MASTER OF SOCIAL WORK PROGRAM

FIELD EDUCATION MANUAL

FORMS & APPENDICES

Rev. August 2019

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# MASTER OF SOCIAL WORK PROGRAM
## FIELD INSTRUCTION MANUAL

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APPENDIX A

MSW Foundation year practicum application

Academic Year 2019-2020
LIU Social Work Department
Field Education Office
LIU Post: (516) 299-2750 or 3924 FAX (516) 299-3912
LIU Brooklyn: (718) 488-1025 FAX (718) 780-4303

Foundation Field Practicum Application for the 2019-2020 Academic Year
All students must return this form, a resume, and the required essay to the Field Education Office at the appropriate campus (see contact information above). Upon receipt, a field education administrator will contact you for an interview. At the interview, the field education administrator will explore various placements with you, provide you with agency information, and advise you how to arrange and complete an interview with the agency. After interviewing with your potential field instructor, and mutually agreeing to the appropriateness of the placement, contact the field education administrator. Your selection must be confirmed by the Field Instruction Office to be considered finalized. It is your responsibility to arrange mutually agreed upon field days with the agency field supervisor for the upcoming semesters [some combination of days and hours that do not conflict with your class schedule].

*Please note that most field practicum sites do not provide MSW supervision after 5:00 PM or on the weekends. Students are therefore expected to complete their mandated minimum of fourteen hours (first year MSW) or twenty one hours (2nd year MSW) during the work week.

While in the field, you will also be required to take a child abuse detection identification and reporting course. The course is available online, for free at: https://www.nysmandatedreporter.org.

*Students in field placement are covered by LIU malpractice/liability insurance, but it is also recommended that students purchase malpractice insurance for themselves. You can explore options through NASW here: https://www.naswassurance.org

Field Placement Days
14 hours per week: September- May

Check anticipated concentration for 2nd year:

___ Undecided
___ Nonprofit Management
___ Alcohol & Substance Abuse Counseling
___ Gerontology
___ Child & Family Welfare
___ Forensic Social Work

Name ___________________________ ID # ___________ Date ___________

Address ___________________________ Home Phone # _______________________
________________________________ Work Phone # _______________________

E-mail address ___________________________ Cell Phone # _______________________

Best method for contacting you during the summer months: _____________________
**Are you a part-time student?**  yes  no

**Undergraduate education:**
Degree ____________________________ Year graduated ____________
College or University ____________________________ Major ____________________________

**Previous graduate education:**
Degree ____________________________ Year graduated ____________
College or University ____________________________ Major ____________________________

**Work Experience**
Present Employer ____________________________________________
Address ____________________________________________

Will you be employed while you are in the MSW program?  Yes  No
If yes, how many hours per week do you anticipate working? ____________

Please attach a current resume reflecting all present and previous work experience.

If you are considering completing your field requirement at your current place of employment, you must request and receive approval from the Field Instruction Office in writing pending the satisfaction of certain criteria.

Please indicate here if you are considering this option.  YES  NO  MAYBE

**Transportation**
Do you have driver’s license?  YES  NO
If you previously had a license, was it revoked?  YES  NO

Do you have access to an automobile?  YES  NO
Do you have automobile insurance?  YES  NO

**Geographical Considerations**
Where you will be residing during your graduate studies? Please provide the address ____________________________

Please rank from 1 to 3 [1 indicating your first preference and 3 your third preference], the geographical regions in which you would prefer to complete your field placement. Please note that many field placements may require additional travel.

_____ Nassau County  _____ Manhattan
_____ Suffolk County  _____ Staten Island
_____ Brooklyn  _____ New Jersey
_____ Queens  _____ Other (please specify) ____________________
_____ Bronx
Field of Practice Preferences
Please rank from 1 to 5 [1 indicating your first preference and 5 your fifth preference], the field of practice in which you would prefer to complete your field placement and/or are considering entering upon graduation from the MSW program. If there is one field of practice you do not wish to work in, please mark it with an “X.”
We will do our best to accommodate your preferences, although we cannot guarantee it. Please remember in the first year, the goal is to provide you with a generalist practice field experience and therefore you may be placed in any available social work setting with appropriate supervision.

_____Aging
_____Alcohol and Substance Abuse
_____Administration/Nonprofit Management
_____Adolescent/Child Welfare
_____Clinical Practice
_____Community Organization/Planning
_____Corrections/Criminal Justice
_____Disabilities
_____Family Services
_____GLBT
_____Group work
_____Health/Medical

_____HIV/AIDS
_____Homelessness
_____Hospice
_____Legislative
_____Mental Health
_____Mental Retardation
_____Occupational [EAP]
_____Public Assistance/Welfare
_____Rehabilitation
_____School Social Work
_____Women’s Issues
_____Other (Please specify)

Special considerations
Please identify any languages that you speak fluently other than English:

___________________________________________________________________

Please indicate any professional licenses of certifications that you hold:
Title: __________________________ Licensing/ State: ________________ Licensing # ________________

Do you have any conditions/ special needs that your field agency/supervisor should be made aware of?

_________Yes ____________No

If yes, please explain ____________________________________________________________

Have you ever been convicted of a felony?

_________Yes ____________No

If yes, please explain ____________________________________________________________

Have you ever been convicted of a misdemeanor involving domestic violence or the endangerment or maltreatment of a child?

_________Yes ____________No

If yes, please explain ____________________________________________________________
Risk Management

Your acceptance into certain field placements may be dependent on a criminal background check, and/or the ability to meet requirements concerning health insurance, immunization, documentation [usually required in health care settings], and/or checking on your auto liability insurance if you use your personal vehicle in transporting agency clients, etc. It is advised that you discuss these issues with the potential field instructor and/or agency representative at the time of your interview.

Some field placements may be at locations that involve potential risks to your health and safety. You are advised to discuss the management of these risks (i.e., protocol for handling violent clients) with the appropriate field instructor or agency representative. As a student intern, it is your responsibility to become informed of and to comply with the agency’s policies and practices to minimize any risks to your safety.

Students desiring entrance into a health-care profession or occupation should be aware that the presence of a criminal record can result in the inability to meet either program objectives and/or licensing/certification/registration requirements. Moreover, a clinical site may prevent a student from participating in a clinical rotation should a background check reveal a criminal conviction. To the extent that you feel that a past experience may have a negative impact upon your ability to complete this program and obtain licensure, please bring this to our attention.

An important part of your professional education is acknowledging the limits of your knowledge and skills and avoiding situations that are not in your area of competence. Should any questions arise requiring knowledge or skill that you are lacking, you must see your field instructor and/or faculty field liaison immediately.

Students are required to take a child abuse prevention and detection course, or provide proof that you have taken the course. The course is available online, for free at: https://www.nysmandatedreporter.org.

University liability insurance covers students in field placement WHEN registered. Therefore, students must be registered for field placement PRIOR to starting field hours. Students are encouraged to purchase additional malpractice insurance. You can explore the NASW coverage here: https://www.naswassurance.org

I have read the above and understand that there are risks including personal injury, illness and even death involved in field placement. I also understand that it is my responsibility to 1) take the child abuse prevention and detection course 2) become apprised of and comply with all agency policies and practices concerning my safety and welfare in the field. I accept these risks.

PLEASE ASK ANY QUESTIONS BEFORE SIGNING!

I am aware of the LIU MSW Field Education Manual, and I understand that I am responsible for the policies and procedures presented in it.

__________________________    _______________________
Signature                          Date

Please complete the required narrative portion of this form (instructions on following page). Your application will not be considered complete without this. Thank you.
Narrative
Please type your responses on a separate sheet of paper. The answer to each question should be between 250 and 500 words. Your answers provide your field liaison and prospective field instructors a writing sample and relevant information about your background and professional goals. Please put your signature and ID number on each page of the narrative.

1. Summarize your previous educational, work and/or volunteer experiences and discuss how they might transfer/contribute to your practice in the field as a student intern.
2. Discuss why you selected the field of practice preferences (#1 and #2) on page 3. Why do you feel other fields of practice (marked with a #5 or an X) might not be appropriate for you?
3. Attach a copy of your resume.

I understand that the Field Instruction office and the agencies that accept students for placement work closely together to provide me with an opportunity to meet the learning objectives of the field instruction course for which I am applying and then to evaluate my progress toward meeting them. To this end, field instructors, field liaisons, faculty, and placement coordinators may share information about my work in the placement site. I realize that it is my responsibility to inform the Field Instruction office if I have any reason to believe that a particular placement site is a potential conflict of interest for me.

__________________________________________  ___________________________
Student Signature                          Date

**Reminder: You should make a copy of this three-part application and all related submissions. The original will be kept in the field instruction office. Any or all parts of this application may be shared with the field site. One copy is for your records.**

For Office Use Only:

_____ Field/Program Orientation
_____ Field Seminar Requirements
_____ Malpractice insurance
_____ Child abuse reporting class
_____ Field dates and intersession attendance
_____ Field manual
APPENDIX B

MSW Concentration year field practicum application

Academic Year 2019-2020
LIU/Social Work Department - Field Instruction Office
LIU Post: (516) 299-3714 or 3924 FAX (516) 299-3912
LIU Brooklyn: (718) 488-1025 FAX (718) 780-4303

Concentration Year Field Practicum Application for the 2019-2020 Academic Year
All students must return this form, a resume, and the required essay to the Field Education Office at the appropriate campus (see contact information above). Upon receipt, a field education administrator will contact you for an interview. At the interview, the field education administrator will explore various placements with you, provide you with agency information, and advise you how to arrange and complete an interview with the agency. After interviewing with your potential field instructor, and mutually agreeing to the appropriateness of the placement, contact the field education administrator. Your selection must be confirmed by the Field Instruction Office to be considered finalized. It is your responsibility to arrange mutually agreed upon field days with the agency field supervisor for the upcoming semesters [some combination of days and hours that do not conflict with your class schedule].

*Please note that most field practicum sites do not provide MSW supervision after 5:00 PM or on the weekends. Students are therefore expected to complete their mandated minimum of fourteen hours (first year MSW) or twenty one hours (2nd year MSW) during the work week.

While in the field, you will also be required to take a child abuse detection identification and reporting course. The course is available online, for free at: https://www.nysmandatedreporter.org.

*Students in field placement are covered by LIU malpractice/liability insurance, but it is also recommended that students purchase malpractice insurance for themselves. You can explore options through NASW here: https://www.naswassurance.org

Field Instruction Days
21 hours per week: September- May

___ Monday ___ Nonprofit Management
___ Tuesday ___ Alcohol & Substance Abuse Counseling
___ Wednesday ___ Gerontology
___ Thursday ___ Child & Family Welfare
___ Friday ___ Forensic Social Work

Name_________________________ ID # __________________________ Date_________________ 
Address________________________ Home Phone# ______________________
________________________ Work Phone # ______________________
E-mail address______________________ Cell Phone # ________________

Best method for contacting you during the summer months: ____________________________

*Please notify the Field Instruction Office if there are any changes in the above information.
Undergraduate education:
Degree______________________ Year graduated______________
College or University______________ Major________________

Previous graduate education:
Degree______________________ Year graduated______________
College or University______________ Major________________

Work Experience
Present Employer__________________________________________
Address________________________________________________

Will you be employed during your tenure in the MSW program? ____Yes ____No

If yes, how many hours per week do you anticipate working?________________________

Please attach a current resumé reflecting all present and previous work experience and Field internship experience.

If you are considering completing your field requirement at your current place of employment, you must request and receive approval from the Field Instruction Office in writing pending the satisfaction of certain criteria. Please indicate here if you are considering this option. _______YES_______NO__________MAYBE

Transportation
Do you have a driver’s license? _______YES_______NO

If you previously had a license, was it revoked? _______YES_______NO

Do you have access to an automobile? _______YES_______NO

Do you have automobile insurance? _______YES_______NO

Geographical considerations
Where will you be residing during your graduate studies? Please provide the address.
____________________________________________________________
____________________________________________________________
____________________________________________________________

Please rank from 1 to 3 [1 indicating your first preference and 3 your third preference], the geographical regions in which you would prefer to complete your field placement. Please note that many field placements may require additional travel:
____ Nassau County  ______ Manhattan
____ Suffolk County  ____ Staten Island
____ Brooklyn ______ New Jersey
____ Queens ______ Other (please specify) ________________
____ Bronx
Field of practice preferences

Please rank from 1 to 5 (1 indicating your first preference and 5 your fifth preference), the field of practice in which you would prefer to complete your field placement and/or are considering entering upon graduation from the MSW program. If there is one field of practice you do not wish to work in, please mark it with an “X.” We will do our best to accommodate your preferences, though we cannot guarantee it. Please remember that in the second year, the goal is to place you in the area of your concentration.

