

# LONG ISLAND UNIVERSITY



## MASTER OF SOCIAL WORK PROGRAM

# FIELD INSTRUCTION MANUAL

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**LONG ISLAND UNIVERSITY**  
**MASTER OF SOCIAL WORK DEGREE PROGRAM**  
**FIELD MANUAL**

On behalf of the Social Work faculty, we welcome you to the field instruction experience. Practice is the essence of social work, and the field is the arena for acquiring practice skills. As such, field education is the signature pedagogy of social work education according to the Council on Social Work Education (CSWE). Therefore, a planned, integrated field curriculum is of paramount importance. In addition to being the ultimate testing ground of practice skills, the field practicum distinguishes itself from traditional coursework in that it takes the student beyond membership and responsibility to the educational institution, to a more profound membership and ethical responsibility to the client, the professional community, and the broader social welfare community. The MSW program at Long Island University (LIU) prepares professional interns for this crucial transition from student to competent and ethical generalist social work practitioner.

Long Island University's field instruction program is guided by the mandates of the CSWE's curriculum policy statements and accreditation policies, the NASW Code of Ethics and University policy. This field Instruction Manual is the result of constant, dynamic process of collaboration and recreation as the needs and inputs of students, field instructors, agency educational coordinators, and faculty field liaisons emerge, evolve and interact. This manual is intended to guide the translation of LIU's program mission, policies and standards into performance expectations and criteria for student, school and field supervision. It also insures that evaluation of student progress and the larger curriculum planning process is also mutual and collaborative. We wish to extend our grateful appreciation for the exemplary participation of our community social workers and field agencies. Without their dedication and support, our students and our program could never have attained their present level of development and growth.

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## Description of the MSW Program

The MSW program is coherently integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk and promotion of social justice and values. The first year curriculum introduces the student to the components of generalist practice that distinguishes between generalist and advanced generalist practice and supports the integration of specialized knowledge and specialized technologies into a generalist perspective. The first year curriculum also introduces the student to principles of interdisciplinary collaboration to begin preparation for work in interdisciplinary fields of practice. The second year curriculum builds on the first year by deepening the student's understanding of psychosocial assessment, administrative theory and practice and diversity sensitive practice. Students select a specific area of concentration - nonprofit management, substance abuse, gerontology, child and family welfare, or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field education in the second year provides an opportunity for the students to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes.

The advanced curriculum provides the student with an integrative and interdisciplinary theoretical and practice framework for the combining of specialized and generalist components of practice.

## Competencies in Field Education

The field education component of LIU's social work program reflects and complies with the MSW program's goal and mission to prepare students with the capacity to successfully meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program's goals. In addition, the field instruction competencies listed below were incorporated into the field instruction course outlines for I, II, III, and IV and all field evaluations.

1. Identify as a professional social worker and conducts himself/herself accordingly.
2. Apply critical thinking to inform and communicate professional judgments.

3. Address diversity in practice.
4. Advance human rights and social and economic justice.
5. Engage in research-informed practice and practice-informed research.
6. Apply knowledge of human behavior and the social environment to social work. practice in the field
7. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
8. Respond to contexts that shape practice.
9. Engage, assess, intervene and evaluates with individuals, families, groups, organizations, and communities.

## Advanced Program Competencies

I. Utilize evidence-based knowledge to the practice of social work in the respective concentration areas of gerontology, nonprofit management, substance and alcohol abuse counseling, or family and child welfare.

II. Apply principles of inter-disciplinary collaboration to social work practice in the respective concentration areas of gerontology, nonprofit management, substance and alcohol abuse counseling, or family and child welfare.

### Concentration-Specific Competencies

#### Gerontology Concentration:

I. Utilize evidence-based knowledge about the bio-psycho-social-spiritual needs and functioning of older people to social practice in the area of gerontology.

II. Apply principles of inter-disciplinary collaboration to social work practice in the area of gerontology.

#### Long-Term Care

I. Apply evidence-based knowledge to social work practice in the following areas:

- a. Health-care facility administration.
- b. Health care financing.
- c. Legal issues in health care.
- d. Gerontology.
- e. Personnel management.

#### Senior-community Service

- f. Plan and develop community services for older adults.
- g. Perform treatment planning and interventions with older adults.
- h. Apply evidence-based knowledge about death, dying, bereavement and loss to social work practice on the micro and macro levels.

**Nonprofit Management Concentration**

- I. Apply evidence-based knowledge about concepts and theories of nonprofit management and organizations to social work practice in this area.
- II. Apply principles of inter-disciplinary collaboration to social work practice in the area of nonprofit management.

**Alcohol & Substance Abuse Concentration**

- I. Apply evidence-based knowledge to social work practice in the following areas:
  - a. Alcohol and substance abuse counseling.
  - b. Assessment; clinical evaluation; treatment planning; case management; and client, family, and community education in the area of alcohol and substance abuse counseling.
  - c. Professional and ethical responsibilities and documentation.
- II. Apply principles of inter-disciplinary collaboration to social work practice in the area of alcohol and substance abuse counseling.

**Child and Family Welfare (CFW) Concentration Specific Competencies**

- I. Apply evidence-based knowledge about the major policy and practice issues, concepts and theories related to children and their families to practice with this population.
- II. Identify the collaborative role for social work in the area of child and family welfare.

**Forensic Social Work Concentration**

- I. Apply knowledge to inform social work professional role and practice in specialized areas of forensic social work (e.g., understanding the interface between law enforcement and social work, familiarity with federal and state regulations and procedures, ethical considerations).
- II. Promote the interdisciplinary practice of social work in the area of forensic services (e.g., criminal and juvenile justice, alcohol and substance abuse, domestic violence).

**Responsibilities & Function of Field Faculty and Staff****Field Director**

The Field Director is responsible for the overall administration of the MSW Field Program and the daily operations at the LIU Post Campus. The Field Director at LIU Brooklyn reports to the overall Director and handles the daily operation at the Brooklyn campus.

- Visits, interviews, recruits and processes new agencies as potential field sites.

- Distributes field application to MSW students. Interviews, advises, and provides students with possible agency choices. Matches and oversees placement of the students in agencies and provides written confirmation to students of their placements.
- Handles all verbal and written correspondences between the agency and program regarding the placement of specific students. Provide proof of insurance (affiliation agreements) when necessary to clinical sites. Sends field instructors introductory packets with supervisor applications, team contacts, project lists, expectations of students and other program information.
- Provides student orientation in conjunction with field liaisons to discuss liability insurance, the required Child Abuse Detection seminar, NASW membership, learning contacts, task assignments, process recordings, other expectations in the field and the field course outline.
- Provides orientations and educational seminars to field instructors, students and faculty where appropriate. Disseminates all institutionalized policies and procedures regarding the field to the field sites; including the field manual.
- Responds to field problems and issues of an administrative nature. Monitors placements to assure compliance with program and field competencies, policies and procedures. Changes placements only when absolutely necessary and in consultation with faculty liaison and agency field instructor.
- Oversees the field liaisons.
- Organizes and maintains the field work advisory committee.
- Disseminates, collects and maintains all evaluation in files:
  - field instructor's evaluation of the student,
  - student's evaluation of the placement,
  - field liaison's evaluation of the field site, and
  - field instructor's evaluation of the social work program
- Distributes all benefits to field instructors

## **Field Liaison**

A member of the full-time or part-time faculty is appointed to the position of field liaison and is assigned a maximum of 15 students per semester. The liaison provides the student with the field course outline, and keeps regular contacts with the student and field supervisor. The liaison monitors the students' workload, assignments and progress in the field through written task sheets and written evaluations from field instructors. The field liaison will schedule 4

mandatory seminar meetings with the group of students throughout the semester to collectively process their field experiences. The liaison:

- Arranges for regular planned exchange between the program and field sites in order to monitor the student's individual adjustment, learning, and progress with the agency. Conducts a minimum of one field visit per semester per site.
- Assures that the program's educational competencies are met through student assignments.
- Reviews and approves student's tasks/assignments, and suggests modifications if necessary.
- Participates in initial student and field instructor orientations of the school year.
- Develops field learning contracts with students to negotiate the demands of the field education with the students' learning goals and professional development.
- Meets with students at least 4 times per semester as a group to assist students with acclimation issues and the integration of course work and practicum. These meetings are supplemented by weekly use of *Blackboard*.
- Responds to and attempts to resolve field problems/ issues between students and field instructors or other agency personnel.
- Interprets school policies, procedures and expectations of field agencies to the field instructors, and continually monitors the fit between agency, student and program.
- Evaluates students, field instructors and agencies, and makes recommendations for continued use of agencies and field instructors to field coordinator.
- Suggests and discusses subsequent placements for the specialization year from which the student can best benefit.
- Assigns students' grades.

