MASTER OF SOCIAL WORK PROGRAM
FIELD EDUCATION MANUAL
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For additional information contact:

Linda Babolcsay, LCSWR, CASAC, BCD
Director of Field Education
LIU MSW Program
(516) 299-2750
Linda.babolcsay@liu.edu

Yovanka Green, MS.Ed, LMSW
Director of Field
LIU Brooklyn
(718) 488-3372
Yovanka.green@liu.edu

Menachem Dubovick, LCSW
Assistant Director of Field
LIU Brooklyn
(718) 480-4124
Menachem.Dubovick@liu.edu

Ms. Justyna Rzewinski, LCSW, Field Coordinator, (718) 246-6442
Justyna.Rzewinski@liu.edu
Stefanie Jenkins, LCSW, Field Coordinator, (718) 246-6442
Stefanie.Jenkins@liu.edu
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**Note:** The Field Manual Appendix, which contains all forms and other documents cited in the text is a separate document
LONG ISLAND UNIVERSITY
MASTER OF SOCIAL WORK PROGRAM
FIELD EDUCATION MANUAL

Preface

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

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

Ilene L. Nathanson, DSW, LCSW
MSW Collaborative Program, Chief Administrator
Joanne Rees, Ph.D., MSW
LIU Brooklyn Campus, Site Coordinator
MSW Program Description

The MSW program is coherently integrated to provide a step-wise progression in the student’s understanding of generalist social work practice, from foundation skills to specialized practice. The foundation year curriculum, generally referring to the courses required in the first year of the (full-time) program, includes content in the eight foundation areas of policy, practice, human behavior, field education, diversity, populations at risk, promotion of social justice and professional values/ethics. The foundation year curriculum introduces the student to the components of generalist practice with systems of all sizes (micro, mezzo, macro, etc.) and provides an understanding of generalist practice that distinguishes between generalist and advanced content and supports the integration of specialized knowledge and specialized technologies into a generalist perspective. The foundation year curriculum also introduces the student to principles of interdisciplinary collaboration to begin preparation for work in interdisciplinary fields of practice.

The advanced year, or specialized practice, curriculum builds on the foundation curriculum by deepening the student’s understanding of psychosocial assessment and administrative theory and practice. Students select a specific area of concentration – child and family welfare, forensic social work, gerontology, nonprofit management, and substance use and addictive behaviors,– for more specialized education in a particular area of practice. The research curriculum in the advanced year supports the concentrated study by demonstrating application of research methodology to the student’s specialized area of concentration. The field education experience in the advanced year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration.

The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes. The advanced curriculum provides the student with an integrative and interdisciplinary theoretical and practice framework for the combining of specialized and generalist components of practice.

It is important to note that the design of the MSW curriculum is step-wise, or sequential, meaning that courses must be taken in a specific order throughout the program.
Achieving Professional Competency through Field Education

The field education curriculum outlined in this document supports the larger mission and goals of LIU’s MSW Program: to prepare students with the capacity to successfully perform foundation and advanced level competencies. The field instruction syllabi, as well as the field evaluations, are designed to cover and assess the foundational level competencies defined by CSWE EPAS 2015 for the generalist level of practice, as well as the program defined specialized practice competencies for the concentration year.


The nine Social Work Competencies listed below describe the knowledge, values, skills, and cognitive and affective processes that students need to perform in order to achieve professional competency at the generalist level of practice. Foundation level courses and field education experiences will provide students the

I. Demonstrate ethical and professional behavior.
II. Engage diversity and differences in practice.
III. Advance human rights, and social, economic, and environmental justice.
IV. Engage in practice informed research and research informed practice.
V. Engage in policy practice
VI. Engage with individuals, families, groups, organizations and communities.
VII. Assess individuals, families, groups, organizations, and communities.
VIII. Intervene with individuals, families, groups, organizations, and communities.
IX. Evaluate practice with individuals, families, groups, organizations and communities.