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Aging</td>
<td>HIV/AIDS</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Alcohol and Substance Abuse</td>
<td>Homelessness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration/Nonprofit Management</td>
<td>Hospice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent/Child Welfare</td>
<td>Legislative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Practice</td>
<td>Mental Health</td>
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<tr>
<td>Community Organization/Planning</td>
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<td>Occupational [EAP]</td>
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<td>Disabilities</td>
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<td>Domestic/Family Violence</td>
<td>Rehabilitation</td>
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<td>GLBT</td>
<td>Women’s Issues</td>
<td></td>
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<tr>
<td>Group Work</td>
<td>Other (Please specify)</td>
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<tr>
<td>Health/Medical</td>
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</tr>
</tbody>
</table>

Special Considerations

Please identify any languages that you speak fluently other than English:

________________________________________

Do you have any conditions/special needs that your field agency/supervisor should be made aware of?

_______ Yes ________ No

If yes, please explain __________________________________________________________

Please indicate any professional licenses or certifications that you hold:

Title: __________ State: __________ Licensing # __________

Have you ever been convicted of a felony?

_______ Yes ________ No

If yes, please explain __________________________________________________________

Have you ever been convicted of a misdemeanor involving domestic violence or the endangerment or maltreatment of a child?

_______ Yes ________ No

If yes, please explain __________________________________________________________
**Risk Management**

Your acceptance into certain field placements may be dependent on a criminal background check, and/or the ability to meet requirements concerning health insurance, immunization, documentation [usually required in health care settings], and/or checking on your auto liability insurance if you use your personal vehicle in transporting agency clients, etc. It is advised that you discuss these issues with the potential field instructor and/or agency representative at the time of your interview.

Some field placements may be at locations that involve potential risks to your health and safety. You are advised to discuss the management of these risks (i.e., protocol for handling violent clients) with the appropriate field instructor or agency representative. As a student intern, it is your responsibility to become informed of and to comply with the agency’s policies and practices to minimize any risks to your safety.

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An important part of your professional education is acknowledging the limits of your knowledge and skills and avoiding situations that are not in your area of competence. Should any questions arise requiring knowledge or skill that you are lacking, you must see your field instructor and/or faculty field liaison immediately.

Students are required to take a **child abuse prevention and detection** course, or provide proof that you have taken the course. The course is available online, for free at: [https://www.nysmandatedreporter.org](https://www.nysmandatedreporter.org).

University liability insurance covers students in field placement WHEN registered. Therefore, **students must be registered for field placement PRIOR to starting field hours. Students are encouraged to purchase additional malpractice insurance.** You can explore the NASW coverage here: [https://www.naswassurance.org](https://www.naswassurance.org)

I have read the above and understand that there are risks including personal injury, illness and even death involved in field placement. I also understand that it is my responsibility to 1) take the child abuse prevention and detection course 2) become apprised of and comply with all agency policies and practices concerning my safety and welfare in the field. I accept these risks.

**PLEASE ASK ANY QUESTIONS BEFORE SIGNING!**

I am aware of the LIU MSW Field Education Manual, and I understand that I am responsible for the policies and procedures presented in it.

__________________________________________  ____________
Signature                                      Date

*Please complete the required narrative portion of this form (instructions on following page). Your application will not be considered complete without this. Thank you.*
Narrative

Please type your responses on a separate sheet of paper. The answer to each question should be between 250 and 500 words. Your answers provide your field liaison and prospective field instructors a writing sample and relevant information about your background and professional goals. Please put your signature and student I.D. number on each page of the narrative.

1. Summarize your first year experience in your field placement. Describe your assignments and any areas for future growth.

2. Describe why you choose your area of concentration.

I understand that the Field Instruction office and the agencies that accept students for placement work closely together to provide me with an opportunity to meet the learning competencies of the field instruction course for which I am applying and then to evaluate my progress toward meeting them. To this end, field instructors, field liaisons, faculty, and placement coordinators may share information about my work in the placement site. I realize that is it is my responsibility to inform the Field Instruction office if I have any reason to believe that a particular placement site is a potential conflict of interest for me.

__________________________________________  __________________________
Student Signature                                    Date

**Reminder: You should make a copy of this three-part application and all related submissions. The original will be kept in the field instruction office. Any or all parts of this application may be shared with the field site. The copy is for your records.**


Student Name
Student Address:

Dear Student:

I am writing to inform you that your agency selection for fieldwork has been confirmed, and the necessary materials have been forwarded to your agency supervisor.

Please call the agency supervisor, listed at the bottom of this letter, at least a week before the semester starts to confirm the day of the week you will be reporting. You are expected to begin fieldwork the week of September 14th. Please dress appropriately for an agency setting and inquire as to any other agency protocol expected of a student intern.

You are required to attend fieldwork every week on the day(s) the agency is open even if those days are school holidays. This includes intercession unless other arrangements are made with your supervisor. The reason for this is to provide continuous, uninterrupted service to your clients.

First year MSW students are required to complete a minimum of 400 hours (exclusive of lunch) over the course of the fall and spring semesters. Second year MSW students are required to complete a minimum of 600 hours (exclusive of lunch) over the course of the fall and spring semesters. You are required to make up any days missed due to absence for any reason. It is your responsibility to keep track of your hours every week and to have your supervisor sign off on the enclosed log sheet each week.

As always, feel free to call me at (516) 299-2750 or (516) 299-3924 with any questions or concerns you may have. My best wishes for a productive and rewarding semester.

Sincerely,

Linda Babolcsay, LCSW-R, CASAC, BDC
Director of Field Education, LIU Post

or

Yovanka Green, MS. ED, LMSW
Director of Field Education, LIU Brooklyn or

Menachem Dubovick, LCSW
Assistant Director of Field, LIU Brooklyn

Insert Agency Name and Address, Field Instructor and Contact Information
APPENDIX D

AGENCY DATA BASE FORM

LIU Social Work Department

(Please print or type in black ink.)

AGENCY NAME: ____________________________________________

ADDRESS: ________________________________________________

__________________________________________________________________

__________________________________________________________________

TELEPHONE: ______________________ FAX: ______________________

E-MAIL: ______________________ AGENCY WEBSITE: ______________

EXECUTIVE DIRECTOR: _______________________________________

EDUCATIONAL COORDINATOR: ________________________________

AGENCY SITES FOR THE FIELD PRACTICUM:

(Please list each practicum site and address. If students will be placed only in the main agency, proceed to the next question.)

1. ______________________ ________________________________

2. ______________________ ________________________________

3. ______________________ ________________________________

4. ______________________ ________________________________

PERSON(S) PROPOSED AS FIELD INSTRUCTORS: (Each proposed field instructor must complete the attached "Field Instructor’s Experience Outline.")

<table>
<thead>
<tr>
<th>NAME</th>
<th>NEW F.I.</th>
<th>EXPERIENCED F.I.</th>
</tr>
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WHICH ONE OF THE FOLLOWING CATEGORIES BEST DESCRIBES YOUR AGENCY?

___ Health Care Setting  ___ Mental Health Program  ___ Family Agency

___ Child Welfare Agency  ___ Agency Serving the Aged  ___ Substance Abuse Agency

___ School Setting  ___ Settlement House  ___ Community-Based Multi-Service Center

___ Justice System Agency  ___ Community Organization Setting

___ Program for the Disabled  ___ Other (please describe) __________________________

MAJOR PROBLEM AREAS ADDRESSED: (i.e. individual or family problems, substance abuse, child welfare, maternal/child health, etc.)

________________________________________________________________________

________________________________________________________________________

MAJOR FUNCTIONS & SERVICES (i.e. auspice, methodologies, goals, etc.)

________________________________________________________________________

________________________________________________________________________

CHARACTERISTICS OF CLIENTS (i.e. age, gender, race, ethnicity, social class, religion, disability, etc.)

________________________________________________________________________

________________________________________________________________________

POPULATION GROUPS SERVED BY YOUR AGENCY: (check all that apply)

___ Children  ___ Adolescents  ___ Adults  ___ Older Adults  ___ Individuals

___ Families  ___ Groups  ___ Communities  ___ Organizations

What is the primary social work practice method employed in your agency?

___ Casework  ___ Administration  ___ Group Work  ___ Research

___ Community Organization

What are your secondary social work practice methods employed in your agency?

___ Casework  ___ Administration  ___ Group Work  ___ Research

___ Community Organization  ___ Other

DESCRIBE THE MAJOR KINDS OF ASSIGNMENTS STUDENTS CAN HAVE IF PLACED IN YOUR AGENCY:
OTHER LEARNING EXPERIENCES AVAILABLE FOR STUDENTS IN YOUR AGENCY (i.e. seminars, in-service training, research, activities, second method assignments, etc.)

AVAILABLE PLACEMENTS

What placements are available for LIU students for the next school year? Please indicate numbers by primary practice method and year of study.

<table>
<thead>
<tr>
<th>Casework</th>
<th>Group Work</th>
<th>Community Org.</th>
<th>Administration</th>
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<td>2nd Year</td>
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Available Financial Assistance

Does your agency have an insurance provision for students? Yes No

Does your agency provide any financial assistance for students? Yes No

If Yes, please describe:

Name of Person Completing This Form: ________________________________

Date: ________________
I. Date: _______________

Field Instructor Name: ____________________________________________
Title in Agency________________________________________________________

Agency Name________________________________________________________

Phone_______________________________________________________________

Address_______________________________________________________________

-Email address: _______________________________________________________

Home (or Cell) Telephone_______________________________________________
(for emergency use only)

II. Graduate School Education:
Degree________________________Date conferred____________________________

School Attended________________________Area of Study____________________

List Post-MSW Education in Social Work: ________________________________

III. Professional Social Work Experience (or attach resume):

A. Dates of Current Position ____________________________________________
   Organization_ Title ____________

   .

B. Prior Positions
   Dates ______________________________________________________________
   Organization_ Title ____________________________

   Dates ________________ . Organization______________________________
   Title ____________________________
IV. Licenses Held:  LMSW_______ LCSW _______

Please indicate license # (s): ____________________

V. **Seminar for New Field Instructors – SIFI** (*Required in first year as a Field Instructor*)

Academic Year______ School/Instructor ____________________________________________

VI. **Field Education Experience:**
Experience as a Field Instructor/No. of Students Supervised

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<tr>
<th>Acad. Yr.</th>
<th>Agency</th>
<th>School</th>
<th>BSW</th>
<th>MSW 1st Yr.</th>
<th>MSW 2nd Yr</th>
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VII. **Language(s) other than English:** ____________________

*Office Use Only*
Academic Year: ______________
Student Name: ___________________________ Program: ___________________________
Dear [Supervisor]:

Thank you for interviewing and agreeing to serve as a field instructor for our first year MSW student, [insert student name], for the 2019-2020 academic year.

Our students will be starting their field placements on Monday, September 9, 2019. Your student is required to complete a minimum of 400 hours over the course of the Fall and Spring semesters. (All required hours are exclusive of lunch.) As agreed upon in our contract, students will require at least 1 - 1½ hours of formal supervision a week. We require students to prepare and submit process recordings in supervision and to keep a journal of all hours and activities undertaken in the field.

Please refer to the second page of this letter, which describes the various forms enclosed herein, and note which forms need to be signed and returned to the field office. Your field liaison is [insert field liaison name]. Please feel free to discuss concerns about your student’s progress in the field with [field liaison name], who can be reached at [field liaison contact information].

I have scheduled a Field Orientation on [Date TBA]. It will be held at [TBA], and breakfast will be served. We would be delighted if you can attend. This is an opportunity to meet with the students and the field liaison prior to the start of field. Please call [contact name and number] to reserve a place. [or insert Brooklyn Campus orientation meeting time and place]

Thank you once again for your anticipated cooperation and partnership with the Social Work Program. If you have any questions about field policies and procedures, do not hesitate to contact me.

