organizing Planning and Development students replace this course with SSW 713 HBIII.

Please note; Method choice must match the student's designated method concentration. Clinical Practice students must take SSW 721, 722, 723. Community Organizing Planning and Development students must take SSW 741, 742, 743.

# ONE YEAR RESIDENCY (OYR) PROGRAM CURRICULUM PLAN

(Subject to Revision)

**Please Note: These grids are in effect as of the FALL 2016 semester.  
Continuing students should follow their previous grids and consult with  
an academic advisor if they have any questions.**

Y E A R   O N E			
F A L L	W I N T E R	S P R I N G	S U M M E R
<ul style="list-style-type: none"> <li>• SSW 701 Social Welfare Policy &amp; Services I ..... (3 Credits)</li> <li>• SSW 711 Human Behavior in the Social Environment I ..... (3 Credits)</li> <li>• SSW 717 Social Work Practice Learning Lab I ..... (3 Credits)</li> </ul>		<ul style="list-style-type: none"> <li>• SSW 712 Human Behavior in the Social Environment II ..... (3 Credits)</li> <li>• SSW 718 Social Work Practice Learning Lab II ..... (3 Credits)</li> <li>• SSW Method Choice I ..... (3 Credits)                             <ul style="list-style-type: none"> <li>• 721 - Clinical Practice with Individuals Families and Small Groups I</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SSW 713 Human Behavior in the Social Environment III ..... (3 Credits)</li> <li>• SSW 702 Social Welfare Policy &amp; Services II ..... (3 Credits)</li> </ul>
Y E A R   T W O			
F A L L	W I N T E R	S P R I N G	S U M M E R
<ul style="list-style-type: none"> <li>• SSW 751 Social Work Research I ..... (3 Credits)</li> <li>• SSW Method Choice ..... (3 Credits)                             <ul style="list-style-type: none"> <li>• 722 - Clinical Practice with Individuals, Families and Small Groups II</li> <li>OR</li> <li>• 741 - Community Organizing I</li> </ul> </li> <li>• Field of Practice Course ..... (3 Credits)</li> <li>• SSW 767 Field Practicum I ..... (6 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Elective (Option)**</li> </ul>	<ul style="list-style-type: none"> <li>• SSW Method Choice ..... (3 Credits)                             <ul style="list-style-type: none"> <li>• 723 - Clinical Practice with Individuals, Families and Small Groups III</li> <li>OR</li> <li>• 742 - Community Organizing II</li> </ul> </li> <li>• SSW 752 Social Work Research II ..... (3 Credits)</li> <li>• Elective ..... (3 Credits)</li> <li>• SSW 768 Field Practicum II ..... (6 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Elective* (Option) ..... (3 Credits)</li> <li>• SSW 790 Professional Seminar* (option) (3 Credits)</li> <li>• SSW 743 Community Organizing III*** (option)(3 Cr)</li> </ul>
Y E A R   T H R E E			
F A L L			
<ul style="list-style-type: none"> <li>• SSW 790 Professional Seminar (Option)</li> <li>• SSW 743 Community Organizing III*** (option)(3 Cr)</li> </ul>	<ul style="list-style-type: none"> <li>* Students can choose to take SSW 790 in the summer term to graduate in two years or decide to extend their graduation date to the fall.</li> <li>** Taking course during the winter might require out-of-pocket expense.</li> <li>*** Students can choose to take SSW 743 in the summer term to graduate in two years or decide to extend their graduation date to the fall.</li> </ul>		

Please note; Method choice must match the student's designated method concentration.  
Clinical Practice students must take SSW 721, 722, 723. Community Organizing Planning and Development students must take SSW 741, 742, 743.