Advanced Program/ Concentration Competencies

Students gain specialized competency through the concentration curriculum. Each concentration’s competencies augment and extend the nine CSWE EPAS 2015 competencies to prepare students for practice with a specific population, problem area, or approach to practice. LIU MSW advanced program concentrations include:

1) Child and Family Welfare
2) Forensic Social Work
3) Gerontology
4) Nonprofit Management, and
5) Substance Use and Addictive Behaviors

Competencies expected of students for these specialized practice areas mirror the generalist competencies, but extend to include a focus on the principles of interdisciplinary collaboration.
Responsibilities & Function of Field Administrators

The Director of Field Education at LIU Post is responsible for the daily operations of the field education program for BSW and MSW students on the LIU Post Campus. The Director of Graduate Field Education at LIU Brooklyn is responsible for the daily operations of the MSW field education program for MSW students on the Brooklyn campus. The Field Coordinator(s) at LIU Brooklyn assist the Director of Graduate Field Education and the Director of Undergraduate Field Education in the daily operations of the MSW and BASW field education program for MSW and BASW students on the Brooklyn campus. Each year, either the Director of Field Education at LIU Post or the Direct of Graduate Field Education at LIU Brooklyn is responsible for reporting MSW field education information to the Chief Administrator, and to CSWE.

Field Administrators are responsible on their assigned campus to:

➢ Recruit, visit, and process new agencies as potential MSW field education sites.
➢ Distribute field applications to MSW students.
➢ Interview and advise MSW students about possible agency choices.
➢ Match MSW students to agencies appropriate to their level, and concentration, of study.
➢ Correspond with agencies and students to effectuate placement of specific students, including providing proof of insurance (affiliation agreements) when necessary to clinical sites.
➢ Send field instructors packets with contact information and program-related materials.
➢ Orient students to the field education curriculum, student and agency responsibilities, learning contracts, task assignments, process recordings, other expectations in the field.
➢ Provide orientation and educational seminars to field instructors, where appropriate.
➢ Disseminate policies and procedures to field sites, including the field manual.
➢ Respond to field problems and issues of an administrative nature.
➢ Monitor placements to assure adherence to program mission, goals, policies and procedures.
➢ Supervise faculty field liaisons.
➢ Organize and maintain the field education advisory committee.
➢ Disseminate, collect and maintain all evaluations in files which may include:
  o field instructor evaluation of the student,
  o student evaluation of the placement,
  o field liaison evaluation of the field site, and
  o field instructor evaluation of the LIU MSW program.
Responsibilities & Function of Faculty Field Liaisons

A member of the full-time or part-time faculty is appointed to the position of field liaison and is assigned a maximum of 15 students per semester. The liaison provides the student with the field course outline and keeps regular contact with the student and field supervisor. The liaison monitors the student’s workload, assignments and progress in the field through written task sheets and written evaluations from field instructors. The field liaison will schedule 4 mandatory seminar meetings with the group of students throughout the semester to collectively process their field experiences. The Faculty Field Liaison:

➢ Arranges for regular planned exchange between the program and field sites in order to monitor the student’s individual adjustment, learning, and progress with the agency.

➢ **Conducts a minimum of one visit to the field site in the first semester of a placement. An additional visit to the field site is recommended in the second semester of a placement, but may be replaced with a video/phone conference including the field liaison, student and field instructor, where appropriate.** Additional visits to the site may be appropriate, or needed.

➢ Assures that the program’s educational expectations are met through student assignments.

➢ Reviews and approves student’s tasks/assignments and suggests modifications if necessary.

➢ Participates in initial student and field instructor orientations of the school year.

➢ Meets with students at least 4 times per semester as a group to assist students with acclimation issues and the integration of course work and practicum. These meetings are supplemented by use of Blackboard assignments and discussions.

➢ Responds in writing to, and attempts to resolve, field problems/ issues between students and field instructors or other agency personnel.

➢ Informs field instructors of school policies, procedures and expectations of field agencies and continually monitors the fit between agency, student and program.

➢ Evaluates students, field instructors and agencies, and makes recommendations for continued use of agencies and field instructors to field director or field coordinator.

➢ Suggests and discusses subsequent placements for the specialization year from which the student can best benefit.