Very truly yours,

Linda Babolcsay, LCSW-R, CASAC, BDC
Director of Field Education, LIU Post

or

Yovanka Green, MS. ED, LMSW
Director of Field Education, LIU Brooklyn

Menachem Dubovick, LCSW
Assistant Director of Field, LIU Brooklyn
APPENDIX G

LIU Social Work Department: 3 Party Field Contract

Campus: Brooklyn Post _____

Statement of understanding involving ________________________________

(Student name)

Agency name ___________________________ Field Instructor

EXPECTATIONS OF STUDENTS

I agree to:

1. Inform myself and adhere to policies and requirements of the Social Work Program and field site in which I am placed.

2. Be committed to the welfare of clients while conducting myself in a professionally responsible manner.

3. Implement social work values and professional standards of behavior in accordance with the NASW Code of Ethics.

4. Participate fully and actively in my own learning by expressing my needs, evaluating my work and acknowledging my areas of strength as well as those areas in need of further attention, development and change.

5. I agree to the following responsibilities:
   a) Arrange an initial interview with the assigned field site in order to meet field instructor, clarify agency location and purpose, starting date and hours, and understanding of the nature of the student role and assignments in the agency. Attend all required field orientations at school field site.
   b) Keep confidential those interactions which I conduct, whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.
   c) Complete assigned tasks on time and in accord with agency and school requirements.
   d) Submit to my field instructor a weekly log sheet as well as a listing of any specific learning needs, questions or dilemmas that I feel I need to confer on.
   e) Notify my field instructor of lateness or absence at once and arrange to make up this time within two weeks.
   f) Arrange for coverage of my clients during vacation periods and at the end of my placement.
   g) Attend all meetings called by the field coordinator, field liaison or field site supervisor.
   h) Inform field instructor and field liaison of any difficulty, personal or professional which affects my work time and/or performance.
   i) Engage fully in the evaluation process including the final evaluation.

__________________________
Student Signature

__________________________
Date
Expectations of Field Supervisors and Agency Field Sites

We, ___________________________ and ___________________________

Agency  Field Instructor

agree to share in the purpose of LIU’s Social Work Program by helping to prepare students with a basic competence of graduate level professional social work practice. The agency/organization agrees to:

1. Consider referred students for acceptance without regard to race, ethnicity, religion, culture, gender or sexual orientation.

2. Provide an experienced MSW level field instructor who has completed the required Seminar in Field Instruction training, and is committed to educating students for social work practice.

3. Assign at least one case by the second week of placement and increase the load at a pace which keeps the student challenged but not overwhelmed.

4. Assignments will be made with educational values as the primary consideration, appropriate to the level and skill of the student. Help the student actively engage in the learning process by encouraging her/his own needs and to reflect on her/his own work continuously.

5. Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.

6. Prepare for student’s arrival by designating work space and equipment preparing case assignments and orientation to the agency and the community.

7. Provide a minimum of one to one and a half hours of supervision at a regularly scheduled, mutually agreed upon time.

8. Require at least two process recordings per week for first year MSW students and at least three process recordings per week for second year MSW students.

9. Vary assignments to include clients from different cultural, social, and religious backgrounds and call for different helping roles, i.e. counseling, advocacy, brokerage, outreach, etc. where possible, include work with individuals, groups, families and communities.

10. Provide ongoing feedback to the student on her/his progress in specific areas of practice.

11. Complete a detailed written evaluation of the student at the end of each semester with the student as an active participant in the process. (Evaluation form to be provided by the Social Work Program.)

12. Include students in staff meetings, training sessions and other professional meetings whenever possible.

13. Attend all field instructors’ meetings at the University whenever possible.

14. Provide ongoing feedback to the Social Work program regarding the administration of the Field education component.

15. Maintain contact with the field liaison regarding student progress and performance.
16. Arrange contingency assignments, supervision, accommodations, etc. in the event of field supervisor’s absence.

Field Instructor ____________________________ Date ____________________________

**Expectations of LIU MSW Program**

I, the Field Director of LIU’s Social Work program agree to:

1. Provide written guidelines to the field instructor regarding the philosophy, curriculum and requirements of the Social Work program.

2. Make an effort to coordinate student field days and hours with mutually agreed upon times for the agency and supervisor.

3. Provide orientation for all entering MSW students and field work instructors.

4. Arrange for regular planned exchange between the program and the agency by assigning a field liaison to visit field agencies regularly to monitor educational competencies, student progress and any other adjustment issues as they may arise.

5. Provide support to students at the beginning and throughout the placement.

6. Respond to any problem or concern of either student or agency in a timely fashion.

7. Include input of field instructors in the field curriculum development.

8. Provide educational forums, workshops, etc. to complement and reinforce the field learning experience.

9. Provide written guidelines to the field instructor regarding the preparation of student evaluations.

10. Provide student and agency with feedback instruments for evaluating the field education and the Social Work program.

Field Director /Coordinator ____________________________ Date ____________________________
APPENDIX H
LIU MSW PROGRAM
Fall 2019 FIELD INSTRUCTION ATTENDANCE LOG

First year MSW students are in the field 200 hours per semester. Second year MSW students are in the field 300 hours per semester. Please have your Field Instructor (FI) initial this form each week.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Total # of Hrs Weekly</th>
<th>FI Initials Weekly</th>
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<tbody>
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</table>

Total Hours for the Semester: _____

Please have your field instructor initial this form each week. Field begins the week of Sept. 9, and the required number of field hours for the semester must be completed by the end of the week of Dec. 16th. Failure to do so may result in a grade of Incomplete (Inc.) for the semester. Completed attendance sheets are due to your liaison no later than Dec. 19.

Student Name: ___________________________  Field Instructor: _________________

Student Signature: _____________________  FI Signature: _____________________

**APPENDIX I**

**LIU MSW PROGRAM**

Spring 2020 FIELD INSTRUCTION ATTENDANCE LOG

First year MSW students are in the field 200 hours per semester. Second year MSW students are in the field 300 hours per semester. Please have your Field Instructor (FI) initial this form each week.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Total # of Hrs Weekly</th>
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</table>

Total Hours for the Semester: ___________

Please have your field instructor initial this form each week. Field begins the week of Dec. 30, and the required number of field hours for the semester must be completed by April 17. Failure to do so may result in a grade of Incomplete (Inc.) for the semester. Completed attendance sheets are due to your liaison by April 22.

Student Name: __________________________       Field Instructor: __________________________

Student Signature: _______________________       FI Signature: ________________________

Dates to Remember:  Task Assignment Sheet due Jan. 20; Midterm Evaluation due Feb. 17; Final Field Evaluation due April 21; Attendance Log due April 24.
APPENDIX J

Suggested format for process recordings

Name of Student ___________________________  Date ___________________________
Agency __________________________________
Names of clients (no last names!)/others involved in Session
________________________________________

1. Pre-engagement comments/purpose of contract
The student should note in this section the purpose of the contact, and any collateral
contacts made on behalf of the client prior to this interview. The student should also
include a brief working summary containing the status of the student’s progress with
this client’s system thus far. Student may also indicate in this section how (s) he felt
prior to engaging with the client system; if they had anxiety, were eager, etc.

2. Narrative
This section contains the script of the student’s and client’s nonverbal and verbal
interactions that comprise the process of the interview. This should be an objective
accounting of events, and the student’s thoughts and feelings regarding the interaction.
Alternating lines of ‘client said’, ‘worker said’ may be incorporated into the summary.

3. Impressions
This section is to be used by the students to interpret and assess the significance of
verbal and non-verbal behaviors or events—what they believe is going on behind the
veneer of the manifest interaction.

4. Concrete and abstract goals
This section is for the student to devise both short term and long term, concrete and
abstract plans, goals, and/or interventions that can be employed to further service the
client. The student notes not only those specific skills and services (s)he can and will
provide, but also what (s)he sees as practical and realistic as opposed to ideal, but
unattainable. A time frame should be included.

5. Questions and issues
This section affords the student the opportunity to raise questions relating to generalist
practice, skills, or emotional reactions they may have had to interview or client.
Students can also ask for guidance in accessing further information, needed resources,
clarification on policy or research issues, or readings on a given topic.

6. Hindsight
This section is solely for the student to assess her own professional intervention. This
section should answer the question, ‘If I could do this interview all over again, what
should I do differently, and why?’
APPENDIX K
Application of the Basic Problem-Solving Process
(Adapted from the BSW manual of West Chester University, Department of Social Work, April 1994) The following is an illustration of the problem-solving process as it can be utilized by the field instructor in preparing the intern for engaging a client.

1. Assessment
   ➢ Gather information about the client system
   ➢ Clarify agency function and student role
   ➢ Identify client strengths

2. Planning
   ➢ Discuss agency programs and policies that apply to client contract
   ➢ Discuss how the client feels about the service and how the case was referred
   ➢ Clarify purpose of the contract and need to prioritize presenting problems and translate problems into needs

3. Intervention
   ➢ Help student with anxiety of the first interview and expected client reactions
   ➢ Clarify the need to contract with clients and work on proximate goals
   ➢ Help students understand specific competencies and roles in the helping process; who will do what, by when? How will outcomes be measured?

4. Evaluation
   ➢ Help student understand the need to co-develop and follow a plan with the client, monitor and recognize indicators of progress and revise the plan or re-contract when indicated and/or terminate service or refer out.

5. Termination
   ➢ Assure the student that she need not be “placed” in the use of social work skills
   ➢ Demonstration that the proper application of skills results in the termination of clients since the initial goals have been accomplished
   ➢ Help the student work through her own feeling of separation and termination and how they affect the client

6. Follow-up
   ➢ Assist the student in reviewing the case. In hindsight, what would they do differently?
   ➢ Educate the student in understanding the need to evaluate work through research methods. This ensures better service to the client system. The ability to assess practice skills and sharpen them when necessary to become more effective as a generalist practitioner.
APPENDIX L
First year MSW Tasks-Assignments-Projects
LIU Social Work Program
Task Assignment Sheet
First year MSW [SWK 701 & 702]

Student: ___________________________ Semester: _______ Campus: __________

Agency: ___________________________ Days & Hours in Agency: __________________

Field Liaison: ______________________ Field Instructor: __________________________

All students are expected to have exposure to generalist practice experiences in the first year of field involving oppressed populations, diverse client systems, and varied practice modalities. You may check with your faculty field liaison if there are any concerns regarding the appropriateness of assignments. Please include staff meetings, educational seminars, supervisory conferences, and time spent preparing process or agency records in this list. Please indicate in the last column of the chart on the next page which competency [the number only] each assignment most closely corresponds. This list is to be submitted to the field coordinator no later than the conclusion of the third week of practicum. Please attach additional sheets if necessary.

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. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
Describe your student’s adjustment to his or her practicum setting thus far.

Describe your student’s emerging strengths.

Note any concerns you have about your student.

______________________________  _______________________
Field Instructor’s Signature     Date

______________________________  _______________________
Student Signature               Date
APPENDIX M
Second year MSW Tasks-Assignments-Projects

LIU Social Work Program
Task Assignment Sheet
Second year MSW [SWK 703 & 704]

Student: ___________________________ Semester: ________ Campus: ___________

Agency: ___________________________ Days & Hours in Agency: ____________________

Field Liaison: ___________________________ Field Instructor: ____________________

All students are expected to have exposure to specialized practice experiences in Gerontology, Nonprofit Management, Substance Abuse, or Child & Family Welfare in the second year of field involving oppressed populations, diverse client systems, and varied practice modalities. You may check with your faculty field liaison if there are any concerns regarding the appropriateness of assignments. Please include staff meetings, educational seminars, supervisory conferences, and time spent preparing process or agency records in this list. Please indicate in the last column of the chart on the next page which competency [the number only] each assignment most closely corresponds. This list is to be submitted to the field director no later than the conclusion of the third week of practicum. Please attach additional sheets if necessary.

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 successful 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. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
Describe your student’s adjustment to his or her practicum setting thus far.

Describe your student’s emerging strengths.

Note any concerns you have about your student.

________________________________________
Field Instructor's Signature                     Date

________________________________________
Student's Signature                             Date
APPENDIX N

LONG ISLAND UNIVERSITY COURSE OUTLINE SWK 701

Social Work Department

Field Instruction I: Foundation

Catalog: SWK 701  
Semester: Fall 2019

Instructor:  
Office Hours:

| Dates: TBA |

PRE-REQUISITES AND CO-REQUISITES

Field Instruction I is taken concurrently with Practice I. Human Behavior and the Social Environment I, Research I, and Policy I should be taken prior to, or concurrently with this course.