## **Agency Selection and Contracting**

Almost any setting where social work is practiced or can have a meaningful role can be used as a field placement. A human service agency may become a field instruction site for social work students in several ways. A faculty member, a social work practitioner in the community, or a student may recommend an agency. An agency may contact the program and request students. Or agencies may be recruited directly by the Field Director or by the Field Coordinator.

Generally, once a potential field agency becomes known to the program, it is expected to provide written information on their programs, specify the learning experiences available to students, and the qualifications of the personnel available to supervise students, if it is interested in serving as a field site. In addition, the agency must pass a 'site evaluation' that is conducted by the Field Director. An interview with the Educational coordinator for social work or agency head further determines and confirms agency compatibility with the program's educational competencies, appropriateness of assignments, and the agency's resource capability for physically and educationally accommodating and committing to students' needs.

Specifically, the Field Director looks for agencies whose programs have competent staff to provide effective supervision and professional learning; a commitment to social work ethics, values, social justice, and training of social work professionals, and a mission that includes service to diverse populations and populations at risk. In addition, students must be able to employ a broad range of technologies and modalities, consonant with both generalist and specialist practice at the field site. After the agency and the field instructor have been approved, and a student-agency pre-placement interview has been concluded, (see next section), the responsibilities as a field supervisor. Contained in this contract are the conditions, expectations, and terms of agreement that will be in effect during a student's practicum. Along with the contract, the field instructor receives a packet of other required forms and materials including a **Field Instructor's Experience Outline**, an **Agency Data Base** form, and a **Task Assignment/Project List** [that must be completed by student and field instructor by the third week of placement]. The Task Assignment Sheet is forwarded to the student's individual Field Liaison, who reviews the appropriateness and correspondence of assignments with program expectations. The liaison continues to use the list to monitor the student's assignments and development in the field.

## Criteria for selection of agencies

- Clearly defined services, whose mission and values are compatible with Social Work
- Willingness to provide for the duration of the placement a qualified field instructor with adequate time to carry out expected educational tasks.
  
- Provision of appropriate learning experiences for students including direct service work assignments, participation in staff conferences, training, and seminars which complement and supplement the goals of generalist and/or specialist practice.
  
- Opportunities to serve diverse populations and populations at risk.
  
- Available work space and resources for the student to carry out the professional role.
  
- Willingness to cooperate and participate with the Program in the development, monitoring and review of a well-integrated generalist/specialist curriculum.

- Flexibility in providing the field instructor with adequate time to provide supervision and guidance to the student, as well as to review process recordings, prepare written evaluations, confer with the field liaison and attend, if possible, orientation and Advisory Committee meetings at the school.

## Criteria for dual employment-internship sites

Students are discouraged from utilizing their places of employment for field internships. In those cases where the employment site is requested for approval as a practicum site, the following criteria must be met:

- The agency or institution must be large enough to provide a transfer to a different department or program that presents new or varying experiences from the student's employment duties, and where these experiences and duties are unlikely to significantly overlap, intersect or in any way conflict.
- The alternate department or program must be able to meet the educational needs of the student with exposure to a client population and responsibilities that significantly vary from those of student's employment.
- The agency or institution must provide a field instructor who is not the student's regular job supervisor. The supervisor must meet all the program's credentials and requirements for an agency field instructor as set forth in LIU's Field's Instruction Manual regarding the criteria for Selection of Field Instructors. The supervisor must also perform all other expected duties of a field supervisor including attendants at field meetings and providing the student with direct supervision for at least one hour per week.
- If the student was working in the agency full-time, then the agency must provide written assurance that the student will be released from regular work duties and provided with the alternate internship experience at least 14 hours per week as a 1<sup>st</sup> year Foundation student and 21 hours per week as a 2<sup>nd</sup> year Advanced Specialization student. In addition, it is understood that the student must attend all meetings/seminars scheduled by the faculty field liaison while in practicum.
- The student **must** attend the practicum site on separate and distinct days and/or times from paid work days. The agency or institution must provide assurance that the student will not perform any work demands of the agency or institution and will only focus on practicum requirements during those days designated as practicum days. If this assurance is in any way violated, the program will terminate the internship at this site.

- Students who are directors, supervisors, or otherwise in any position of authority are not permitted to intern at their agencies.
- The Director of Field reserves the right to make the final decision regarding the timing and efficacy of a dual employment-practicum experience.

## **Responsibilities of the parties:**

### **The student**

The student interested in this option must submit a written request to the Director of Field or Field Coordinator at least one semester prior to beginning the desired practicum experience, or in the case of a new student, as soon as possible. The written request must contain the following:

1. A descriptive of present and anticipated employment-related responsibilities, title, and supervisor including the name and mission of the department or program.
2. The beginning date of employment with the agency. A description of proposed practicum-related responsibilities and assignments, including the name and mission of the alternate department or program.
3. The name and capacity of the intended internship supervisor, and his/her credentials and other qualifications for social work supervision.
4. If the student is employed full time: written plan detailing the release time for internship work and regular work signed by the current job supervisor and the intended internship supervisor.

### **The agency or institution**

1. Written approval from an agency administrator or supervisor agreeing to this proposal. This should include signatures from the present supervisor, as well as the intended practicum supervisor, and if applicable, the program director or department head of the proposed practicum setting.
2. If the student is employed full time: written assurance from an agency administrator that the student will be released from paid employment responsibilities at least 14 hours per week for a 1<sup>st</sup> year student and 21 hours per week as a 2<sup>nd</sup> year student with the understanding that the student must currently attend all meetings/seminars scheduled by the field liaison while in practicum. This written assurance must reflect the understanding that the student's time in the practicum must be spent on internship-related assignments

and learning, and not on work-related assignments or demands of the agency AND that the internship will be terminated if these terms and conditions are violated.

### **Director of Field Education**

The student's and agency's proposal package will be reviewed by the Director of Field Education, and a decision will be rendered within thirty days of receipt of the completed application package. If the request is granted, the student, agency and supervisors are expected to adhere to the agreement reached between the Field Office and all other affected parties. If the Director of Field Education or the Field Liaison learns that the student is attending to regular job duties during the designated practicum hours, then the practicum will be terminated.

## **Criteria, Philosophy, and Process of Student Placement**

### **Criteria**

Only students who applied and were accepted into the master's degree in social work program are admitted to the field practicum. The program's admission criteria include the following:

- A Bachelor of Arts or Science degree from a regionally accredited university.
- A minimum overall grade point average of 2.8
- A 'B' average in courses taken during the final four semesters of undergraduate study.
- A minimum of three recommendations.
- A personal narrative/autobiographical statement (4-5 pages).
- An undergraduate transcript.
- Personal characteristics and qualifications essential for professional work with vulnerable individuals and populations-at-risk.
- Completion of the University's and Program admission application in a timely manner.

Upon notification of acceptance into the MSW program [usually the Spring prior to the Fall enrollment term], students receive a field practicum application that must be completed and returned immediately to the Field Director. [Note: Students in the second year of the MSW program will also receive the letter in the Spring and will be required to undergo the same

process as new enrollees.] The formal application requires that student complete a 'placement planning' section, a 300-500 word essay detailing previous educational, work and/or volunteer experience and their influence on the student's decision to pursue social work [or chosen specialization in social work for 2<sup>nd</sup> year students], and a discussion of long range professional goals. An updated resume is also required for the field application. The resume and the essay are presented to the student's prospective field instructor(s) during the interview process.