➢ Assigns students’ grades (Pass/Fail) for Field Education Classes (SWK 701-704)
Agency Selection and Contracting

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

Generally, once a potential field site becomes known to the program, the agency is expected to provide written information on their programs, completing an agency data base form and experience outline for all potential field instructors. If the agency is interested in serving as a field site, it must specify the learning experiences available to students and the qualifications of the personnel available to supervise students. In addition, if the agency is new to hosting MSW interns, the agency must pass a “site evaluation” that is conducted by the Field Director.

Specifically, the field education administrators look for agencies whose programs have competent staff to provide effective supervision and professional learning; a commitment to social work ethics, values, social justice, and training of social work professionals, and a mission that includes service to diverse populations and populations at risk. In addition, students must be able to employ a broad range of techniques and modalities, consonant with both generalist and specialist practice at the field site. After the agency and the field instructor have been approved and a student-agency pre-placement interview has been successfully concluded, the student is placed at the site.

Criteria for selection of agencies

➢ Clearly defined services, whose mission and values are compatible with Social Work
➢ Willingness to provide for the duration of the placement a qualified field instructor with adequate time to carry out expected educational tasks.
➢ Provision of appropriate learning experiences for students including direct service work assignments, participation in staff conferences, training, and seminars which complement and supplement the goals of generalist and/or specialist practice.
➢ Opportunities to serve diverse populations and populations at risk.
➢ Available work space and resources for the student to carry out the professional role.
➢ Willingness to cooperate and participate with the MSW Program in the development, monitoring and review of a well-integrated generalist/specialist curriculum.
➢ Flexibility in providing the field instructor with adequate time to provide supervision and guidance to the student, as well as to review process recordings, prepare written evaluations, confer with the field liaison and attend, if possible, orientation and field meetings at the school.
Criteria for Dual Employment-Internship Sites

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

➢ Students who are directors, supervisors, or otherwise in any position of authority are not permitted to intern at their agencies

➢ The agency or institution must be large enough to provide a transfer of the student to a different department or program for the field placement that presents new or varying experiences from the student’s employment duties, and where these experiences and duties are unlikely to significantly overlap, intersect or in any way conflict.

➢ The alternate department or program must be able to meet the educational needs of the student with exposure to a client population and responsibilities that significantly vary from those of student’s employment.

➢ The agency or institution must provide a field instructor who is not the student’s regular job supervisor. The supervisor must meet all the program’s credentials and requirements for an agency field instructor as set forth in LIU’s Field Education Manual regarding the criteria for Selection of Field Instructors. The supervisor must also perform all other expected duties of a field supervisor including attendance at field meetings and providing the student with direct supervision for at least one hour per week.

➢ If the student was working in the agency full-time, then the agency must provide written assurance that the student will be released from regular work duties and provided with the alternate internship experience at least 14 hours per week as a 1st year Foundation student and 21 hours per week as a 2nd year Advanced Specialization student. In addition, it is understood that the student must attend all meetings/seminars scheduled by the faculty field liaison while in practicum.

➢ The agency or institution must provide assurance that the student will not perform any work demands of the agency or institution during their field placement hours, and will only focus on practicum requirements during those days/hours designated to the practicum. If this assurance is in any way violated, the program will terminate the internship at this site.

➢ The respective Director of Field Education reserves the right to make the final decision regarding the approval of a dual employment-practicum experience.
Process for Requesting a Dual Employment-Internship Site

**Responsibilities of the Student**

The student interested in this option must submit a written request to the appropriate Director of Field at the beginning of the placement process. The written request must contain the following:

1. A description of present and anticipated employment-related responsibilities, title, and supervisor including the name and mission of the department or program.

2. The beginning date of employment with the agency.

3. A description of proposed practicum-related responsibilities and assignments, including the name and mission of the alternate department or program.

4. The name and capacity of the intended field instructor, and his/her credentials and other qualifications for social work supervision.

**Responsibilities of the agency or institution**

1. Written approval from an agency administrator or supervisor agreeing to this proposal. This should include signatures from the present supervisor, as well as the intended field instructor, and if applicable, the program director or department head of the proposed practicum setting.