DESCRIPTION OF COURSE

This is the first course in a four semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the Foundation of social work generalist practice and the second two semesters provide experience in the chosen specialized practice area.

The foundation field placement prepares students:
1) to function at a beginning level of competence in a social service delivery system
2) to develop generalist problem-solving and relationship-building skills,
3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

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 successful meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program’s goals, and the CSWE EPAS 2015 Social Work Competencies listed below:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
REQUIREMENTS OF COURSE

- Students notified of their acceptance into the MSW program fill out a practicum application and meet with the Director of Field during the semester prior to the start of the enrollment term. At the consultation, students arrange to interview and subsequently select a generalist level internship in a social service agency or social work department of a larger institution. Students will complete two semesters of field instruction at the same field site.

- A minimum of 200 hours is required to satisfy the requirements of Field Instruction I (approximately 14 hours of supervised field experience per week, for 15 weeks). Attendance in field is required until the official close of the semester/ academic year. Students are required to notify their field instructors of any absences, anticipated or otherwise. Any day missed in the field must be made up. Students are required to sign a three-party contract agreeing to the above and agreeing to observe and adhere to the NASW Code of Ethics in all organizational interactions.

- Students are required to devise a learning contract with their supervisors.

- Students are required to complete the seminar in Child Abuse Detection during the course of the semester. The course is available online, for free at: https://www.nysmandatedreporter.org. Submit the completion certificate to the seminar instructor.

- Students are required to purchase or waive out of student health insurance.

Required Book:

COURSE CONTACT HOURS
Students are expected to be in their field placement for 14 hours per week. Regular assignments on BlackBoard will account for a total of 30 minutes per week. Students must attend the field seminar (4-8 hours per semester).

STUDENT EVALUATION AND GRADING
The field seminar instructor also serves as the student’s Faculty Field Advisor or Liaison. The liaison monitors student progress in the field and arranges to meet at least once each semester and then on an as-needed basis with the student and field supervisor at the agency site. The liaison will lead 4 mandatory group seminars during the course of the semester. Students are required participate in Blackboard discussions and complete BlackBoard assignments. Evaluation is a mutual process between field supervisor, field liaison and student.
The agency field instructor completes written evaluation forms on students once at midterm and once at the end of each semester. Evaluation criteria are directly tied to both Field Instruction and program competencies. The field liaison assigns the final grade each semester. It should be noted that since the course consists of direct instruction provided by individual agency social workers, the range and intensity of learning experiences and rates of progress among students should vary.

**PHILOSOPHY AND ROLE OF FIELD INSTRUCTION COURSE IN CURRENT CURRICULUM**

The profession of social work combines and integrates the acquisition of *academic knowledge* with experience or *apprenticeship* in order to prepare students for the profession. In the field, students develop skills through observation, role modeling, experimentation and knowledge application. In the process of learning skills and behaviors, students are also socialized into a professional subculture and identity through their interactions with other professionals. Field instruction represents the ultimate assessment of the student’s ability to apply and integrate content pertaining to social work values, ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice and research to practice with clients.

**DEFINTION OF GENERALIST PRACTICE**

(see Kirst-Ashman & Hull, 1997, “Generalist Practice with Organizations and Communities.”)

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**

A generalist practitioner utilizes the problem-solving method (see Appendices to the Field Manual) 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

There are three dimensions of generalist practice:

1) Micro practice: focuses on problem-solving with individuals
2) 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.

3) Macro practice: targets change in large systems, organizations, and communities, as well as in agency and social policies.

KNOWLEDGE AND SKILLS REQUIRED IN GENERALIST PRACTICE 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 challenges 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 to situation and resource: enabler, broker, mediator, advocate; understanding, developing and appropriately utilizing agency and community resources; using knowledge and skill in linking clients with needed 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 clients’ feelings related to endings; helping clients work through loss; exploring unfinished business with client; facilitating client transfer/referrals.)

**FIELD INSTRUCTION I COURSE COMPETENCIES**

The first semester of field instruction exposes the beginning social work student to a number of developmental and instrumental challenges. These challenges fall within nine areas of competence that reflect both the Field Program competencies, MSW program competencies and 2015 CSWE EPAS (Council on Social Work Education Educational Policy and Accreditation Standards). Additionally, evaluations of student’s field performance administered at the end of each semester also include these competencies.

**ASSIGNMENTS IN THE PRACTICUM**

Students fulfill the above competencies of field instruction 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 the 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, and the formulation, monitoring and evaluation of learning goals. Role playing client-worker scenarios whenever possible.
4. Provision of varied opportunities to observe other 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 competency.
   - assess, plan and evaluate interventions.
   - learn about entitlements and social welfare programs.
   - prepare appropriate documentation/ case records, etc.
   - advocate for and empower diverse and vulnerable client systems.
Field Instruction II: Foundation

Catalog: SWK 702    Semester: Spring 2020
Instructor:            Office Hours:

Dates: TBA

PRE-REQUISITES AND CO-REQUISITES
Students must have successfully satisfied the requirements of Field Instruction I, Practice I, Human Behavior and the Social Environment I, Research I and Policy I in order to be advanced to Field Instruction II. Students with an Incomplete in Field Instruction I will not be permitted to advance to Field Instruction II. Field Instruction II is taken concurrently with Practice II and Practice III. Human Behavior and the Social Environment II, and Policy II should be taken prior to, or concurrently with, this course.

DESCRIPTION OF COURSE
This is the second course in a four semester Field Instruction sequence in the Masters in Social Work program and the final semester of Field Instruction in the Foundation year.

The foundation field placement prepares students:
4) to function at a beginning level of competence in a social service delivery system
5) to develop generalist problem-solving and relationship-building skills,
6) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

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 successful meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program’s goals, and the CSWE EPAS 2015 Social Work Competencies listed below:
1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
REQUIREMENTS OF COURSE

- Students continue their internship from Field Instruction I at the same field site in Field Instruction II.
- A minimum of 200 hours is required to satisfy the requirements of Field Instruction I (approximately 14 hours of supervised field experience per week, for 15 weeks). Attendance in field is required until the official close of the semester/academic year. Students are required to notify their field instructors of any absences, anticipated or otherwise. Any day missed in the field must be made up. Students are required to sign a three-party contract agreeing to the above and agreeing to observe and adhere to the NASW Code of Ethics in all organizational interactions.
- Students are required to complete the seminar in Child Abuse Detection during the course of the semester. The course is available online, for free at: https://www.nysmandatedreporter.org. Submit the completion certificate to the seminar instructor.
- Students are required to purchase or waive out of student health insurance with proof of coverage.

Required Book:

COURSE CONTACT HOURS
Students are expected to be in their field placement for 14 hours per week. Regular assignments on BlackBoard will account for a total of 30 minutes per week. Students must attend the field seminar (4-8 hours per semester).

STUDENT EVALUATION AND GRADING
The field seminar instructor also serves as the student’s Faculty Field Advisor or Liaison. The liaison monitors student progress in the field and arranges to meet at least once each semester and then on an as-needed basis with the student and field supervisor at the agency site. The liaison will lead 4 mandatory group seminars during the course of the semester. Students are required participate in Blackboard discussions and complete BlackBoard assignments. Evaluation is a mutual process between field supervisor, field liaison and student.

The agency field instructor completes written evaluation forms on students once at midterm and once at the end of each semester. Evaluation criteria are directly tied to both Field Instruction and program competencies. The field liaison assigns the final grade each semester. It should be noted that since the course consists of direct instruction provided by individual agency social workers, the range and intensity of learning experiences and rates of progress among students should vary.

PHILOSOPHY AND ROLE OF FIELD INSTRUCTION COURSE IN CURRENT CURRICULUM
The profession of social work combines and integrates the acquisition of academic knowledge with experience or apprenticeship in order to prepare students for the profession. In the field, students develop skills through observation, role modeling, experimentation and knowledge application. In the process of learning skills and behaviors, students are also socialized into a professional subculture and identity through their interactions with other professionals. Field
instruction represents the ultimate assessment of the student’s ability to apply and integrate content pertaining to social work values, ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice and research to practice with clients.

DEFINITION OF GENERALIST PRACTICE
(see Kirst-Ashman & Hull, 1997, “Generalist Practice with Organizations and Communities.”)

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

A generalist practitioner utilizes the problem-solving method (see Appendices to the Field Manual) to strengthen and enhance the relationship between client systems and their environment. Generalist social workers develop skills in:
- Engaging in interpersonal helping
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There are three dimensions of generalist practice:
4) Micro practice: focuses on problem-solving with individuals
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6) Macro practice: targets change in large systems, organizations, and communities, as well as in agency and social policies.

KNOWLEDGE AND SKILLS REQUIRED IN GENERALIST PRACTICE 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 challenges 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 to situation and resource: enabler, broker, mediator, advocate; understanding, developing and appropriately utilizing agency and community resources; using knowledge and skill in linking clients with needed 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 clients’ feelings related to endings; helping clients work through loss; exploring unfinished business with client; facilitating client transfer/referrals.)

**FIELD INSTRUCTION I COURSE COMPETENCIES**

Students are expected to function at a higher level of competence during the second semester of field and to gain exposure to more intensive middle-phase, termination and evaluative skills.

Field Instruction II equips the beginning social work student to:

1. **Evaluate the effectiveness of social work practice on client welfare.**
   
   *This includes:*
   
   - Developing strategies for approaching tasks.
   - Exploring the full range of choices available in problem solving.
   - Comparing various perspectives on the causes of social problems.
   - Critically evaluating limitations of professional knowledge.
   - Placing problem identification within theoretical frameworks.
   - Responding to new knowledge thoughtfully and critically.
   - Evaluating goals and interventions for their feasibility and efficacy.

2. **Resolve ethical dilemmas in social work practice through adherence to professional values as per the NASW Code of Ethics.** *This includes:*
   
   - Integrating social work values into practice.
   - Demonstrating awareness of how personal biases affect the helping process.
   - Maintaining client confidentiality.
Remaining nonjudgmental and accepting of clients.

- Supporting clients’ right to self-determination.
- Maintaining appropriate boundaries with clients.
- Demonstrating respect for human worth.
- Identifying ethical dilemmas affecting practice and/or service to clients.
- Recognizing and attempting to resolve dilemmas concerning professional values, ethics, and theory with actual practice.

### 3. Apply cultural-sensitive practices to working with clients from diverse populations. This includes:

- Viewing diversity as strength.
- Identifying effects of own diversity on client perception and one’s own practice.
- Assessing how multiple intersections of diversity affect client functioning.
- Developing diversity-sensitive interventions.

### 4. Address issues of inequality, social injustice, and empowerment to oppressed populations and populations at risk. This includes:

- Identifying systemic barriers related to racism, sexism, classism, ageism, disability, and homophobia in helping clients.
- Locating primary sources of client stress in either internal or external systems; (e.g.; stress due to discrimination and financial need versus psychological or physiological stress.)
- Advocating for vulnerable clients.
- Empowering vulnerable clients to intervene on their own behalf when possible.
- Calling to attention [documenting] populations at risk that are unserved or underserved by the agency.
- Recognizing and adapting resources to benefit disenfranchised clients.
- Promoting policies that advance social and economic equity.
- Targeting for change organizational obstacles to client parity.

### 5. Apply knowledge of the history and purpose of field practice and its various organization manifestations and missions to social work practice with client systems of all sizes. This includes:

- Understanding the historical mission of social work as reflected in the agency and diverse social welfare delivery systems.
- Locating the agency’s approach to the targeted problem along a spectrum of possible approaches [i.e., Conservative, Liberal, Radical].
- Understanding the historical, theoretical and ideological influences that shape social work delivery systems.
- Understanding the differences between public and private social welfare.

### 6. Deliver generalist social work services to individuals, families, groups, organizations and communities. This includes:

- Preparing, engaging, assessing, contracting, exploring, planning, and evaluating results with multiple sized systems in various contexts.
- Developing proficiency in specific exploratory skills including; partializing, exploring, probing, clarifying, reflecting feelings and meanings.
- Developing proficiency in specific working and evaluating skills including; goal-setting,
rehearsing and reviewing action steps, evaluating, focusing, educating, advising, representing, reframing, pointing out endings, etc.

- Developing proficiency in specific termination skills including: reviewing, evaluating, sharing ending feelings and saying good-bye, and facilitating client transfer and referral.
- Developing proficiency in specific case recording and process recording skills.