Upon receipt of the completed field practicum application, students then attend an interview with the Director of Field Education in order to confirm eligibility and readiness for field. At this interview, the student is provided with a referral for an agency interview. Referrals are made based on placement availability, geographical preferences, previous work experience and preferred interests, respectively. Students must complete the referred pre-placement interviews in order to qualify for fieldwork. Students are notified in this orientation that some agencies may require a criminal background check. After the interviews with the referred sites, the student notifies the Field Instruction office of his/her internship choice, or obtains further referrals in the event that all referrals prove unsatisfactory and/or unobtainable. Upon selection of a mutually agreed upon placement between the agency, student and field program, the field office sends a letter of confirmation to both the field instructor at the selected field site and the student. It is the student's responsibility to arrange specific field days/hours with the field site. Prior to the first week of field, all students are required to attend a Field Orientation. At this orientation, students meet their field liaisons, receive a copy of the field manual, and are acquainted with crucial policies pertaining to the field. and/or require health insurance, immunization, documentation and other procedures. Students are encouraged to problem-solve any issues in the field with their liaisons. Students are also subject to ongoing educational and behavioral criteria in the field and program in order to maintain eligibility for fieldwork.

## **Philosophy**

The program utilizes a structured self-selection model of field placement that provides the student with a degree of autonomy within structure in the field selection process. This model is compatible with the spirit and ethics of the profession by maximizing the student's right to self-determination, within reason, by allowing the student to take an active and responsible role in planning his/her educational experience. It also provides the student with crucial interview experience that will be needed for the job search after graduation. The student and field instructor are mutually empowered and engaged in a contracting process where they may accept or reject the terms of a potential internship together based upon a pre-placement interview.

## **Process**

During the summer prior to commencing field work, and after completing the field practicum application, students attend an interview with the Director of Field Education. At this meeting, the student is advised to purchase a book acquainting them with the structure and function of

field work: *Field Instruction: a Guide for Social Work Students*; by Royse, Singh, Dhooper, and Rompf, 6<sup>th</sup> Ed. The following texts are also strongly recommended: *The Practice Companion for Social Work: Integrating Class & Field Work* by M. B. Weger and J. Birkenmaier (Allyn & Bacon) and *Stepping Out into the Field: A Field Work Manual for Social Work Students* by J.C. Rothman (Allyn & Bacon).

The student is also provided with guidelines to assist him or her in formulating questions to ask of her potential field supervisor(s) during the site interviews.

1. The student is asked in which field of practice or specific agency he/she would like to intern, and their geographical restrictions. If the student does not have a specific agency to suggest, the Director of Field Education acts as broker by scanning the field bank and matching up available field placements with the student's preferred field of practice [if second year specialization student], and geographical parameters.
2. The Director of Field then gives the student a referral, including the name, address, and phone number of the field instructor to contact.
3. The student then calls the agencies and sets up a pre-placement interview with the prospective field supervisors.
4. After the student interviews at the chosen sites, and both the student and the field supervisor have mutually accepted the terms and conditions of his/her internship at the agency, the student then notifies the Director of Field Education of the field selection.
5. Upon selection of a mutually agreed upon placement between the agency, student and field program, the Director of Field Education calls the field supervisor to confirm acceptance of the student, and then sends a letter of confirmation to the student and field instructor [along with a 3-Party Contract and other paperwork].
6. The student arranges specific field days/hours with the field site.

Though this process is student-focused, the student is advised that a number of factors are considered in the final approval of the student's final agency selection:

- recommendations from faculty of students' learning needs [in the case of second year students].
- Student's need to be exposed to a given population or social problem.
- the student's self-assessment of his or her learning needs; i.e., a greater or lesser need for structure, creativity, etc.
- the complementarity of field selection with previous field work experience, if applicable. For example, if a student had no group work, community organizing, or work with oppressed populations in a previous placement, she/he will be required to enter a placement that will grant this exposure.

- the agency's past track record with the students based on student evaluations of their field educations.

## Criteria for the Selection of Field Instructors

Field instructors for master's students are required to provide written documentation to the Field Instruction office that they:

- hold a MSW degree from a school accredited by the Council on Social Work Education.
- have completed the Seminar in Field Instruction [SIFI].
- have a minimum of three years of postgraduate experience in the field.
- Hold state licensure (LMSW or LCSW).

If the supervisor has an MSW but has not had the SIFI course, the instructor may take the course during the Fall semester while concurrently supervising a student. The program does not permit its students to be supervised by anyone other than a social work professional with MSW credentials. The Brooklyn Campus offers the SIFI course. At LIU Post, the Director of Field Education will arrange for field instructors to take the SIFI at neighboring universities.

The SIFI course consists of 12 seminars which offer a forum for learning and mutual support to help the field instructor transition from practitioner or supervisor to field educator. The field instructors receive information and guidelines, exchange ideas, voice concerns, and share experiences. Seminar topics include: ethics in field instruction; cultural competence; teaching methods and adult learning styles. Guidance is offered to help field instructors create appropriate learning assignments for students; evaluation the student's performance; navigate the field instructor/student relationship; and manage termination. The text used in the seminar is *Learning to Teach, Teaching to Learn, A Guide for Social Work Field Education* by C.O. Hendricks, J.F. Finch, and C.L. Franks, published by CSWE Press. To qualify for certification, field instructors must attend a minimum of 10 of the 12 sessions and complete seminar reading and writing assignments.

In addition, the field instructor must be:

- sensitive to the learning needs of students from all population groups including women, people of color, gays and lesbians and persons with disabilities.
- committed to the education of social work students.
- available to attend orientations, ongoing seminars, workshops, or other special activities offered by the school for field instructors.
- physically available to the student during the same hours the student is in placement. The field instructor must provide a minimum of 1½ hours of supervision to the student per week.

- must complete all necessary written contracts, forms, evaluations, and project and learning contracts with the students. (S)he must also be available for periodic interviews and phone conferences with the field liaisons regarding the student's progress.
- mindful of selecting educationally appropriate assignments for students and willing to teach in more than one practice modality.

## Criteria for Evaluating Student Learning

The field liaison continually monitors the alignment and compliance of field practicum competencies with the field assignments and the individual student's rate of development. The field liaison utilizes the site interview between the field instructor and student and the field instructor's written field evaluation at mid-semester and end of semester to determine student progress in the field. The liaison assigns the student's grade at the end of the semester based on these measures. If the liaison and field instructor feel that student is in danger of failing field, or is having personal/academic problems that is jeopardizing performance, the liaison may refer the student to the student's advisor. All students are expected to continue to meet academic and behavioral criteria while in the field as well as develop specific skills and qualities as practitioners. These skills and professional behaviors are reflected in the field competencies and cross-listed in all written field evaluations.

Agency effectiveness is monitored formally and informally through both written and verbal feedback from students, field liaisons and faculty. The students critique their field placement and the program's support of their field education through a written field evaluation at the conclusion of their practicum. These evaluations are subsequently made available to future students demonstrating an interest in that agency as field site. Students are encouraged to provide ongoing verbal feedback about the adequacy of their field educations to their field liaison is in a more direct position to evaluate the efficacy of individual field placements they are asked to complete a written evaluation on each agency and field instructor at the conclusion of each field term. In order to ascertain whether the field sites and instructors are maintaining compliance with program specifications, the items in this evaluation are cross-referenced with the *Criteria for Selection of Field Instructors* and the *Criteria for Selection of Agencies*. Determination as to whether or not to continue a field placement in active status is primarily based on the recommendation of the liaison, with the input of the student. Agencies failing to maintain the aforementioned "criteria for selection of agencies" and/or have resulted in extreme student dissatisfaction have been dropped from the field bank.