2. If the student is employed full time: written assurance from an agency administrator that the student will be released from paid employment responsibilities at least 14 hours per week for a 1st year internship and 21 hours per week for a 2nd year internship with the understanding that the student must currently attend all meetings/seminars scheduled by the field liaison while in practicum. This written assurance must reflect the understanding that the student’s time in the practicum must be spent on internship-related assignments and learning, and not on work-related assignments or demands of the agency AND that the internship will be terminated if these terms and conditions are violated.

**Responsibilities of LIU MSW Field Administrators**

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

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

➢ Recommendations from faculty of students’ learning needs [for second year students].
➢ Student’s need to be exposed to a given population or social problem.
➢ Student’s self-assessment of learning needs.
➢ Full review of previous field work experience. For example, if a student had no group work, community organizing, or work with oppressed populations in a previous placement, she/he will be strongly encouraged to enter a placement that will grant this exposure.
➢ Agency’s track record based on student evaluations of their field placement experience.

Criteria for Student Placement in Field

Only students who are accepted into the LIU MSW program are allowed to apply for a field practicum placement. The LIU MSW program’s admission criteria include the following:

1. A Bachelor of Arts or Science degree from a regionally accredited university
2. A minimum overall grade point average of 2.8*
3. A “B” average in courses taken in the last four semesters of their undergraduate studies.
4. A minimum of three letters of recommendations
5. A personal narrative/autobiographical statement
6. Undergraduate transcript
7. Personal characteristics and qualifications essential for professional work with vulnerable individuals and populations-at-risk as consistent with the NASW Code of Ethics and other related professional codes.

*Students entering the program with less than 2.8 undergraduate GPA must achieve at least a 3.0 GPA in the first semester of the first year in order to maintain their matriculation.

Students must maintain a 3.0 GPA while in field placement; part time students who begin field in the second year of study must have a 3.0 GPA.
Process of Student Placement

Upon notification of acceptance into the MSW program, students receive a field practicum application that must be completed and returned immediately to the appropriate Field Director. [Note: Students in the second year of the MSW program will also receive the practicum application in either the fall or spring prior to the concentration internship.] The formal application contains a “placement planning” section in which the student provides information regarding their geographic and field of interest preferences. Students must also complete an essay detailing previous educational, work and/or volunteer experience and influence on the student’s decision to pursue social work [or chosen specialization in social work for 2nd year students], as well as a discussion of long range professional goals. An updated resume is also required for the field application. The resume is sent to the prospective field site.

Upon receipt of the completed field practicum application, the appropriate Field Education administrator will contact the student to set up a pre-placement interview. At the interview, the Field Education administrator will confirm the student’s eligibility and readiness for field and inform the student of field procedures and protocol. The student is asked in which field of practice or specific agency he/she would like to intern, and their geographical preferences. If the student does not have a specific agency to suggest, the Director of Field Education acts as broker by scanning the field bank and matching up available field placements with the student’s preferred field of practice [if second year concentration student], and geographical parameters.

After consultation with the student, referral(s) are then made based on placement availability, geographical preferences, previous work experience and preferred interests, respectively. 

*Placements are limited by location and availability, and no student is guaranteed a placement at a set location due to their preferences.* The student will then be giving a referral, including the name, address, and phone number of the field instructor to contact. The student then calls the agency and sets up a placement interview with the prospective field supervisor. The student should also be provided with guidelines to assist him or her in formulating questions to ask of her potential field supervisor during the site interviews. *Students should be aware that some agencies may require a criminal background check.*

After the interview with a referred site, the potential field instructor and the student notify the Field Education administrator if they have a mutually agreed upon placement. Upon selection of a mutually agreed upon placement between the agency, student and field program, the Field Education administrator contacts the field instructor to confirm acceptance of the student, and then sends a letter of confirmation to the student and field instructor [along with a 3-Party Contract and other paperwork]. It is the student’s responsibility to arrange specific field days/hours with the field site.

Prior to the commencement of the field placement, first year students are required to attend a Field Orientation, at which field instruction policies and procedures are outlined. Once field instruction begins, students are encouraged to problem solve any issues in the field with their liaisons. Students are also subject to ongoing educational and behavioral criteria in the field
and program in order to maintain eligibility for fieldwork.