7. **Practice social work in the context of the reciprocal relationships between clients systems of all sizes and their respective environments.**  
*This includes:*
- Demonstrating a multi-level, systems understanding of the client, within a person-in-environment perspective.
- Applying theory regarding human growth and development to behavior to clients.
- Applying social stratification theories [gender, racial, economic, etc.] to social inequities.
- Critiquing potentially detrimental effects of theoretical frameworks [i.e., labeling, DSM diagnosis] on client intervention.
- Demonstrating a beginning capacity to link theory with practice and practice with theory, by inversely translating theoretical concepts into practice, and practice into concepts.
- Connecting aspects of group work/ community organization theory to practice.

8. **Facilitate social and agency policy to better address the needs of client systems of all sizes.**  
*This includes:*
- Recognizing the interplay of social, political and economic forces that contribute to policy formation and implementation.
- Facilitating clients’ utilization of agency resources.
- Evaluating and making recommendations to improve social programs, social policies and social service delivery.
- Strategizing [with other social service professionals/systems] to fill gaps in service created by a lack or scarcity of resources.
- Developing strategies of policy persuasion that include the mobilization, and participation of consumer groups and disenfranchised populations.

9. **Utilize evidence-based practices with individuals, families, groups, organizations and communities.**  
*This includes:*
- Utilizing existing research to better understand or serve clients.
- Evaluating existing research for its practice applicability.
- Assessing and conceptualizing learning needs and continuously monitoring and measuring their outcomes [through the learning contract.]
- Assessing and conceptualizing goals with clients and continuously monitoring and measuring their outcomes.
- Engaging clients in the evaluation of service delivery; including feasibility, effectiveness, and adequacy.
- Assisting client systems in evaluating worker effectiveness and progress made toward goals.
- Utilizing research methods to call to attention populations at risk that are unserved or underserved by the agency.

10. **Differentially communicate with client systems, agency staff and colleagues.**  
*This includes:*
• Communicating worker role, agency’s purpose and programs to fellow professionals, to lay persons and to clients with reasonable clarity and effectiveness.
• Using understandable language appropriate to the age, culture and social status of the client.
• Differentiating between social and professional interchange and interacting accordingly.
• Forming and maintaining appropriate professional boundaries/relationships with client systems and colleagues.
• Communicating empathy and an appreciation of the stresses inherent in client and professional roles.
• Managing conflicts with coworkers and clients tactfully and ethically.
• Recognizing when and how to share and seek feedback.

11. Utilize professional supervision and consultation within the structure and function of the agency in order to improve service delivery to client systems of all sizes. \textit{This includes:}
\begin{itemize}
  \item Expressing feelings and concerns to field instructor.
  \item Utilizing the supervisory conference and process record to reflect on development.
  \item Taking responsibility to acquire knowledge that can aid in understanding or intervention.
  \item Accepting constructive criticism.
  \item Utilizing self-awareness to examine areas of strength and limitation.
  \item Identifying one’s own prejudices and demonstrating a capacity to change.
  \item Integrating field supervisor’s feedback/recommendations into subsequent practice.
  \item Submitting process recordings/assignments in a timely manner and otherwise preparing adequately for supervision.
  \item Recognizing situations where one’s own knowledge/skills are underdeveloped and need to be referred to a more experienced practitioner.
\end{itemize}

12. Utilize professional demeanor when delivering social services to client systems of all sizes. \textit{This includes:}
\begin{itemize}
  \item Arriving to work and appointments on time.
  \item Planning for coverage, carrying through on routines, prioritizing tasks and managing time.
  \item Following through on the organization or management of assigned work.
  \item Maintaining current and accurate agency records and required documentation.
  \item Demonstrating identification with Social Work and assuming a professional role.
  \item Demonstrating identification with agency mission.
  \item Collaborating appropriately with other agency staff and professionals.
  \item Utilizing agency resources and practice-relevant technologies appropriately.
\end{itemize}

\textbf{ASSIGNMENTS IN THE PRACTICUM}

Students fulfill the above competencies of field instruction through specific assignments in the field. These assignments are articulated in a revised and updated Learning Contract 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 tasks and field instruction competencies. The second semester of Field Instruction should include some of the following assignments:

1. Inclusion and participation in professional/staff/team meetings, seminars, community task forces, committees, educational workshops, and training.

2. Provision of regular weekly supervision that includes discussion of process recordings, values
and ethics, the integration of theory with practice, and the formulation, monitoring and evaluation of learning goals. Role playing client-worker scenarios should be utilized whenever possible.

3. Provision of varied opportunities to collaborate with other social workers and other social service systems.

4. Provision of varied opportunities to:
   - 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.
   - further develop generalist practice skills.
   - re-assess, plan and evaluate interventions.
   - explore, work and terminate with clients.
   - facilitate entitlements and referrals.
   - facilitate resources to benefit disenfranchised clients.
   - document client process in agency records.
   - 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.
Field Instruction III: Specialization

Catalog: SWK 703  Semester: Fall 2019
Instructor:  Office Hours:

Dates: TBA

COURSE DESCRIPTION
This is the third course in a four semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the Foundation of social work generalist practice and the second two semesters provide experience in the chosen specialized practice area.

The Specialization year prepares students to:
1) to gain expertise in child and family welfare, forensic social work, gerontology, nonprofit management, and substance use and addictive behaviors.
2) to function at an advanced level of competence in a social service delivery system,
3) to continue to practice problem-solving and relationship-building skills, and
4) to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

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 successful meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program’s goals, and the CSWE EPAS 2015 Social Work Competencies listed below:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.
REQUIREMENTS OF COURSE

- Students who are successfully completing the second semester of the Foundation year complete a Specialization Year practicum application and meet with the Director of Field during the spring of the Foundation year. At the consultation, students arrange to interview and subsequently select a specialist level internship in a social service agency or social work department of a larger institution. Students will complete two semesters of field instruction at the same field site.

- **Twenty-one hours of supervised field experience per week, for approximately 15 weeks, for a minimum of 300 hours, is required to satisfy the requirements of Field Instruction III.**

- Attendance in field is required until the official close of the semester/academic year. Students are required to notify their field instructors of any absences, anticipated or otherwise.

- Students are required to sign a three-party contract agreeing to the above and agreeing to observe and adhere to the NASW Code of Ethics in all organizational interactions.

  Students are required to purchase health insurance or to waive out of the University health insurance with proof of their own health coverage.

**Required Book:**


**Recommended Books:**


**Course Contact Hours:**

Students are in their field placements for 21 hours per week. Regular assignments on BlackBoard will account for a total of 30 minutes per week. Students must attend the field seminar (4-8 hours per semester).

**STUDENT EVALUATION AND GRADING (including Blackboard and journal use)**

The field seminar instructor also serves as the student’s Faculty Field Advisor or Liaison. The liaison monitors student progress in the field and arranges to meet at least once each semester and then on an as-needed basis with the student and field supervisor at the agency site. The liaison will lead 4 mandatory group seminars during the course of the semester. Students are required participate in Blackboard discussions and complete BlackBoard assignments. Evaluation is a mutual process between field supervisor, field
liaison and student.

The agency field instructor completes written evaluation forms on students once at midterm and once at the end of each semester. Evaluation criteria are directly tied to both Field Instruction and program competencies. The field liaison assigns the final grade each semester. It should be noted that since the course consists of direct instruction provided by individual agency social workers, the range and intensity of learning experiences and rates of progress among students should vary.

PHILOSOPHY AND ROLE OF FIELD INSTRUCTION COURSE IN CURRENT CURRICULUM
The profession of social work combines and balances the acquisition of academic knowledge with experience or apprenticeship in order to prepare students for the profession. In the field, students develop skills through observation, role modeling, experimentation and knowledge application. In the process of learning skills and behaviors, students are also socialized into a professional subculture and identity through their interactions with other professionals. Field instruction represents the ultimate assessment of the student’s ability to apply and integrate content pertaining to social work values, ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice and research to practice with clients.

DEFINITION OF SPECIALIZED PRACTICE AND AREAS OF CONCENTRATION
- The advanced year specialized practice area of concentration provides students with opportunities to engage in progressively differentiated and sophisticated social work practice applicable to specific settings, population groups, problem areas, and systems.
- In the Specialization year, students’ professional comportment reflects integration of NASW code of ethics practice reflects progressive appreciation of the agency’s role in advancing the values of the profession and in its relationship to those it serves assessment and intervention at the individual, family, group, community and policy level reflects thoughtful integration of issues of human diversity synthesis and integration of knowledge reflects advanced socio-behavioral theory, research, and methods knowledge and discipline is reflected in use of self-practice evidences increasing capacity to function autonomously advocacy for social justice demonstrates the knowledge, skills and values needed to be effective.
- Students in the Specialization year continue to
  o apply an eclectic knowledge base, professional values and a wide range of skills to target and change systems
  o utilize the problem-solving method (see Appendices to Field Manual) to strengthen and enhance the relationship between client systems and their environment
  o further develop generalist practice skills at various phases of the helping relationship including preparing and beginning work, exploring,
contracting, work phase, evaluation, development of roles and use of resources and endings.

SPECIALIZED PRACTICE CONCENTRATIONS

Child & Family Welfare:
The M.S.W. concentration in Child and Family Welfare will prepare students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, Nassau County Coalition Against Domestic Violence, Family and Children’s Association and other community based organizations’ personnel. It incorporates knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs. Students in the specialized practice (concentration) year develop their understanding about policies and services specific to children and families, family violence across the lifespan, community based practice with children and families and childhood psychopathology.

Forensic Social Work Concentration:
Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their clients’ lives may impact access to legal services. As a graduate of the Master of Social Work Program with the concentration in Forensic Social Work, students are prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Students’ clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

Gerontology:
The advanced concentration in gerontology includes two tracks for specialized study: (1) Long term care administration; and, (2) Community services for older adults: micro, mezzo and macro practice. These two tracks meet the advanced curriculum competencies in providing advanced clinical and/or administrative knowledge in gerontology; and in furthering knowledge of the application of a collaborative approach in the interdisciplinary context. The courses are offered in collaboration with the Department of Health Care and Public Administration and include a common base of knowledge for practice in both disciplines. Each track provides for the analysis of variations in role of health care administrators, social workers and other members of the interdisciplinary team and for the resolution of interdisciplinary role conflicts. All
gerontology students will have a common framework for the integration of specialized knowledge in other areas of the gerontology curriculum and understand the fundamentals involved in developing a coordinated treatment plan and promoting a multidisciplinary approach to service delivery. Field placement opportunities include community and home-based services, hospitals, long-term care facilities, and other institutional services.

**Nonprofit Management:**
The not-for-profit management concentration prepares social work students to meet the challenges of leadership in today’s nonprofit and public organizations. This concentration provides students with the opportunity to develop human relations and resource management skills. Advanced learning opportunities are provided in leading pluralistic organizations, assessing and redesigning organizations, creating and sustaining effective inter-organizational relations, and managing volunteers. The management concentration produces generalist managers who are able to focus on the interdependence of organizational functions and management through personal power rather than positional power. Field placement opportunities include community-based human services programs and community planning, health and governmental organizations.

**Substance Use & Addictive Behaviors:**
The primary goal of this concentration is to prepare students for careers in the treatment, prevention, and control of problems related to alcohol and other drug use, as well as other addictive behaviors. A secondary goal is to provide interested students with substantive content in substance and alcohol use and its impact on individuals, families, and the community-at-large. Field placement opportunities include in-patient facilities and out-patient services in hospitals, centers and agencies. Opportunities are also available for placement in employee assistance programs.

**FIELD INSTRUCTION III COURSE COMPETENCIES**
The third semester of field instruction exposes the advanced specialized practice social work student to a number of developmental and instrumental challenges. These challenges fall within the following competencies that reflect both the Field & MSW Program goals, as well as expanding and enhancing through specialized practice, the CSWE EPAS 2015 Social Work Competencies.

Field Instruction III equips the social work student to:
1. Differentiate among social services that are appropriate for various client systems and their respective needs.
2. Impact on issues of inequality and social injustice and to empower oppressed populations and populations at risk.
3. Impact on social and agency policy in order to improve client well-being.

5. Practice social work without discrimination through the appreciation of, and receptivity to, the needs of diverse populations within the following respective fields of social work practice: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.