## Initial and Continuing Eligibility for Fieldwork

Only students who are candidates for the master's degree in social work are admitted to the field practicum. Student are subject to an admission interview and field interview in the semester prior to commencing field work in order to establish initial eligibility and appropriateness for field work. Student must maintain a B or better GPA in order to continue in the program. Students are given one semester to bring up their grade point average to the minimum acceptable level (B or 3.0) except in cases where individuals are granted admission to

the program with probationary status. Students entering the program with less than 2.8 undergraduate GPA must achieve at least a 3.0 GPA in the first semester of the first year in order to maintain their matriculation. Field is graded on a Pass/Fail basis. Students who earn a failing grade in the field are automatically terminated from the program.

### ***Criminal Background Checks***

Students desiring entrance into a Master of Social Work Program should be aware that presence of a criminal record can result in issues with New York State licensing and/or difficulties in placements with some agencies.

In the New York State Licensed Master Social Worker Form 1, the following questions are posed regarding the applicant's criminal background:

- 1) Have you ever been found guilty after trial, or pleaded guilty or no contest, or nolo contendere to a crime (felony or misdemeanor) in any court?
  
- 2) Are any criminal charged pending against you in any court?

Students desiring entrance into the Master of Social Work Program should be aware that field sites, clinical institutions and intern sites can bar students from these sites if a criminal record exists or if a positive drug test is noted. Inability to gain clinical, fieldwork or intern educational experiences could result in a failure to meet certain program requirements. A student who is deemed unable to obtain fieldwork experience will not be permitted to complete the MSW Program.

Accordingly, should the applicant indicate a "Yes" to questions one (1) and/or (2) two above, the applicant will be asked to supply the MSW Admissions Committee with documentation on the nature of the charge or conviction, and its disposition. The application must present official court documentation to confirm the charge, conviction and disposition (or sentence); and to confirm the status of all pending charges.

The Admissions Committee will review the information submitted by the applicant. Based upon the information provided, the Admissions Committee reserves the right to deny admission into the MSW Program any applicant whose criminal background would likely result in a ban from required field work sites, and from obtaining New York State Licensure.

Students are also subject to educational and behavioral criteria in the field (and program) in order to maintain their eligibility for field work. Failure to comply with these criteria will result in termination of student's enrollment. The Chief Administrator or Site Coordinator will inform students of their termination from the program in writing. The student can then appeal the decision. (See student policies on appeal). Students may be removed from field placement due to a serious breach of the Field Education contract; physical, mental or academic incapacity that seriously interferes with the work required in field placement; intentional breach of the NASW Code of Ethics, or dismissal from the program for any other reason.

Students who do not complete the program within 5 years will be terminated from the program. Students wishing to take a leave of absence can do so with permission from either the Chief Administrator or Site Coordinator. Leaves of absence will be granted for an established period of time depending on the nature of the request; but students must complete the program within the 5 year limit or will be terminated.

## **Malpractice Insurance and the Child Abuse Prevention and Detection Course**

The university provides liability insurance of up to \$1,000,000 while the students are in the field. Students are also charged a clinical fee. Students are required to purchase the more comprehensive malpractice insurance available through NASW. However, students must first attain membership in NASW before being qualified to purchase this insurance. Application for both NASW membership and NASW affiliated insurance are provided to the student at the new student orientation each year. The University requires that students have health insurance while in the field. Students will be billed for student health insurance or they may waive out of it if they have proof of health coverage.

Students are also required to enroll in a Child Abuse Detection and Prevention course, preferably during the first semester of field work. This course is offered numerous times each semester by the University's Office of Continuing Education. These dates are also provided during the initial Field Orientation. Students must present a copy of the certificate to the field liaison upon completion of the course. No student will be permitted to graduate without this certificate. See <http://www.naswnys.org/CE/mandatedrep/index.htm> for further information regarding the Child Abuse Prevention and Detection Course.

## **Required Hours in the Field**

Our social work field education program exceeds The Council on Social Work Education's [CSWE] standards regarding required hours in the field (minimum 900 hours). First year foundation students are required to complete a minimum of 400 hours in the field during the standard Fall and Spring semesters. Second year advanced practice students are required to complete a total of 600 hours during the standard Fall and Spring semesters. Thus the minimum number of field hours required of our master's students is 1,000 hours.

## **Field Instruction Expectations for MSW Students**

The **1<sup>st</sup> year MSW student** is expected to develop foundational or generalist skills including:

- an understanding of the function of the social welfare services offered by the agency and how it relates to the larger social service delivery system.
- beginning skills in fact-gathering, identification/assessment of the problem or issue at hand, while formulating potential intervention strategies.

- a beginning ability to contract with clients on either a concrete need or limited request for service while the agency or external helping system can provide.
- an understanding of the role that social work values, ethics and various client expectations have on the helping process.
- a broadened understanding of client issues from a system perspective with the recognition that intervention may be needed to work with multiple system layers.
- a beginning ability to deal with the feelings of clients.
- basic empathy for the client taking into account the special vulnerability of client groups.
- a view of diversity as a source of richness and strength.
- skill in bringing together agency service and client need in a way that reaches for full client participation.
- an appreciation and recognition of the various roles utilized by the generalist social worker.
- a commitment to using the NASW Code of Ethics as a guide to practice with emphasis on client rights and confidentiality.
- a concern for issues of social justice and a commitment to learning.
- an understanding of how personal issues and values can help or hinder the helping process.
- an ability to take responsibility for one's own learning through active utilization of the supervisory conference.
- beginning recognition of the gaps in one's own knowledge and recognizing the relevance of practice theory, policy issues and research on enriching understanding of the client and problem.
- beginning realization of the importance of evaluation of one's own practice.
- recognition of the relationship between social welfare policy, agency function and actual social service delivery.

The **2<sup>nd</sup> year MSW student** is expected to continue to refine foundation or generalist skills and to acquire knowledge and practice skills in their selected specialization. This includes:

- a more comprehensive knowledge of the agency as a social welfare system within a broader community to helping organizations; its role, its economic and political constraints with regard to resources, sanction and community perception and the role of social work within that milieu.
- a more pronounced exhibition of professional behavior and self-awareness.
- greater proficiency in practice skills as they relate to the phases of the helping relationship; *pre-engagement* and *preparatory* skills, *beginning* phase skills in engagement, exploration, contracting, and assessment, ongoing *middle* phase intervention skills, and skills in *termination* and transfer.
- a more sophisticated assessment and integration of social work theory, research and practice.
- increasing responsibility for one's own professional development demonstrated through a more active role in identifying learning needs, and more intensive self-assessment in the supervisory process.
- greater knowledge and practice proficiency in their selected concentration; gerontology; not for profit management; substance abuse and alcohol abuse.
- a more pronounced demonstration of research and policy practice skills.

Second year students are also expected to complete an integrative capstone project based upon work undertaken in the field. See Appendix U for a detailed description of the capstone project.

## First Year Practice in the Field

### Generalist Practice with individuals, families, groups, communities and organizations.

The first year of the MSW program provides students with opportunities to develop their foundation skills in social work and gain generalist practice experience. Generalist practice is the application of an eclectic knowledge base, professional values, and a wide range of skills to target and change any size system. Generalist practice includes:

- practice within an organizational structure under supervision
- a wide variety of professional roles
- critical thinking skills applied to the problem-solving process (see Kirst-Ashman & Hull, 1997, *Generalist Practice with Organizations and Communities*).

A generalist practitioner utilizes the problem solving method (*see Appendix B*) to strengthen and enhance the relationship between client systems and their environment. Generalist social workers develop skills in:

- *engaging* in interpersonal helping
- *managing* change processes
- *utilizing* multi-level intervention modes
- *intervening* in multi-sized systems
- *assessing* and *examining* one's own practice
- *functioning* within a social agency
- (see Schatz, Jenkins, and Sheafor, 1990, "Milford redefined: A model of initial and advanced generalist social work." *Journal of Social Work Education*, 26(3), 263-291.)