# ADVANCED STANDING PROGRAM CURRICULUM PLAN

(Subject to Revision)

**Please Note: These grids are in effect as of the FALL 2016 semester.  
Continuing students should follow their previous grids and consult with  
an academic advisor if they have any questions.**

Y E A R   O N E	
S U M M E R	F A L L
<ul style="list-style-type: none"> <li>• SSW 702 Social Welfare Policy &amp; Services II ..... (3 Credits)</li> <li>• SSW 712 Human Behavior &amp; the Social Environment II *</li> <li>OR</li> <li>SSW 713 Human Behavior &amp; the Social Environment III ..... (3 Credits)</li> <li>• Elective** (Option) ..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW 713 Human Behavior &amp; the Social Environment III or Elective..... (3 Credits)</li> <li>• SSW Method Choice I ..... (3 Credits) <ul style="list-style-type: none"> <li>• 721 - Clinical Practice with Individuals, Families and Small Groups I</li> <li>OR</li> <li>• 741 - Community Organizing Planning and Development</li> </ul> </li> <li>• SSW Method Choice II ..... (3 Credits) <ul style="list-style-type: none"> <li>• 722 - Clinical Practice with Individuals, Families and Small Groups II</li> </ul> </li> <li>• SSW 751 Social Work Research I ..... (3 Credits)</li> <li>• SSW 763 Field Practicum III ..... (3 Credits)</li> </ul>
*Must be completed if not completed in your BSW degree.	

S P R I N G	S U M M E R
<ul style="list-style-type: none"> <li>• SSW 752 Social Work Research II ..... (3 Credits)</li> <li>• SSW 764 Field Practicum IV..... (3 Credits)</li> <li>• SSW Method Choice II ..... (3 Credits) <ul style="list-style-type: none"> <li>• 742 - Community Organizing Planning and Development</li> </ul> </li> <li>• SSW Method Choice III ..... (3 Credits) <ul style="list-style-type: none"> <li>• 723 - Clinical Practice with Individuals, Families and Small Groups III</li> </ul> </li> <li>• Elective ..... (3 Credits)</li> <li>• SSW 790 Professional Seminar..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Elective** (Option) ..... (3 Credits)</li> <li>• SSW Method Choice III ..... (3 Credits) <ul style="list-style-type: none"> <li>• 743 - Community Organizing Planning and Development</li> </ul> </li> </ul>
**Should contact the financial aid office regarding loan and taking summer 3 credit course.	

Please note; Method choice must match the student's designated method concentration. Clinical Practice students must take SSW 721, 722, 723. Community Organizing Planning and Development students must take SSW 741, 742, 743.

# BANK STREET DUAL DEGREE PROGRAM CURRICULUM PLAN

(Subject to Revision)

**Please Note: These grids are in effect as of the FALL 2016 semester.  
Continuing students should follow their previous grids and consult with  
an academic advisor if they have any questions.**

YEAR ONE		
SUMMER & FALL	SPRING	SUMMER
<ul style="list-style-type: none"> <li>• EDUC 500 Child Dev (summer) ..... (3 Credits)</li> <li>• EDUC 802 World of the Toddler ..... (3 Credits)</li> <li>• EDUC 519 or 520 Educating Infants and Toddlers: Environments or Programs ... (3 Credits)</li> <li>• EDUC 954 Fieldwork ..... (6 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• EDUC 801 World of the Infant ..... (3 Credits)</li> <li>• EDUC 808 Observation and Recording ..... (3 Credits)</li> <li>• EDUC 954 Fieldwork (do EI placement) ..... (6 Credits)</li> <li>• SSW 717 Social Work Practice Lab I ..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW 712 Human Behavior II ..... (3 Credits)</li> <li>• SSW 718 Social Work Practice Lab II ..... (3 Credits)</li> </ul>
YEAR TWO		
FALL	SPRING	SUMMER
<ul style="list-style-type: none"> <li>• SSW 721 Clinical Practice with Individuals, Families and Small Groups I ..... (3 Credits)</li> <li>• SSW 722 Clinical Practice with Individuals, Families and Small Groups II ..... (3 Credits)</li> <li>• SSW 767 Field Practicum I ..... (3 Credits)</li> <li>• EDUC 803 Developmental Variations ..... (2 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW 723 Clinical Practice with Individuals, Families and Small Groups III ..... (3 Credits)</li> <li>• SSW 701 Social Welfare Policy And Services I (3 Credits)</li> <li>• SSW 768 Field Practicum II ..... (6 Credits)</li> <li>• SSW Elective ..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW Elective ..... (3 Credits)</li> <li>• SSW Human Behavior III ..... (3 Credits)</li> </ul>
YEAR THREE		
FALL	SPRING	
<ul style="list-style-type: none"> <li>• SSW 751 Social Work Research I ..... (3 Credits)</li> <li>• EDUC 613 Understanding and Working with Parents ..... (2 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• EDUC 891 Developmental Assessment of Infants and Toddlers ..... (3 Credits)</li> <li>• SSW 702 Social Welfare Policy &amp; Services II ..... (3 Credits)</li> <li>• SSW 790 Professional Seminar ..... (3 Credits)</li> </ul>	