6. Utilize evidence-based theoretical perspectives and practice approaches to inform service delivery to client systems of all sizes within the following respective fields of social work practice: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.

7. Describe the history and purpose of field practice and its various organizational manifestations and missions as they relate to the following respective fields of social work practice: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.


9. Apply the theoretical framework of the reciprocal relationship between individuals and their environments to social work practice with clients systems of all sizes in the following respective fields of social work: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.

10. Collaborate with client systems of all sizes on evaluating the effectiveness of interventions and services within the following respective fields of social work: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.

11. Effectively communicate with colleagues and client systems of all sizes within the following respective fields of social work: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.

12. Utilize supervision and consultation in order to improve service delivery to clients systems of all sizes within the following respective fields of social work: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.

13. Collaborate with other professionals to best meet client systems’ needs within the following respective fields of social work: Child & Family Welfare, Forensic Social Work, Gerontology, Nonprofit Management, and Substance Use and Addictive Behaviors.
ASSIGNMENTS IN THE PRACTICUM

Students fulfill the above competencies of field instruction through specific assignments in the field. These assignments are articulated in a Learning Contract that is prepared by the field supervisor and student within the first three weeks of the semester. The contract is submitted to the Faculty Field Liaison who monitors the compatibility between assignments and field instruction competencies.

The third 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 the 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, and the formulation, monitoring and evaluation of learning goals.
4. Provision of varied opportunities to observe other 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 system competency.
   - assess, plan and evaluate interventions.
   - continue to learn about entitlements and social welfare programs.
   - prepare appropriate documentation/professional written materials.
   - advocate for and empower diverse and vulnerable client systems.
APPENDIX Q

LONG ISLAND UNIVERSITY COURSE OUTLINE SWK 704
Social Work Department

Field Instruction IV: Specialization
Catalog: SWK 704  Semester: Spring 2020
Instructor:  Office Hours:

Dates: TBA

PRE-REQUISITES AND CO-REQUISITES
Pre-requisites: Field Instruction I, II, III
Co-requisites: Field Instruction IV is taken prior to, or concurrently with, either Psychopathology or Administrative Behavior, and/or Capstone Seminar. Field Instruction must be taken concurrently with two concentration courses.

COURSE DESCRIPTION
This is the fourth course in a four semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide experience in the chosen area of specialized practice.

The Specialization year prepares students to:
1) to gain expertise in child and family welfare, forensic social work, gerontology, nonprofit management, and substance use and addictive behaviors.
2) to function at an advanced level of competence in a social service delivery system,
3) to continue to practice problem-solving and relationship-building skills, and
4) to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

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 successful meet foundation and advanced program competencies. The competencies of the Field Education component specifically stem from the program’s goals, and the CSWE EPAS 2015 Social Work Competencies listed below:

Demonstrate ethical and professional behavior.
Engage diversity and difference in practice.
Advance human rights and social, economic, and environmental justice.
Engage in practice-informed research and research informed practice.
Engage in policy practice.
Engage with individuals, families, groups, organizations and communities.
Assess individuals, families, groups, organizations, and communities.
Intervene with individuals, families, groups, organizations, and communities.
Evaluate practice with individuals, families, groups, organizations and communities.
Twenty-one hours of supervised field experience per week, for approximately 15 weeks, for a minimum of 300 hours, is required to satisfy the requirements of Field Instruction III. Attendance in field is required until the official close of the semester/academic year. Students are required to notify their field instructors of any absences, anticipated or otherwise. Students are required to purchase health insurance or to waive out of the University health insurance with proof of their own health coverage.

**Required Book:**

**Recommended Books:**

**Course Contact Hours:**
Students are in their field placements for 21 hours per week. Regular assignments on BlackBoard will account for a total of 30 minutes per week. Students must attend the field seminar (4-8 hours per semester).

**STUDENT EVALUATION AND GRADING (including Blackboard and journal use)**
The field seminar instructor also serves as the student’s Faculty Field Advisor or Liaison. The liaison monitors student progress in the field and arranges to meet at least once each semester and then on an as-needed basis with the student and field supervisor at the agency site. The liaison will lead 4 mandatory group seminars during the course of the semester. *Students are required participate in Blackboard discussions and complete BlackBoard assignments.*

Evaluation is a mutual process between field supervisor, field liaison and student.

The agency field instructor completes written evaluation forms on students once at midterm and once at the end of each semester. Evaluation criteria are directly tied to both Field Instruction and program competencies. The field *liaison* assigns the final grade each semester. It should be noted that since the course consists of direct instruction provided by individual agency social workers, the range and intensity of learning experiences and rates of progress among students should vary.

**PHILOSOPHY AND ROLE OF FIELD INSTRUCTION COURSE IN CURRENT CURRICULUM**
The profession of social work combines and balances the acquisition of *academic knowledge* with experience or *apprenticeship* in order to prepare students for the profession. In the field, students develop skills through observation, role modeling, experimentation and knowledge application. In the process of learning skills and behaviors, students are also socialized into a professional subculture and identity through their interactions with other professionals. Field instruction represents the ultimate assessment of the student’s ability to apply and integrate content pertaining to social work values, ethics, diversity, populations at risk and social and
economic justice, human behavior and the social environment, social welfare policy and services, social work practice and research to practice with clients.

**DEFINITION OF SPECIALIZED PRACTICE AND AREAS OF CONCENTRATION**
The advanced year specialized practice area of concentration provides students with opportunities to engage in progressively differentiated and sophisticated social work practice applicable to specific settings, population groups, problem areas, and systems.

In the Specialization year, students’ professional comportment reflects integration of NASW code of ethics practice reflects progressive appreciation of the agency’s role in advancing the values of the profession and in its relationship to those it serves assessment and intervention at the individual, family, group, community and policy level reflects thoughtful integration of issues of human diversity synthesis and integration of knowledge reflects advanced socio-behavioral theory, research, and methods knowledge and discipline is reflected in use of self-practice evidences increasing capacity to function autonomously advocacy for social justice demonstrates the knowledge, skills and values needed to be effective.

Students in the Specialization year continue to apply an eclectic knowledge base, professional values and a wide range of skills to target and change systems utilize the problem-solving method (see Appendices to Field Manual) to strengthen and enhance the relationship between client systems and their environment further develop generalist practice skills at various phases of the helping relationship including preparing and beginning work, exploring, contracting, work phase, evaluation, development of roles and use of resources and endings.

**SPECIALIZED PRACTICE CONCENTRATIONS**

**Child & Family Welfare:**
The M.S.W. concentration in Child and Family Welfare will prepare students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, Nassau County Coalition Against Domestic Violence, Family and Children’s Association and other community based organizations’ personnel. It incorporates knowledge, values, and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple programs. Students in the specialized practice (concentration) year develop their understanding about policies and services specific to children and families, family violence across the lifespan, community based practice with children and families and childhood psychopathology.

**Forensic Social Work Concentration:**
Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their clients’ lives may impact access to legal services. As a graduate of the Master of Social Work Program with the concentration in
Forensic Social Work, students are prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Students’ clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

**Gerontology:**
The advanced concentration in gerontology includes two tracks for specialized study: (1) Long term care administration; and, (2) Community services for older adults: micro, mezzo and macro practice. These two tracks meet the advanced curriculum competencies in providing advanced clinical and/or administrative knowledge in gerontology; and in furthering knowledge of the application of a collaborative approach in the interdisciplinary context. The courses are offered in collaboration with the Department of Health Care and Public Administration and include a common base of knowledge for practice in both disciplines. Each track provides for the analysis of variations in role of health care administrators, social workers and other members of the interdisciplinary team and for the resolution of interdisciplinary role conflicts. All gerontology students will have a common framework for the integration of specialized knowledge in other areas of the gerontology curriculum and understand the fundamentals involved in developing a coordinated treatment plan and promoting a multidisciplinary approach to service delivery. Field placement opportunities include community and home-based services, hospitals, long-term care facilities, and other institutional services.

**Nonprofit Management:**
The not-for-profit management concentration prepares social work students to meet the challenges of leadership in today’s nonprofit and public organizations. This concentration provides students with the opportunity to develop human relations and resource management skills. Advanced learning opportunities are provided in leading pluralistic organizations, assessing and redesigning organizations, creating and sustaining effective inter-organizational relations, and managing volunteers. The management concentration produces generalist managers who are able to focus on the interdependence of organizational functions and management through personal power rather than positional power. Field placement opportunities include community-based human services programs and community planning, health and governmental organizations.

**Substance Use & Addictive Behaviors:**
The primary goal of this concentration is to prepare students for careers in the treatment, prevention, and control of problems related to alcohol and other drug use, as well as other addictive behaviors. A secondary goal is to provide interested students with substantive content in substance and alcohol use and its impact on individuals, families, and the community-at-large. Field placement opportunities include in-patient facilities and out-patient services in hospitals, centers and agencies. Opportunities are also available for placement in employee assistance programs.
Field Instruction IV Course Competencies
The fourth semester of field instruction exposes the advanced year, specialized practice social work student to a number of developmental and instrumental challenges. These challenges fall within the following competencies that reflect both the Field & MSW Program goals, as well as expanding and enhancing through specialized practice, the CSWE EPAS 2015 Social Work Competencies. Students are expected to function at a higher level of competence during the fourth semester of field and to gain exposure to more intensive specialization knowledge and skills.

Field Instruction IV equips the social work student to:

- Differentially deliver services that are appropriate for various client systems and their respective needs.
- Promote policies that address issues of inequality and social injustice and that empower oppressed populations and populations at risk.
- Develop social and agency policy in order to improve client well-being.
- Resolve ethical dilemmas that relate to the following respective fields of social work practice: Gerontology; non-profit management; Alcohol and Substance abuse counseling; child and family welfare; and forensic social work.
- Practice social work without discrimination through addressing the needs of diverse populations within the following respective fields of social work practice: Gerontology, nonprofit management, Alcohol & Substance Abuse counseling; child & family welfare; and forensic social work.
- Evaluate evidence-based theoretical perspectives and practice approaches that inform service delivery to client systems of all sizes within the following respective fields of social work practice: Gerontology, nonprofit management, Alcohol & Substance Abuse counseling; child & family welfare; and forensic social work.
- Synthesize the purpose of field practice with its various organizational manifestations and missions as they relate to the following respective fields of social work practice: Gerontology; non-profit management; Alcohol and Substance abuse counseling; child and family welfare; and forensic social work.
- Develop proficiency in problem solving skills to practice with clients systems of all sizes in the following respective fields of social work: Gerontology, nonprofit management, Alcohol & Substance abuse counseling; child and family welfare; and forensic social work.
- Synthesize the theoretical framework of the reciprocal relationship between individuals and their environments with social work practice with clients systems of all sizes in the following respective fields of social work: Gerontology, nonprofit management, Alcohol & Substance abuse counseling; child and family welfare; and forensic social work.

- Evaluate the effectiveness of interventions and services within the following respective fields of social work: Gerontology, nonprofit management, Alcohol & Substance abuse counseling; child and family welfare; and forensic social work.

- Differentially communicate with colleagues and client systems of all sizes within the following respective fields of social work: Gerontology, nonprofit management, Alcohol & Substance Abuse counseling; child & family welfare; and forensic social work.

- Integrate input from supervision and consultation into practice with clients systems of all sizes within the following respective fields of social work: Gerontology, nonprofit management, Alcohol & Substance abuse counseling; child and family welfare; and forensic social work.

- Practice collaboratively within an interdisciplinary context to best meet clients systems’ needs within the following respective fields of social work: Gerontology, nonprofit management, Alcohol & Substance abuse counseling; child and family welfare; and forensic social work.

### Assignments in the Practicum

Students fulfill the above competencies of field instruction through specific assignments in the field. These assignments are articulated in a revised and updated Learning Contract 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 tasks and field instruction competencies.