The primary function of the field program is to prepare students for integrated generalist practice with a broad range of client systems, while still acquiring the knowledge and skills needed to work with people as individuals, as family and group members, and as part of large community and organizational systems. There are three dimensions of generalist practice:

- *Micro practice*: focuses on problem-solving with *individuals*
- *Mezzo practice*: is work with small *groups*. The ability to understand and facilitate group dynamics and communication patterns is needed. Working with *families* combines micro and mezzo practice.
- *Macro practice*: targets change in large systems, *organizations*, and *communities*, as well as in agency and social policies.

## **Knowledge and skills in direct service to individuals, families, groups, communities, and organizations at various phases of the relationship**

Utilizing the problem-solving process, the student is expected to engage in direct practice experiences with a combination of individuals, families, groups, communities and organizations. This requires the student to develop proficiency in a number of specific skills required at various phases of the helping relationship:

- **Preparing and beginning work:** reviewing case material; formulating questions re: areas to be explored; anticipating potential needs, feelings and concerns of clients; reflecting on own possible reactions to clients or situations.
- **Exploring:** exploring client's relationship with other systems; conveying sensitivity and empathy especially to oppressed and vulnerable groups; identifying and responding to feelings expressed verbally and nonverbally; integrating social work values and ethics. Utilizing skills of probing, seeking clarification, reflecting content, reflecting feelings, partializing and going beyond what is said.
- **Contracting:** explaining and clarifying agency purpose, policies, procedures, role of social worker and limits of confidentiality to client; working with clients to reach a mutual understanding of the problem; helping clients to prioritize needs and to agree on plan of intervention; reaching for clients input and response; renegotiating the plan as needed.
- **Work Phase:** listening to clients' thoughts, feelings, concerns and perceptions of presenting problem, being nonjudgmental and accepting of clients, supporting clients' right to self-determination, empowering clients to recognize and use inherent strengths; partializing manageable achievable steps toward goal; helping clients view alternative solutions, providing information and/or advice when needed; being aware of and using professional self appropriately; utilizing skills of summarizing; applying problem-solving skills to other situations; identifying next steps.
- **Evaluation:** using research methods to monitor and evaluate own practice; using evaluation to help clients assess movement toward goals or establish new goals/contract; encouraging clients to express constructive criticism of service provided; evaluating own learning and areas of further professional growth.
- **Development of roles with use of resources:** developing roles appropriate situation and resource: enabler, broker, mediator, advocate; understanding, developing and appropriately utilizing agency and community resources; demonstrating ability to advocate for clients and helping clients to advocate for themselves when possible.
- **Endings:** appreciating the significance of termination, identifying and expressing own and client's feelings related to endings; helping clients work through loss; exploring unfinished business with client; facilitating client transfer/referrals.

## General Guidelines for Field Assignments

Students fulfill the competencies of the social work program and field practicum through specific assignments in the field. These assignments are articulated in a Task Assignment Contract that is prepared by the field supervisor and student within the first three weeks of the semester. The contract is submitted to the Liaison who monitors the compatibility between

assignments and field instruction competencies. The first semester of Field Instruction should include the following activities and assignments:

1. An orientation to the agency, its mission, programs, policies, safety procedures, staff, resources and geographic and professional community of the agency.
2. Exposure to and inclusion in professional/ staff meetings, seminars, task forces, committees, educational workshops, and training.
3. Provision of 1½ hours of regularly scheduled weekly supervision that includes discussion of agency functions, process recordings, values and ethics, the integration of theory with practice, the formulation, monitoring and evaluation of learning goals, and role playing client-worker scenarios whenever possible.
4. Provision of varied opportunities to observe the social workers ethically engaging, assessing, contracting, and/or working with client systems of various types and sizes.
5. provision of varied opportunities to:
  - utilize the problem-solving process.
  - develop communication and relationship-building skills.
  - prepare, engage and contract with client systems for the satisfaction of a concrete need, intangible service; (i.e., counseling) or system Competencies.
  - learn about entitlements and social welfare programs.
  - Prepare appropriate documentation/ case records, etc.
  - Advocate for and empower diverse and vulnerable client systems.
  - Assess a wide variety of problems with diverse and multiple sized systems, e.g. individuals, families, groups, organizations, communities and societal systems.
  - Develop skills of policy practice.
  - Re-assess, plan and evaluate interventions.
  - Explore, work and terminate with clients.
  - Facilitate entitlements and referrals.

- Facilitate resources to benefit disenfranchised clients.
- Utilize research methods to document a need or evaluate a program.
- Make recommendations to improve/create social programs.
- Engage populations at risk in policy/program tasks affecting their welfare.

## Recommendations for Assignments with Individual, Families, Groups, Communities and Organizations

### *Individuals and families:*

It is recommended that students be assigned to a client system or family with a specific goal or purpose to achieve. For example: fulfillment of a concrete need, referral for services, to provide counseling, etc. Recommendations and guidelines include, but are not limited to:

- Voluntary client in need of services: individuals or families who have requested help with a needed service; applying for public assistance, home health care, etc. the assignment may require the student to assist or accompany the client and learn about social welfare policies and/or eligibility requirements.
- Cases requiring basic interviewing skills (fact-gathering), not intensive diagnostic skills: individuals or families who are encountering a manageable or concrete problem or concern that does not require advanced problem-solving skills or therapy, i.e. a family that need to explore available options for a frail elderly family member in need of nursing care.
- Cases requiring supportive counseling rather than psychotherapeutic counseling to clients; especially those who are physically and socially isolated, who have few or no family ties or are disconnected for any other reason. However, students must not be expected to administer therapy with clients who are in need of specialized counseling for an addiction or disease, such as psychosis, eating disorders or drug and alcohol addictions. Students may however assist such clients with obtaining information, referrals, and services.
- Cases that can be sustained over the course of the internship: ideally, individuals or families should be assigned that students can work with from engagement through termination phases; where the student can assess the client system over several interviews and build a relationship at a somewhat leisurely pace. Crisis cases should be assigned with caution and only with adequate preparation.
- Mentally alert and somewhat verbal clients: clients should ideally be able to talk about and otherwise express their needs to the students. Initially, clients should be sufficiently stable enough that they are unlikely to be harmed by a beginning student's lack of skill or ability.
- Cases where agency or community supports/ resources can and do assist the student in helping the client: clients should not be assigned to students who are experiencing problems that are so challenging that they are either impossible or emotionally overwhelming to the student. This may include terminally ill or comatose patients,

highly suicidal clients, non-English speaking clients for whom translation is unavailable, severely verbally abusive clients, homeless or transient clients who are ineligible for all existing services, etc. The student should have access to those pre-existing services or professionals that can assist the student in helping the client.

- Safe situations and clients: the student should never be placed in any setting, or placed with any client that may physically endanger the student in any way. If students must make home visits, then arrangements must be made to guarantee the student's safety.
- Clients who are not legally or ethically challenging: students should not be assigned cases where the exercise of the clients' right to self-determination may place the client and/or student in legal jeopardy. This may include cases such as a mentally committed client who wishes to leave a mental institution, a patient refusing life-saving medical care, a self-destructive client, etc.
- Clients who are peers: students are prohibited from counseling clients who are LIU Post or LIU Brooklyn students and/ or social work student from any other program. Students may however refer peers to another worker or service and/ or disseminate educational information or materials to them.

### **Groups:**

It is recommended that the assigned group or group to be formed have a specific purpose, and be designed to fulfill a measurable need or goal. Recommendations include, but are not limited to:

- Task groups: groups that meet to carry out a specific task or Competencies; tenant associations, advisory committees, conference or community event planning committees, etc.
- Socialization groups: groups that meet the socialization needs of clients; recreation groups, "rap" groups, discussion groups, groups for isolated community members, etc.
- Problem-solving groups: groups that are organized around a special interest or need, to resolve or master a life issue or developmental task; i.e., helping the mentally ill negotiate the daily tasks of transitional living, divorce groups, parents without-partners support groups, etc.
- Psycho-educational groups: groups that provide information and/ or assist members in dealing with a social problem; i.e., groups for recovering alcoholics, post-surgery groups, parent training groups, orientations to new services or programs.