Hunter: 51 credits + Bank Street: 34 credits = 85 Total Credits

# ACCELERATED FULL-TIME PROGRAM CURRICULUM PLAN

(Subject to Revision)

**Please Note: These grids are in effect as of the FALL 2016 semester.  
Continuing students should follow their previous grids and consult with  
an academic advisor if they have any questions.**

YEAR ONE			
SPRING		SUMMER	
• SSW 701 Social Welfare Policy & Services I ..... (3 Credits)		• SSW 712 Human Behavior & the Social Environment II ..... (3 Credits)	
• SSW 711 Human Behavior & the Social Environment I..... (3 Credits)		• SSW 718 Social Work Practice Learning Lab II ..... (3 Credits)	
• SSW 717 Social Work Practice Learning Lab I ..... (3 Credits)		• SSW 722 Method: Work with Individuals, Families and Groups II ..... (3 Credits)	
• SSW 721 Clinical Practice with Individuals, Families and Small Groups I ..... (3 Credits)		• SSW 762 Field Practicum II ..... (3 Credits)	
• SSW 761 Field Practicum I ..... (3 Credits)			

  

YEAR TWO			
FALL	WINTER	SPRING	SUMMER
• SSW 713 Human Behavior & the Social Environment III ..... (3 Credits)	• Elective Option*	• SSW 702 Social Welfare Policy & Services II..... (3 Credits)	• Elective ..... (3 Credits)
• SSW 723 Clinical Practice with Individuals, Families and Small Groups II (3 Credits)		• SSW 752 Social Work Research II ..... (3 Credits)	• SSW 790 Professional Seminar (Option)* .... (3 Cr.)
• SSW 751 Social Work Research I ..... (3 Credits)		• SSW 764 Field Practicum II ..... (3 Credits)	
• Field of Practice Platform Course ..... (3 Credits)		• Elective ..... (3 Credits)	
• SSW 763 Field Practicum III ..... (3 Credits)			

\* Taking course during the winter might require out-of-pocket expense

# ACCELERATED ONE YEAR RESIDENCY (OYR) PROGRAM CURRICULUM PLAN

**(Subject to Revision)**

**Please Note: These grids are in effect as of the FALL 2016 semester.  
Continuing students should follow their previous grids and consult with  
an academic advisor if they have any questions.**

Y E A R   O N E			
S P R I N G		S U M M E R	
• SSW 701	Social Welfare Policy & Services I ..... (3 Credits)	• SSW 712	Human Behavior & the Social Environment II ..... (3 Credits)
• SSW 711	Human Behavior & the Social Environment I ..... (3 Credits)	• SSW 718	Social Work Practice Learning Lab II ..... (3 Credits)
• SSW 717	Social Work Practice Learning Lab I ..... (3 Credits)	• SSW 721	Clinical Practice with Individuals, Families and Small GroupsI ..... (3 Credits)
Y E A R   T W O			
F A L L	W I N T E R	S P R I N G	S U M M E R
• SSW 722	Clinical Practice with Individuals, Families and Small Groups II (3 Credits)	• SSW 723	Clinical Practice with Individuals, Families and Small Groups III (3 Credits)
• SSW 751	Social Work Research I ..... (3 Credits)	• SSW 752	Social Work Research II .... (3 Credits)
• SSW 767	Field Practicum I ..... (6 Credits)	• SSW 702	Social Welfare Policy & Services II ..... (3 Credits)
• Fields of Practice Platform Course ..... (3 Credits)		• SSW 768	Field Practicum II ..... (6 Credits)
	• Elective Option**	• SSW 713	Human Behavior & the Social Environment III ..... (3 Credits)
		• Elective	..... (3 Credits)
		• Elective Option	..... (3 Credits)
		• SSW 790	Professional Seminar (Option)* .... (3 Cr.)
Y E A R   T H R E E			
F A L L			
• SSW 790	Professional Seminar ..... (3 Credits) Elective	* Students can choose to take SSW 790 in the summer term to graduate in two years or decide to extend their graduation date to the fall.	
• Elective	..... (3 Credits)	** Taking course during the winter might require out of pocket expense.	