The fourth semester of Field Instruction should include some of the following assignments:

- Inclusion and participation in professional/ staff/ team meetings, seminars, community task forces, committees, educational workshops, and training.
- Provision of regular weekly supervision that includes discussion of process recordings, values and ethics, the integration of theory with practice, and the formulation, monitoring and evaluation of learning goals. Role playing client-worker scenarios whenever possible.
- Provision of varied opportunities to collaborate with other social workers and other social service systems.
- Provision of varied opportunities to 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.
- Further develop generalist practice skills.
- Re-assess, plan and evaluate interventions.
- Explore, work and terminate with client systems.
- Facilitate entitlements and referrals.
- Facilitate resources to benefit disenfranchised clients.
- Document client process in agency records.
- 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
APPENDIX R

SWK 701 & SWK 702: Midterm Evaluation

Field Instruction I & II
First Year MSW Students

**To be completed at the middle of both Fall and Spring semesters**

Student ___________________________ Campus ________________________

Agency ___________________________ Field Instructor _________________

Please indicate E for Exemplary, S for Satisfactory; MBP for May Be Problematic; P for Problematic or NYD for Not Yet Determined in the following areas:

1. Use of agency
   ____ Beginning to understand agency role and function.
   ____ Beginning to recognize the relationship between social welfare policy, agency function and actual social service delivery.
   ____ Beginning to collaborate with agency staff.
   ____ Beginning to utilize community resources.

2. Client/Practice skills
   ____ Beginning to understand process and how it applies to client interactions.
   ____ Beginning to develop skill in asking and framing open-ended questions that require elaboration or clarification.
   ____ Beginning to demonstrate skills in fact-gathering, identification/assessment of the problem or issue at hand, while formulating potential intervention strategies.
   ____ Beginning to understand client issues from a systems perspective with the recognition that the intervention may need to broaden to work with multiple system layers.
   ____ Beginning to develop sensitivity to the feelings of clients.
   ____ Beginning to develop basic empathy for the client taking into account the special vulnerability of client groups.
   ____ Beginning to view diversity as a source of richness and strength.
   ____ Beginning to develop skill in bringing together agency service and client need in a way that reaches for full client participation.
   ____ Beginning to contract with clients on either a concrete need or limited request for service which the agency or referred helping system can provide.
3. Professional Development
   _____ Beginning to understand the role that social work values, ethics and various client expectations have on the helping process.
   _____ Beginning to appreciate and recognize the various roles utilized by the generalist social worker.
   _____ Beginning to demonstrate concern for issues of social justice and a commitment to learning.
   _____ Beginning to understand how personal issues and values can help or hinder the helping process.
   _____ Beginning to demonstrate responsibility for one's own learning through active utilization of the supervisory conference.
   _____ Beginning to identify learning needs and problems.
   _____ Beginning to recognize the gaps in one's own knowledge and recognize the relevance of practice theory, policy issues and research on enriching understanding of the client and problem.
   _____ Beginning to demonstrate self-awareness.
   _____ Beginning to understand the importance of evaluating one's own practice.

4. Work Skills
   _____ Respects agency protocol.
   _____ Participates in agency functions/meetings appropriately.
   _____ Arrives on time.
   _____ Completes required hours.
   _____ Accepts constructive criticism.
   _____ Submits process recordings/assignments in a timely manner.
   _____ Uses supervision constructively.

5. Comments

________________________________________________________________________
Field Instructor's Signature                                             Date

________________________________________________________________________
Student's Signature                                                     Date
# APPENDIX S

## SWK 701 & SWK 702

**Final End-of-Semester Evaluation Form**

*Note: These forms will be provided electronically to field instructors each semester.*

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts. Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Information will be provided to the participating social work program with all individual identifying information re-identifying this survey indicates that you consent to have your data collected. Your participation to improve social work education is appreciated and voluntary.

### Marking Instructions

- Use a No. 2 pencil, a black, or a blue pen.
- Do not use felt tip pens or red ink.
- Fill rectangle with a solid, dark mark.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

### Section A: Demographics

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<tr>
<th>What are the last four digits of your School ID #?</th>
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This information will not be shared outside of the SWEAP project, or with your school.

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<tr>
<th>Your school selected, write below:</th>
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<tbody>
<tr>
<td>☐ 1=EC ☐ 2=OEF ☐ 3=SH</td>
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<tr>
<td>☐ 4=SL ☐ 5=ARL ☐ 6=FQRE</td>
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<td>☐ 7=BUV ☐ 8=WZL</td>
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<tr>
<th>RA or BS in Human Services field</th>
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<td>☐ RA or BS in Human Services field</td>
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<td>☐ MSW or MS in Social Work</td>
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<th>Student Name</th>
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© 2015 SWEAP | Christiansen, B., Gerritsen-McKane, R., DeLong-Hamilton, T., Farrel, D., Freeman, D., Harris-Jackson, T., Kruse, K., Panos, P.J.  
*DO NOT PHOTOCOPY - Photocopying will render this instrument not processable.*
### Section B: Assessment

Please base your assessment of how well the BSW Field Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scales below. Please circle your answer. Thank you.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
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<tbody>
<tr>
<td>5</td>
<td>Mastered Performance</td>
<td>The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Mastered: &quot;someone highly skilled at something.&quot; Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>4</td>
<td>Superior Performance</td>
<td>The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Superior: &quot;surpasses competent in one or more ways.&quot; Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.</td>
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<tr>
<td>3</td>
<td>Competent Performance</td>
<td>The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Competent: &quot;having enough skill or ability to do something well.&quot; Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.</td>
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<tr>
<td>2</td>
<td>Inadequate Performance</td>
<td>The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.</td>
<td>Inadequate: &quot;failing to reach an expected or required level or standard.&quot; Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.</td>
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<td>1</td>
<td>Lacking Performance</td>
<td>The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.</td>
<td>Lacking: &quot;missing, not present or available.&quot; Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.</td>
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<tr>
<td>N/O</td>
<td>Not Observed</td>
<td>The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Observed: &quot;to see or notice something, especially while watching carefully.&quot; There was no observation of the performance of the practice behavior.</td>
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### Competency 1 - Demonstrate Ethical and Professional Behavior

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<td>Obs.</td>
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- **Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context.**
- **Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.**
- **Intern demonstrates professional demeanor in behavior.**
- **Intern demonstrates professional demeanor in appearance.**
- **Intern demonstrates professional demeanor in oral communication.**
- **Intern demonstrates professional demeanor in written communication.**
- **Intern demonstrates professional demeanor in electronic communication.**
- **Intern uses technology ethically and appropriately to facilitate practice outcomes.**
- **Intern uses supervision and consultation to guide professional judgment and behavior.**
### Competency 2 - Engage Diversity and Difference in Practice

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</table>

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **micro** level.

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the **macro** level.

Intern presents themselves as learners to clients and constituencies.

Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### Competency 3 - Advance Human Rights, Social, Economic, and Environmental Justice

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</table>

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels.

Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels.

Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels.

Intern engages in practices that advance **social** justice.

Intern engages in practices that advance **economic** justice.

Intern engages in practices that advance **environmental** justice.

### Competency 4 - Engage in Practice-informed Research and Research-informed Practice

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Intern uses theory to inform scientific inquiry and research.

Intern uses practice experience to inform scientific inquiry and research.

Intern applies critical thinking to engage in analysis of **quantitative** research methods and research findings.

Intern applies critical thinking to engage in analysis of **qualitative** research methods and research findings.

Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.

### Competency 5 - Engage in Policy Practice

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Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Intern assesses how social welfare and economic policies impact the delivery of and access to social services.

Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice.

Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice.
### Competency 5 - Engage in Policy Practice (Continued)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Lacking</th>
<th>Inadequate</th>
<th>Competent</th>
<th>Superior</th>
<th>Mastered</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice</td>
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### Competency 6 - Engage w/ Individuals, Families, Groups, Organizations & Communities

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<th>Competency</th>
<th>Lacking</th>
<th>Inadequate</th>
<th>Competent</th>
<th>Superior</th>
<th>Mastered</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td></td>
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<tr>
<td>Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
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### Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

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<th>Competency</th>
<th>Lacking</th>
<th>Inadequate</th>
<th>Competent</th>
<th>Superior</th>
<th>Mastered</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies</td>
<td></td>
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<tr>
<td>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
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<tr>
<td>Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
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<tr>
<td>Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
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</table>

### Competency 8 - Intervene w/ Individuals, Families, Groups, Organizations & Communities

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<tr>
<th>Competency</th>
<th>Lacking</th>
<th>Inadequate</th>
<th>Competent</th>
<th>Superior</th>
<th>Mastered</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
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<tr>
<td>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
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<tr>
<td>Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
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<tr>
<td>Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies</td>
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<tr>
<td>Intern facilitate effective transitions and endings that advance mutually agreed-on goals</td>
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</table>

### Competency 9 - Evaluate Practice w/ Indiv., Families, Groups, Organizations & Comm.

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<thead>
<tr>
<th>Competency</th>
<th>Lacking</th>
<th>Inadequate</th>
<th>Competent</th>
<th>Superior</th>
<th>Mastered</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>Intern selects and uses appropriate methods for evaluation of outcomes</td>
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<tr>
<td>Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
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<tr>
<td>Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes</td>
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<tr>
<td>Intern applies evaluation findings to improve practice effectiveness at the micro level</td>
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<tr>
<td>Intern applies evaluation findings to improve practice effectiveness at the mezzo level</td>
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<tr>
<td>Intern applies evaluation findings to improve practice effectiveness at the macro level</td>
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</table>

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS. WE HOPE THE INFORMATION THAT IS COLLECTED WILL NOT ONLY HELP YOUR PROGRAM BUT SOCIAL WORK EDUCATION IN GENERAL.

**FP.D.4**
Note Regarding the Field Instrument:

The LIU Collaborative MSW Program uses the SWEAP (Social Work Education Assessment Project) standardized form for student field evaluations. The form is the Field Placement/Practicum Assessment Instrument EPAS 2015.

At the end of each semester, the field director e-mails a link to the field instructor for EACH student he or she supervises. The form is filled out electronically, and there is an option to include comments for each of the competencies.

Field is graded on a pass/fail basis. The field liaison at either the Post or Brooklyn Campus will review the student’s evaluation and assign a grade.
APPENDIX T

SWK 703 & SWK 704: Midterm Evaluation
Field Instruction III & IV
2nd Year MSW Students
**To Be Completed at the middle of the Fall and Spring semesters***

Student_________________________ Campus ___________________________

Agency__________________________ Field Instructor ______________________

Please indicate E for Exemplary, S for Satisfactory; MBP for May Be Problematic; P for Problematic or NYD for Not Yet Determined in the following areas:

____________________________________________________________________

Student demonstrates:

_____ understanding of the agency as a social welfare system and organization.
_____ understanding of the social problem addressed by the agency.
_____ understanding of the agency’s (program’s) mission, policies and practices.
_____ understanding of the knowledge base of the profession.
_____ operationalization of professional values and ethics.
_____ professional behavior and self-awareness.
_____ basic understanding of the person-in-environment perspective.
_____ appropriate utilization of general practice skills.
_____ identification with the role of the generalist practitioner
_____ flexibility in playing a number of social work roles and shifting them as circumstances deem fit.
_____ utilization of a wide array of resources and skills to help diverse clients.
_____ appreciation of the diverse aspects of the client population.
_____ empathy and multi-level understanding of the client.
_____ interviewing, communication, and relationship-building skills.
_____ understanding of the nature and locus of the client’s problem.
_____ ability to deal with the expressed and unexpressed feelings of clients.
_____ utilization and integration of information from the supervisor, seminar and practice classes, colleagues and literature in the helping process.
_____ awareness of own limitations in knowledge, process or skills.
_____ personal responsibility for own interventions.
_____ ability to personally and professionally separate one’s own issues from the issues of the client.
appreciation of boundary issues vis-à-vis agency, worker and student role constraints and parameters.

practical understanding of the emotional, social and political dynamics of the helping process.

appropriate utilization of the supervisory process.

willingness to follow up on recommendations made in supervision.

responsibility for own learning.

comfort in dealing with the authority of the field instructor.

accountability to clients, agency, supervisor and professional ethos.

ability to identify an underserved population at risk that can be better served by the agency.

Work Skills:

Respects agency protocol.

Observes organizational hierarchy.

Collaborates well with agency staff.

Uses community resources appropriately.

Fulfills administrative responsibilities in a timely manner.

Participates in agency functions/meetings appropriately.

Arrives on time.

Dresses appropriately for agency setting.

Completes required hours.

Accepts constructive criticism.

Submits process recordings/assignments in a timely manner.

Uses supervision constructively.

Comments:

Field Instructor's Signature  Date

Student's Signature  Date
APPENDIX U
Long Island University
Master of Social Work Program

SWK 703 & 704 Field Instructor Evaluation of Student Advanced Competency

The LIU Collaborative MSW Program uses the SWEAP (Social Work Education Assessment Project) standardized form for student field evaluations. The form is the Field Placement/Practicum Assessment Instrument EPAS 2015.