- Behavioral change groups: groups that help to facilitate or promote individual behavioral change; i.e., groups for batterers, parolees, truant children or antisocial children, etc.

Depending on student experience, expertise, and interest, as well as the organizational constraints of the agency, group assignments may initially include observation and/ or agency representation/participation. Over time, the student's role may further evolve into team participation, facilitation, co-facilitation, or primary responsibility for group formation/ facilitation.

### ***Communities/ Organizations:***

Assignments can reflect a range of tasks and functions characteristic of the organizing or planning dimensions of social work:

- Organizational/Group Development: grass roots collective action organizing that responds to social or community problems affecting life, health and well-being.
- Social welfare policy: advocacy or legislative activity for adoption of or change of laws, programs, social policies to enhance human functioning.
- Planning/ Program Development: organization of professionals/ consumers/ service providers to improve the delivery or coordination of existing social services and/ or propose the development of new agency programs or services.
- Community Education/ Leadership Development: development, dissemination and utilization of educational materials resources that provide information regarding human and legal rights, social problems, social policies, etc.

Depending on student experience, expertise, and interest, as well as the organizational constraints of the agency, macro assignments may initially include observation and/or agency representation/ participation. Over time, the student's role may evolve into team participation, facilitation, co-facilitation, or primary responsibility for any one or more of the following:

- Community needs assessment
- Program monitoring and evaluation
- Committee staffing/ task force work
- Resource development: proposal writing, fund-raising, development of community directories
- Policy/ legislative analysis
- Constituency development
- Legislative advocacy; lobbying, testimony
- Coalition building
- Communications development; newsletters, media, seminars, speakers, conferences, community outreach

- Education and training of agency staff or volunteer community groups

## Compatibility of Field Assignments with Program Mission

The program makes every effort to assign students a field placement that can provide exposure to systems of differing sizes as discussed above, including exposure to diverse clients and populations at risk. The program recognizes that not every agency is able to provide a balanced multi-system practice experience, or can provide exposure to a diverse client base. In these cases, the Director of Field Education plans for overall balance of the student's field opportunities over the course of the 1<sup>st</sup> and 2<sup>nd</sup> year placements. That is, if the first placement provides only opportunities for work with individuals or groups, effort will be made to "round out" the student's field education with opportunities for exposure to macro skills in the 2<sup>nd</sup> year, or vice versa. Similarly, if one placement provides exposure to client populations of specific racial or ethnic backgrounds, then effort is made to supplement this experience with an alternate placement that provides exposure to other kinds of client populations. However, if during the first semester of the 2<sup>nd</sup> year placement, there are indicators that the placement is not adequately providing a balanced experience, the liaison and the field instructor may either

- a) Create an assignment with in the agency or agency milieu which would afford the student the opportunity to gain exposure to, or practice experience with those problems or populations that are lacking in the placement,

OR

- b) The field liaison, field instructor, student and Director of Field Education can jointly explore the possibility of providing a supplementary placement to broaden the student's learning opportunities.

This supplementary assignment will require the approval of all parties involved, but will not require the student to work additional hours above the normal workload for that semester/year.

## Guidelines for Process Recordings

Process recordings challenge the student to recall, rethink, summarize and evaluate the verbal and nonverbal content of the professional interview. Process recordings also enable the student to reflect on the dynamics of the helping relationship, and the development and efficacy of their interventions within it. Written recordings aid the field instructor and student in identifying issues, problem themes, and learning needs that may require further evaluation and attention.

Students are required to submit a minimum of **two** process recordings per week to their supervisor in the first year of the program and **three** process recordings per week in the second year of the program. The general rule that students should follow is that every significant client

interaction they have or any significant collateral contact made on behalf of a client should be written up in a process recording. Process recordings should also be submitted for those students who are initially observing interviews between social workers and clients as part of their orientation to the agency. The impressions that a student notes and records sharpen the student's observational acumen in preparation for future interviews.

The following elements should be included in all process recordings:

- Purpose of the interview
- Observation about the physical and emotional climate and its impact on the client.
- Actual description of the interview or content of the interview
- The student's impressions
- The student's reflection of his/her role, techniques and skills
- A plan for future contact and activity

If the agency has adopted a format for process recordings, the student is urged to conform to agency specifications. If there is no institutionalized format, the format in *Appendix J* is indicated.

## **Field Instructor Participation & Education; Orientation to the Field for Field Instructors**

There is an orientation for all active field instructors for the coming year at the start of every new field term. All active field instructors and their field liaisons are invited to this meeting. A packet is provided at the orientation which clarifies the program's policies and educational curricula and discusses the suggested format for process recordings, distinguishes the field director's role from the field liaison's role, reviews the evaluation process and offers guidelines for field assignments. [An additional packet is mailed to all participating field instructors prior to this orientation that includes an introductory letter and a three-party contract; see section on *Agency Selection*.]

The orientation seminar is designed to acquaint field instructors with the precepts of *generalist social work* as contrasted with *advanced specialist social work*, the program's *Curriculum Policy Statement*, and integration of field assignments with learning opportunities in Practice, Policy, Research and HBSE courses. In addition, the program's field manual is provided to all field instructors which details field and program policy in depth.

## Educational seminars and training

The Field Office intends to continue the practices initiated in the past by coordinating educational and professional seminars during the academic year that are open to field instructors, and at times, faculty and students. The Field Directors will facilitate this process on their respective campuses. Through liaisons with our program, our field instructors have also been invited to participate in a number of educational forums offered by an eminent consortium of group workers on Long Island, the *Association for the Advancement of Social Work with Groups* and by the National Association of Social Workers.

## The Social Work Field Advisory Committee

The Social Work Field Advisory Committee is open to all active and non-active field instructors currently listed in the program's Field Bank. This committee was formed with the intended purpose of developing a mechanism for incorporating feedback from field instructors in the development of field policies and practices. This committee serves as supplemental channel for the continuing dialogue between the program and field instructors through the development of field curriculum goals, competencies and policies while offering field instructors a conduit to cite areas in field administration that may need to be improved.

The mission of the SWK Field Advisory Committee reflects an integration of the mission of LIU's Social Work Program with the Curriculum Policy Standards of the Council on Social Work Education:

The Social Work Field Advisory Committee of LIU consists of a collaborative network of social work practitioners, social work educators, and students, assembled to guide, evaluate and improve the integration and effectiveness of the Field education in the social work program. The Committee seeks to accomplish this by evaluating policies, procedures, and curriculum content pertaining to field instruction, and making recommendations regarding 'the necessary knowledge, practice and research skills' needed for competent and ethical generalist practice in today's social work milieu. The Advisory Committee shall serve as the conduit through which the educational institution and the social work practice community 'maintain close, reciprocal and ongoing relationships' that together can 'develop and assess new knowledge and technology' for infusion in social work education. Though curriculum and practice concerns are paramount areas of consideration, there is no restriction on the range of activities and projects in which this consortium can engage.

### Objectives

- I. To assess the students' personal sense of mission in social work, and develop avenues for blending the personal mission with the programmatic mission.
- II. To share, evaluate, and when feasible, implement new technologies, theories, and knowledge in field work education.
- III. To make recommendations to the Field Program regarding the curricular integration of those skills needed in today's volatile social service delivery environment.

- IV. To assess the ongoing educational needs of field instructors and provide, when possible, needed resources and information.
- V. To provide for one another a conduit through which regular orientations and continuing education is provided to fellow practitioners and students on issues relating to critical issues in social work practice.
- VI. To provide expert knowledge and skills in one's field of practice.
- VII. To evaluate and offer recommendations for enhancing the integration between curriculum and field practice.
- VIII. To provide feedback to the program on how social, political and economic trends have affected service delivery and thereby suggest specific course content that responds to the needs of these current practice demands.
- IX. To develop and advise the best possible technologies for engaging our students in the process of improving the social service delivery system overall.