\* Students can choose to take SSW 790 in the summer term to graduate in two years or decide to extend their graduation date to the fall.

\*\* Taking course during the winter might require out of pocket expense.

Two electives are required to complete the program. They can be taken in the winter, summer, or fall of your last year at the school. Please meet with your advisor to map out the best plan for your academic and financial needs.

# ORGANIZATIONAL MANAGEMENT & LEADERSHIP (OML)

## PRACTICE METHOD

### PROGRAM CURRICULUM PLAN

(Subject to Revision)

Year One	
Fall	Winter
<ul style="list-style-type: none"><li>• SSW 701 Social Welfare Policy &amp; Services (<i>Saturdays</i>)</li><li>• <b>SSW 712 Human Behavior &amp; the Social Environment II (OML Focus: Organizational Behavior) (<i>Intensive: 5 six hours Saturdays</i>)</b></li><li>• SSW 717 Social Work Practice Lab I (<i>Offered Thursday evening for the whole semester</i>)</li></ul> <p>(Two year OML Students also take 761 Field Practicum – 3 credits)</p>	
Spring	Summer
<ul style="list-style-type: none"><li>• <b>SSW 711 Human Behavior in the Social Environment I (OML Intensive: Entire Life Cycle) (<i>Intensive: 5 six hours Saturdays</i>)</b></li><li>• SSW 718 Practice Lab II (<i>Offered Thursday evening for the whole semester</i>)</li><li>• <b>SSW 781 OML Method I (OML I: Leadership, Strategy, Mission) (<i>Intensive: 5 six hours Saturdays</i>)</b></li></ul> <p>(Two year OML Students also take 762 Field Practicum – 3 credits)</p>	<ul style="list-style-type: none"><li>• <b>SSW 713 Human Behavior &amp; the Social Environment III (Intensive: Organizational Change) (<i>Intensive</i>)</b></li><li>• SSW 702 Social Welfare Policy &amp; Services II (<i>Intensive</i>)</li></ul>
Year Two	
Fall	Winter
<ul style="list-style-type: none"><li>• <b>SSW 751 Social Research I (OML version uses management data sets and problems) (<i>Wednesday evenings</i>)</b></li><li>• <b>SSW 782 OML Method II (Governance, HR, Planning) (<i>Intensive: 5 six hours Saturdays</i>)</b></li><li>• SSW Field of Practice Platform (Field of Practice specific) (<i>Wednesday late afternoons</i>)</li></ul>	Elective (Option)**