Please see the “SWEAP” (Social Work Education Assessment Project) evaluation for SWK 701 and SWK 702 on pages 62 -65. There is one additional competency for students in the advanced year, which is indicated below and appears after Competency 9.

At the end of each semester, the field director e-mails a link to the field instructor for EACH student he or she supervises. The form is filled out electronically, and there is an option to include comments for each of the competencies. Field is graded on a pass/fail basis. The field liaison at either the Post or Brooklyn Campus will review the student’s evaluation and assign a grade.

Competency 10: Apply Knowledge of Human Behavior and Social Environment

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<th>Mast-</th>
<th>Not</th>
<th>Obsvd</th>
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<tbody>
<tr>
<td>Intern identifies the roles of other disciplines in addressing the clinical needs of various client systems.</td>
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<tr>
<td>Intern evidences the unique contributions of the social work profession (including social work skills, values, theories, and methods) to the interdisciplinary team in the assessment and treatment of client in specialized practice areas.</td>
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<td>Intern identifies common ground of interest among different practitioners.</td>
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<tr>
<td>Intern works to resolve barriers to effective interdisciplinary collaboration.</td>
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<td>Intern incorporates evidence-based strategies to decrease role conflict when communicating and working with other professionals to address the therapeutic needs of the client.</td>
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**APPENDIX V**

**STUDENT EVALUATION OF FIELD PLACEMENT**

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<tr>
<th>Name of Agency</th>
<th>Telephone Number</th>
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<tr>
<th>Semester/Year</th>
<th>Campus:</th>
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Address of Agency

<table>
<thead>
<tr>
<th>Name of Field Supervisor</th>
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</table>

Please comment briefly on the following:

1. Did your field instructor have regularly scheduled weekly meetings with you?
   
   [ ] Yes  [ ] No

5) Did you receive orientation sufficient to help you understand your role in the agency?
   
   [ ] Yes  [ ] No

6) Was this field site supportive to the needs of Social Work students?
   
   [ ] Yes  [ ] No

Please explain

7) Were cases/projects/tasks assigned from the beginning?  
   
   [ ] Yes  [ ] No

If no, why not?

8) Discuss your duties as a Social Work intern.


6. Did you feel that your work in the field complemented your Social Work course work?
   _______ Yes   _______ No

Why or why not?

7. Was your field experience meaningful to your personal and professional development?
   _______ Yes   _______ No

Explain.

8. Discuss the quality of supervision as you perceive it.

9. Overall, how would you grade your internship experience?
   _____ A = Excellent
   _____ B = Good
   _____ C = Average
   _____ D = Below Average
   _____ F = Poor

10. Would you recommend this placement to another Social Work student?
    _______ Yes   _______ No

9. Please list any other comments or suggestions for this placement.

10. Discuss any changes that would strengthen or improve the quality of the Field Education Program.
### APPENDIX W

*Field Instructor’s Evaluation of LIU’s Social Work Program*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Did the introductory field orientation and packet you received at the start of the field term:</td>
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<tr>
<td>- provide adequate information on your expected responsibilities as a field instructor?</td>
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<tr>
<td>- provide adequate explanation as to educational requirements of students in the field?</td>
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<td>- provide adequate explanation of the role of the program in overseeing the field process?</td>
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<tr>
<td>2. In general, do you approve of our policy of having the prospective field student initiate a pre-placement interview with your agency for a field placement, before formally contracting with the school?</td>
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<tr>
<td>3. Was the field liaison accessible over the course of the placement to deal with issues arising around the student’s progress?</td>
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<td>4. Was the field liaison responsive to any questions or concerns you had about the student in the field?</td>
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<tr>
<td>5. Was the Director of Field Experience accessible over the course of the semester to address any issues around policies, procedures, requirements, or other issues related to the field?</td>
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<tr>
<td>6. Was the Director of Field Experience responsive to any questions or concerns you had about the field?</td>
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<tr>
<td>7. Do you feel your work as a field supervisor is adequately recognized and appreciated?</td>
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<tr>
<td>8. In what ways can the program more readily express their appreciation for your services as a field instructor?</td>
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<tr>
<td>9. What would you say is the most significant strength of our program?</td>
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<tr>
<td>10. What would you say is the most significant weakness or limitation of this program?</td>
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</table>
11. If you were running the Field component of our program, what would you do differently?

12. Are there any issues, policies, procedures, etc. you would like to see the program address during the coming year? If yes, what are they?  

13. What trainings, committees, meetings, etc. would you like to see the program offer that could better assist you in your duties as a field instructor?

14. Would you recommend a colleague or collateral agency that needed a social work student to our program? If no, why not?

15. What suggestions do you have for improving the program?

16. On a scale of 1-5 with 1 signifying very unsatisfactory and 5 signifying very satisfactory, please rate the LIU MSW program’s performance in achieving its program goals as evidenced in your student(s)’ abilities?

- I. Apply critical thinking skills within the context of professional social work practice.
- II. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- III. Practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- IV. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- V. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- VI. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
VII. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

VIII. Analyze, formulate, and influence social policies.

IX. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

X. Use communication skills differently across client populations, colleagues, and communities.

XI. Use supervision and consultation appropriate to social work practice.

XII. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

17. Overall, how would you say our students rate in terms of your expectations of their preparedness for beginning field work?

____ Student surpassed my expectations
____ Student met my expectations
____ Student fell below my expectations

Please elaborate

18. Overall, how do you think our program rates in relation to other social work programs?

____ Superior to other programs
____ On par with other programs
____ Inferior to other programs

Please elaborate

Additional comments and recommendations: (Continue on other side if needed).

Thank you so much for your valuable feedback!!
APPENDIX X

Field Liaison’s Evaluation of the Student’s Field Practicum

Name of agency/field site ________________________________ Campus: _________

Name of field instructor ________________________________

Semester/year __________ Liaison’s name __________________________

<table>
<thead>
<tr>
<th>A. The Practicum:</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>(Please note that the practicum, and the agency where the practicum is located, may be disparate). In your opinion, did this field experience afford the student the opportunity...</td>
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<tr>
<td>1. to develop and employ the knowledge learned in the field seminar class?</td>
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<tr>
<td>2. to develop competence in beginning practice skills with (check all that apply)</td>
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<tr>
<td>______ individuals</td>
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<td>______ families</td>
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<td>______ groups</td>
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<tr>
<td>______ communities</td>
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<tr>
<td>______ organizations and institutions?</td>
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<tr>
<td>3. to directly impact on issues of (check all that apply)</td>
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<tr>
<td>______ social inequality</td>
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<td>______ social injustice</td>
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<td>______ empowerment to oppressed populations and populations at risk?</td>
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<td>4. to develop self-awareness and personal growth?</td>
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<tr>
<td>5. to apply the problem-solving model to practice with various problems and multiple size systems?</td>
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<td>6. further students’ appreciation of, receptivity to, and skill in working with diverse populations?</td>
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<tr>
<td>7. to develop an understanding of the interrelationship between research, social policy, and practice and how it plays out in service delivery to the client population?</td>
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<tr>
<td>8. to perform a broad range of roles within the generalist paradigm; advocate, mediator, broker, etc.?</td>
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B. The agency:
In your opinion, does the agency...

1. have competent field instructors and staff to provide effective supervision and professional learning? | |     |
2. have a commitment to (check all that apply) | |     |
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>social work ethics and values</strong></td>
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<td>2. <strong>social justice</strong></td>
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<tr>
<td>3. <strong>the continuing educations of social work professionals</strong></td>
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<tr>
<td>4. <strong>training of social work students</strong></td>
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</tbody>
</table>

3. have clearly defined services, whose mission and values are compatible with Social Work?

4. have a mission that includes service to diverse populations and populations at risk?

And provides opportunity to serve diverse populations and populations at risk?

5. Provide appropriate learning experience for students including direct service assignments in (check all that apply)

___ case work

___ group work

___ community organization

___ administration

___ research

6. Provide for student participation in staff conferences, training, and seminars?

7. have available workspace and resources for the student to carry out the professional role?

8. provide 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 training sessions at LIU?

### C. The field instructor

To your knowledge...

1. does the field instructor hold a MSW degree from a school accredited by the Council on Social Work Education?

2. does the field instructor have a minimum of three or more years of post-graduate experience in the field?

3. Has the Field Instructor completed the Seminar in Field Instruction (SIFI)?

4. does the field instructor demonstrate sensitivity to the learning needs of students from all population group including (check all that apply)

___ women

___ people of color

___ gays and lesbians

___ persons with disabilities?

___ other

5. does the field instructor demonstrate commitment to the education of social work students?

6. has the field instructor cooperated and participated with you in the development, monitoring and review of a well-integrated practicum for the student?
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>7. has the field instructor been physically available to the student during the same hours the student is in placement?</td>
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<tr>
<td>8. has the field instructor provided a minimum of 1 hour of individual supervision per week to the student(s)?</td>
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<td>9. has the field instructor completed all necessary written contracts, forms, evaluations, and project and learning contracts with or on behalf of the student?</td>
<td></td>
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<tr>
<td>10. has the field instructor been available for periodic interviews with you regarding the student’s progress?</td>
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<tr>
<td>11. did the field instructor select educationally appropriate assignments for the student?</td>
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<tr>
<td>12. did the field instructor maintain open and honest communication with the student?</td>
<td></td>
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</tbody>
</table>

**D. Overall recommendation**

Should the program continue utilizing this field placement? _____ Yes _____ No

Should the program continue utilizing this field instructor? _____ Yes _____ No

**E. Additional comments and recommendations (write on back).**

Field Liaison’s Signature and date
APPENDIX Y
LIU MSW Program

Agreement to Extend Field Placement

LIU Post ___________ LIU Brooklyn _______

I, (Student Name) ____________________________, met with ______________________ on _____________.

Regarding:

Extension of field internship until _____________ in order to meet required _____ hours in the practicum. Failure to meet this requirement will affect my ability to advance in the program.

__________________________________________________________________________________

I understand that I must complete the _____ hours by ______________.

__________________________________________________________________________________

Student signature Date Faculty member signature Date
APPENDIX Z

LIU MSW Program

Agreement in Outcome of Student Review Committee Meeting

LIU Post ________ LIU Brooklyn ________

I, (Student Name)__________, attended a meeting with ____________________________
on________________________ (date) regarding the following issue(s):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I acknowledge that __________________________________________________________
________________________________________________________________________

The issue will be addressed by (actions and timeframe) ____________________________
________________________________________________________________________
________________________________________________________________________

I understand that the deficiencies described above constitute a failure to meet the programs’ requirements, and if not corrected as indicated above may result in my inability to remain in the social work program.

________________________________________________________________________
Student signature Date
________________________________________________________________________
Faculty member signature Date
APPENDIX AA

NASW Code of Ethics

(Available electronically at: https://www.socialworkers.org/pubs/code/code.asp)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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 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 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.

Further, 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 ranked 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. There are many instances in social work where simple answers are not available to resolve complex ethical issues. 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.

**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
1.1 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.)

1.2 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.

1.3 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 the clients’ 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 who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.4 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.

1.5 Cultural Competence 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 disability.
1.6 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.

1.7 Privacy and Confidentiality
(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. 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 other identifiable person. 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) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. 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. 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 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 precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) 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.

(q) 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.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.8 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. 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) 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.

1.9 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities 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 or physical conduct of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal 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, relocation, illness, disability, or death.

1.16 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

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

2.2 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.

2.3 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.

2.4 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.

2.5 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.

2.6 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 additional service is 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.

2.7 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or 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.

2.8 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 or physical conduct of a
sexual nature.

2.9 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.

2.10 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.

2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical
conduct of colleagues.
(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, an NASW committee
on inquiry, 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

3.1 Supervision and Consultation
(a) Social workers who provide supervision or consultation 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.
(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.2 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. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.3 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.

3.4 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in 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 state statutes or relevant contracts.

3.5 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.

3.6 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.

3.7 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.

3.8 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.

3.9 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

4.1 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.
4.2 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 disability.

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

4.4 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.5 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.

4.6 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 the 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.

4.7 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.

4.8 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

5.1 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.

5.2 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 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.
(g) 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.
(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) 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.
(l) 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.
(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
(n) 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.
(o) 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.
(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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6.1 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.

6.2 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.3 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.4 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 in order 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 disability.