## **Perks for Field Instructors**

The Social Work Program at LIU Post offers incentives to field instructors who supervise our students.

1. A courtesy card that enables our field instructors:
  - To use the University Library.
  - To obtain discount tickets at selected events at the Tilles Center
2. In addition, as of September 2001, all active field instructors will receive tuition remission benefits. This benefit program is currently under review, and the new criteria will be added to the manual/website by October 2012.

## **Student Policies**

### ***The Social Work Field Advisory Council recommendations for student behavioral criteria***

1. Students must have internal and external boundaries. Students need to distinguish between being friendly and being a friend. They must not bring personal issues into the field and must draw a line between their professional and personal life.
2. Students must have impulse control and self-awareness. Students should be careful about what they say and how they say it.
3. Students need to exhibit professional deportment in appearance and speech. Students should maintain speech and dress appropriate to the agency setting, with sensitivity to the population they are serving.
4. Students must take responsibility for their own behavior.
5. Students need to internalize the value of confidentiality inside and outside the agency.
6. Students need to tune into and remain sensitive to the client's "level" in terms of language, culture and expectations.
7. Students need to employ "conscious use of self," and be mindful of how it affects the client and the client's relationship.

\* (adopted 2/26/98)

The advisory committee has identified a number of unacceptable behaviors that would qualify for dismissal from the field (*See Appendix Z*).

## **Student Absences Due to Illness**

If students are briefly absent from field due to illness or personal reasons, and this absence interferes with the completion of the minimum number of field hours, these hours must be made up of following consultation with field liaison and field supervisor. If absences do not interfere with the completion of minimum field hours, they do not have to be made up. If absences are for an extended period of time; the student, field supervisor, and faculty liaison must meet to decide upon a course of action.

## **Identification of Student Status**

In accordance with the NASW Code of Ethics, students must identify themselves as students or interns in their work with clients and agency representative unless otherwise recommended by agency field supervisor.

## **Non-Discrimination Policy**

It is the policy of Long Island University that no person in relationship with the University will be subject to discrimination on the grounds of race, color, creed, sex, disability, or national origin.

The Social Work Program does not discriminate on the basis of race, ethnicity, age, gender, sexual orientation, disability or any other individual or cultural characteristic in any area of policy and procedure, including student admissions, termination and faculty recruitment. The program supports the principles of affirmative action and due process in hiring, admissions, retention and termination decisions affecting both students and staff.

## **Students' Rights and Responsibilities**

Long Island University's campus policies outlining students' rights and responsibilities are found in the University's Student Handbook. The Social Work Program adheres to the University's overall policies on students' rights and responsibilities.

## **Sexual Harassment Policy**

The Social Work Program shares the University's belief that a proper academic environment cannot be maintained when members of the academic community are subjected to sexual harassment. Thus the program reaffirms the University's policy, which strictly forbids the sexual harassment of any student. We adopt and are guided by the University's policy which defines sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's experience as a student, (2) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or of creating an intimidating, hostile or offensive academic environment.

The sexual harassment of students is unlawful pursuant to Title IX of the Education Act of 1972. The sexual harassment of a student is also unlawful pursuant to New York State law. Persons who violate these government prohibitions regarding sexual harassment shall be subject, as an individual, not only to any penalties attached thereto but also to appropriate University imposed sections.

Students who wish to file a complaint alleging sexual harassment may do so by contacting: the Provost of the campus, the dean of student affairs, other student affairs directors or the academic dean of the discipline in which the student has his/her primary academic affiliation. The choice of the appropriate avenue of complaint is at the discretion of the student.

The University Officers urge any person who believes he/she is subject to sexual harassment to use the procedure set forth above. All allegations of sexual harassment will be received and treated with the utmost discretion. (Taken from Long Island University Community Sexual Harassment Memorandum, from the Director of Personnel, 9/1/97)

## **Student Evaluation, Grievance, Appeal and Termination Procedures**

Should it become necessary to assess a student's motivation and suitability for a career in social work the Program has developed criteria and structures to evaluate student academic and behavioral performance. As part of these procedures, the Program also includes the specific criteria for grievance, appeal and termination.

### **Criteria for Evaluating Students' Non-Academic Performance**

The Social Work Program strives to assure that students entering the social work profession are not only technically competent, but also are identified with the values and ethics of the profession and are able to deliver social work service in a professional manner. The following are indicators of students' failure to meet acceptable non-academic performance standards:

*Lack of Identification with the values of the profession, as demonstrated in a lack of adaptation to the goals of the Social Work Program.*

Students may demonstrate, through behavior and attitudes expressed in the classroom or with faculty, field instructors or clients, little or no commitment to the social work profession. For example, prejudices may present themselves that are irreconcilable with the profession's dedication to promoting social justice and celebration of diversity. If students cannot separate personal attitudes and behaviors from professional attitudes and behaviors, and demonstrate a willingness to adapt to the goals of the profession, these students will be encouraged to seek another major and may be terminated from the program. The behavior of such students will be carefully monitored in the field for the protection of clients. Any indication that these attitudes are interfering with work with clients is grounds for termination.

*Inadequate Interpersonal Relationship Skills*

Social work requires the ability to relate to others through non-judgmental communication and with warmth and compassion. Students will be evaluated in terms of their ability to relate genuinely and openly to clients, classmates, faculty, and field instructors. A persistent failure to relate to others in an appropriate and a non-judgmental manner will result in termination.

*Personal Problems*

Students may have problems that interfere with self-awareness and the development of professional attitudes and behaviors. These problems may manifest themselves in a variety of concrete ways, including, absenteeism, lack of participation in class discussions, failure to complete assignments in a timely manner and belligerent behavior. Personal problems may also manifest themselves in signs of mental illness or substance abuse, sociopath tendencies or mental illness, including a narcissistic sense of entitlement, lack of boundaries or over-identification with personal issues. Students are counseled upon identification of personal issues that are impeding their progress in the program and are referred for appropriate help. If help is not acceptable and problems persist, students will be terminated from the program.

### Violation of Norms and Ethics

Students' educational lives are governed by a number of different codes, including the NASW Code of Ethics, Campus Code of Conduct, and the Social Work Program's Criteria for Non-academic Performance. Violations that may result in termination from the program include:

- Behavior judged to be in violation of the NASW Code of Ethics.

There is an on-going assessment of students' identification with the values of social work profession as outlined in the NASW Code. These values include respect for the confidentiality of the clients as well as for self-determination and non-discrimination. The NASW Code also identifies obligations to colleagues and to the advancement of professionalism and the social goals of profession, primarily the commitment to the promotion of social justice. The code includes standards of propriety or personal conduct and criteria for measuring competence and professional development. Students are expected to be knowledgeable about the requirements and behave accordingly. Any conduct that is contrary to the Code is subject to scrutiny and may serve as grounds for termination.

- Behavior judged to be in violation of the Criteria Set Forth in this Document; and the following specific behaviors identified by the Program's Social Work Field Advisory Council (2/26/98), which relate to field education.
  - Dating a client
  - Having sexual relations with a client
  - Talking with a client about the agency or supervisory problems
  - Giving out personal phone number, unless approved by field supervisor as part of the field assignment.
  - Going to a client's home unless approved by field supervisor as part of the field assignment.
  - Any provocative or seductive nonverbal/verbal behavior, including mannerism, facial expressions, touching etc. between student and client or supervisor and student
  - Stealing from clients/supervisor/colleague/agency
  - Any conscious and willful violation of agency rules, regulations, norms and protocols.
  - Any verbal/nonverbal demonstrations of disrespect towards client, supervisor/agency or staff.
  - Insubordination or refusal to take directions from a supervisor.
  - Failure to terminate appropriately with the client and/or agency.
  - Putting the agency or client in jeopardy.
  - Defiance: intentionally refusing to follow supervisor's appropriate recommendations
  - Cursing, name calling, hitting, racist, elitist, discriminatory, and/or otherwise inflammatory judgmental comments.
  - Repeated irresponsible behavior toward supervisor or client; not showing up or cancelling appointments, failure to follow-up, complete administrative tasks, etc.