<ul style="list-style-type: none"> <li>• SSW 767 Field Practicum I</li> </ul> <p>(Two year OML Students also take 763 Field Practicum – 3 credits)</p>	
Spring	Summer
<ul style="list-style-type: none"> <li>• <b>SSW 783 OML Method III (Financial, Resources, IT) (Intensive: 6 Saturday sessions- 2 four-hour and 4 six-hour sessions)</b></li> <li>• <b>SSW 752 Social Work Research II (OML version uses management data sets and problems) (Wednesday evenings)</b></li> <li>• SSW 790 Professional Seminar (Wednesday late afternoons)</li> <li>• SSW 768 Field Practicum II (OYR)</li> </ul> <p>(Two year OML Students also take 764 Field Practicum – 3 credits)</p>	<ul style="list-style-type: none"> <li>• Elective I</li> <li>• Elective II</li> </ul>
<ul style="list-style-type: none"> <li>• Students may take any electives they qualify for (some may have prerequisites), but the following have been developed for OML: Social Enterprise, social entrepreneurship, &amp; social innovation (usually in the Fall) Clinical Knowledge for Managers (usually in the Spring) Legal Issues for Managers (Usually in the Spring)</li> </ul>	<p>* * Taking course during the winter might require out of pocket expense.</p> <p>Classes in bold are required OML classes, offered only once per year on one evening per week or intensively on Saturdays for 5 or 6 sessions. Other classes are those that all MSW take and may be taken any time they are offered. One evening and Saturday versions are offered to fit OYR students' work schedules.</p> <p>This schedule allows students to complete the coursework in 2 years (four semesters) and one required summer (HBSE III-OML is only offered in the summer). Students may elect to complete the courses in an additional summer or an additional (fifth) semester.</p> <p>For additional information, contact Associate Professor James Mandiberg at 212-396-7525 or <a href="mailto:jm945@hunter.cuny.edu">jm945@hunter.cuny.edu</a></p>

(All courses are 3 credits, except second year fall course SSW 767 and second year spring course SSW 768 they are 6 credits. Saturday classes are required for this method)

## Appendix B

### I. Students' Right Concerning Education Records

### II. Student Rights and School Policies

#### I. Students' Right Concerning Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are the following:

##### **1. The right to inspect and review the student's education records.**

Students should submit to the registrar, the dean of students, or other appropriate college official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be provided with copies of the requested records or notified of the time and place where the records may be inspected. Students will be charged a fee for copies of requested records. If the request is denied or not responded to within 45 days, the student may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided by the college's FERPA appeals officer: Office of Legal Affairs, Hunter College, Room 1705E, 695 Park Avenue, New York, NY 10021.

##### **2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the registrar, the dean of students, or other appropriate college official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

##### **3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the university has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

##### **4. You may appeal the alleged denial of FERPA rights to the:**

General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.

##### **5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.**

The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

**6. The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:**

A student’s name, attendance dates, telephone listing, home address, present address, e-mail address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar’s Office, a student or former student may request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time.

This policy shall be effective as of September 2000 and shall supersede prior policy on this issue.

## **II. Student Rights and School Policies**

### **Statement on the Rights of Students**

**The Hunter College Senate voted endorsement of the following statement on September 24, 1974:**

#### **Preamble**

“Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals....Freedom to teach and freedom to learn are inseparable facets of academic freedom.”

Students “have a distinctive role...which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education....Joint efforts among all groups in the institution-students, faculty, administration, and governing board-is a prerequisite of sound academic government....Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community.”

“The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community.”

Students’ rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the college change.

## **I. Academic and Personal Files**

1. Improper disclosure, even within the college, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal, and disciplinary records should be kept in separate files.
2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.

4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.

## **II. Classroom, Grades, etc.**

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to college standards.
2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

## **III. Participation in Academic Affairs**

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and Student Services.
3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.
4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the college community, and should be weighed in all decisions affecting faculty status and curriculum.

## **IV. Extracurricular Activities**

1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the college.

## **V. Standards of Conduct**

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the college.
2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.
3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

**RESOLVED, That these rules and regulations be incorporated in each college bulletin.**

*Adopted by the Board of Trustees of The City University of New York on June 23, 1969, and amended on October 27, 1980, and May 22, 1989.*

### **Rules and Regulations for Students Pursuant to Article 224A**

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridiem or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself or herself of provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.
  - a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Trustees of the City University of New York or any community college.

### **Equal Opportunity Programs**

Hunter College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedure.

## Appendix C

### Silberman Faculty and Staff Directory 2016-2017

Abramovitz, Miriam	Full-Time Faculty	396-7535	432	iabramov@hunter.cuny.edu
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## Appendix D

### **NASW Code of Ethics (2018) and NASW Standards and Indicators of Cultural Competence (2018)**

**See below.**

# **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.

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*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

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\*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

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## **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

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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

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In 2015 NCORED 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

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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

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### 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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