- Behavior in violation of the Campus Code of Conduct: (See LIU Post/Brooklyn Campus Student Handbook)
  - Violence or threat of violence, including behavior that jeopardizes the safety or well being of other persons and sexual assault and sexual abuse.
  - Verbal or physical harassment of members of the campus community or their guests, including discriminatory or racist behavior.
  - Forgery and falsification of any official campus records.
  - Illegal possession of keys; Unlawful entry
  - Vandalism of campus property or destruction of property of another person.
  - Violation of Smoking Policy
  - Possession or use of weapons and dangerous items.
  - Violation of Campus Traffic Regulations.
  - Theft and/or possession of Stolen Property.
  - Misuse of fire prevention apparatus or failure to respond to a fire alarm.
  - Hazing, including Violation of State Law on Hazing.
  - Solicitation and/or commercial activities by an on-campus or off-campus organization unless approved by the office of Student Activities.
  - Illegal gambling
  - Use of computers for the violation of personal privacy or the committing of crimes.
  - Violation of Alcohol and Substance Abuse Policy.
  - Failure to cooperate with Campus Officials, e.g. providing false or misleading information.
  - Conduct unbecoming a student (as outlined in *The Resident Student Handbook*).

The Campus has its own disciplinary sanctions for violations of Campus community norms, standards and policies. [See LLIU Brooklyn or LIU Post Student Handbook] Sanctions consist of a verbal and written warning, suspension for repeated infractions, a period of disciplinary probation, denial of use of certain facilities, permanent dismissal from the residence hall or, in extreme cases, expulsion from Campus. In addition, the Campus follows a judicial process that includes a preliminary investigation, filing of charges, a hearing, and a decision. The judicial process also includes an appeals procedure. Decisions that result in sanctions against social work students might result in termination from the Social Work Program, even if the student is not expelled from the Campus. This would occur in cases where the behavior conflicts with the Program's Criteria for Non-academic Performance.

*\*\*\*Failure to comply with the behavioral criteria cited above will result in termination of student's enrollment. The Chief Administrator or Site Coordinator will inform students of their termination from the program in writing. Students can then appeal the decision as outlined in the "Grievance, Appeal and Termination Procedures" section. \*\*\**

## **Faculty Obligation for Assisting Students who are Experiencing Difficulty in Academic and/or Non-Academic areas of Performance**

Overall, the professional development of students is the responsibility of all faculty members. Faculty are committed and obligated to assist students with any academic or field difficulties. If a student is having difficulty in the classroom, the classroom faculty attempts to work on the problem with the student by identifying the concern(s) and working out a plan of action, including a specified time frame established and accepted by both student and faculty. If the student does not adhere to the plan to remedy the situation, the student receives a verbal warning by the faculty member and is encouraged to resolve the problem. The Field Liaison then works with the student and faculty (where appropriate) to resolve the issue within a designated time frame. If the student does not comply, the student may subsequently fail the class or bring the problem before the Grievance & Appeals Committee. In the field, a student who is having difficulties is instructed to first try to resolve the situation with the field instructor. If unable to resolve the problem, the student should seek assistance from the Field Liaison. Depending on the nature of the situation, the student may be granted the option to change field placements if it is found that there is a problem with the field instructor or agency. However, if the problem is found to be within the student, then a plan of action is devised with the student and with the involvement of both the Field Liaison and the Field Director. If continued problems exist, whether it is on the part of the student or field instructor, the problem would be brought before the Grievance & Appeals Committee.

## **Grievance, Appeal and Termination Procedures**

The program has grievance, appeal and termination procedures as described below. The Grievance Committee is comprised of 4 graduate faculty members representing both the LIU Post and LIU Brooklyn Campuses. The structure of this committee provides objectivity in view of the student's situation. The committee's purpose is to arbitrate student grievance and appeals and attempt to resolve any conflicts between students and faculty that require mediation. An **appeal** refers exclusively to situations regarding student's perception of unfair grading practices. A **grievance** refers to a situation regarding the student's perception of discriminatory treatment.

## **Grade Appeals**

If a student wishes to appeal a grade, the student must file a request for an appeal within 10 days from the student's receipt of the final grade from the Registrar's office or within 14 days from the end of the semester in which the disputed grade was received. The request for an appeal, along with a written statement describing the nature of the conflict over the final grade and a description of any attempts made to resolve the discrepancy must be filed with the office of either the Chief Administrator or Site Coordinator of the MSW Program (at the respective campus). Faculty and field instructors must also provide justification for the student's grade.

After reviewing the documents, the Grievance & Appeals Committee meets with the student and faculty and/or field personnel involved to discuss the appeal. The committee will assess and review the situation and issue a written decision to both student and faculty/field instructor. If the student is not satisfied with the Grievance & Appeals Committee decision, the student can further appeal the decision with the Oversight Committee of the Collaborative Social Work Program. To appeal the decision to the Oversight Committee, the student must notify the Oversight Committee of his/her intention to appeal the decision within 10 calendar days of the student's receipt of the Grievance & Appeals Committee's decision. Such notice shall be sent to Office of the Vice President for Academic Affairs [LIU, 700 Northern Blvd., Brookville, NY 11548]. The Oversight Committee consists of the University Vice President for Academic Affairs, the campus Provost, and the Dean of the School of Health Professions at the Brooklyn Campus). The Oversight Committee shall review the appeal and will notify the parties if a hearing is necessary. After due consideration by the Committee, the Committee will issue a written decision.

## **Grievances**

In the case of a grievance, the student follows the general procedure for filing an appeal as stated above. The student has the right to file a grievance if he/she feels that he/she has been discriminated against, or if there is a perception of discrimination, whether it is racial, religious, economic, or otherwise. Also, if the student perceives a general dislike or judgmental attitude on the part of a faculty member towards him or her, he/she is entitled to file a grievance. In this event, if the Program Grievance and Appeals Committee decide in favor of the student's grievance, the faculty member will be required to provide a written remedy for the situation. If the decision does not support the student's grievance and the Grievance and Appeals Committee cannot successfully mediate the conflict, the student may follow the procedure described above and take the grievance to the level of the Oversight Committee.

## **Leave of Absence**

Students wishing to take a leave of absence can do so with permission from either the Chief Administrator or Site Coordinator. Leaves of absence will be granted for an established period of time depending on the nature of the request. However, students must complete the program within the 5 year limit or they will be terminated from the program.

## **Evaluation of the Field**

### ***Student's evaluation of the field placement and supervisor***

Students are able to critique their field placement and the program's support of the field education through a written field evaluation at the conclusion of their practicum. Students are encouraged to provide ongoing verbal feedback about the adequacy of their field educations to their field liaison and the Director of Field Education. (See Appendix V)

### ***Field Instructors' evaluation of the program***

The field instructors are encouraged to provide ongoing oral feedback to the Director of Field Education regarding program effectiveness and support as often as needed. In addition, a

written evaluation form is distributed to all field instructors at the conclusion of the field term. This evaluation includes a Likert scale asking the field instructors to rate program's accomplishment of its competencies as evidenced through student performance. The results are presented to the Director of the Program and to the field instructors at subsequent orientation/advisory council meetings. The data may be used in outcome measurement. (See Appendix W)

### ***The program's and field liaisons' evaluation of the field***

The program continuously evaluates the appropriateness and alignment of student field education with foundation course work through faculty meetings. However, since faculty field liaisons are in a more direct position to evaluate the efficacy of individual field placement than course instructors, they are asked to complete a written evaluation on each agency and field instructor at the conclusion of each field term. In order to ascertain whether the field sites and instructors are maintaining compliance with program specification, the items in this evaluation are cross-referenced with the Criteria for Selection of Field Instructors and the Criteria for Selection of Agencies. Determination as to whether or not to continue a field placement in active status is primarily based on the recommendation of the liaison, with the input of the student. (See Appendix X)

**The Appendix to this manual, which contains all program forms, course outlines, and other reference materials, follows with a separate table of contents.**