Criteria for the Selection of Field Instructors

Field instructors for MSW students are required to provide written documentation that they:

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

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

The SIFI course consists of 12 seminars and an orientation which offer a forum for learning and mutual support to help the field instructor transition from practitioner or supervisor to field educator. The field instructors receive information and guidelines, exchange ideas, voice concerns, and share experiences. Seminar topics include: ethics in field instruction; cultural competence; teaching methods and adult learning styles among other subjects. Guidance is offered to help field instructors create appropriate learning assignments for students; evaluation the student’s performance; navigate the field instructor/student relationship; and manage termination. The text used in the seminar is *Learning to Teach, Teaching to Learn, A Guide for Social Work Field Education, 2nd Edition*, by C.O. Hendricks, J.F. Finch, and C.L. Franks, published by CSWE Press. To qualify for certification, field instructors must attend a minimum of 10 of the 12 sessions and complete seminar reading and writing assignments.

In addition, a field instructor must:

- Be sensitive to the different learning styles and learning needs of students.
- Demonstrate cultural sensitivity and acceptance of diversity.
- Commit to Social Work education and exhibit knowledge, skill and clarity of thinking.
- Be mindful of selecting educationally appropriate assignments for students and willing to teach in more than one practice modality.
- Be available to attend orientations, ongoing seminars, workshops, or other special activities offered by the school for field instructors.
- Be available to the student during the same hours the student is in placement. The field instructor must provide a minimum of 1½ hours of supervision to the student per week.
- Complete all necessary written contracts, forms, evaluations, and project and learning contracts with the students. (S)he must also be available for periodic meetings and phone conferences with the field liaisons regarding the student’s progress.
Criteria for Evaluating Student Learning

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

STUDENTS WILL NOT RECEIVE A PASSING GRADE FOR FIELDWORK IN ANY SEMESTER UNTIL THEY HAVE SUBMITTED THE FOLLOWING:

- A time sheet, signed by the field instructor, reflecting that the required hours for the semester are completed
  - 200 hours per semester for Foundation Year (SWK 701 & 702)
  - 300 hours per semester for Concentration Year (SWK 703 & 704)
- Field Evaluation completed and submitted by field instructor

Students can be assigned a grade of Incomplete if they have not completed the required number of hours before the end of the semester, but there must be a plan to complete the hours required for the semester that is approved by the field instructor, the faculty field liaison and a field education administrator. (See Forms & Appendices for a model agreement to extend field placement)

Criteria for Evaluating Field Placement Sites

Agency effectiveness is monitored formally and informally through both written and verbal feedback from students, field liaisons and faculty. The students critique their field placement and the program’s support of their field education through a written field evaluation at the conclusion of their practicum. These evaluations are subsequently made available to future students demonstrating an interest in that agency as field site. Students are encouraged to provide ongoing feedback about the adequacy of their field educations to their field liaison.

Student’s evaluation of the field placement and supervisor

Students are able to critique their field placement and the program’s support of the field education through a written field evaluation at the conclusion of their practicum. Students are encouraged to provide ongoing verbal feedback about the adequacy of their field educations to their field liaison and the Director of Field Education. (See Appendix U)
Field Instructors’ evaluation of the program
The field instructors are encouraged to provide ongoing oral feedback to the Director of Field Education regarding program effectiveness and support as often as needed. In addition, a written evaluation form is distributed to all field instructors at the conclusion of the field term. This evaluation includes a Likert scale asking the field instructors to rate program’s accomplishment of its competencies as evidenced through student performance. The results are presented to the Director of the Program and to the field instructors at subsequent orientation/advisory council meetings. The data may be used in outcome measurement. (See Appendix V)

The program’s and field liaisons’ evaluation of the field
The program continuously evaluates the appropriateness and alignment of student field education with foundation course work through faculty meetings. However, since faculty field liaisons are in a more direct position to evaluate the efficacy of individual field placement than course instructors, they are asked for formal evaluation on each agency and field instructor at the conclusion of each field term. Determination as to whether or not to continue a field placement in active status is primarily based on the recommendation of the liaison, with the input of the student. (See Appendix W)

Criminal Background Checks

Students should be aware that presence of a criminal record can result in issues with New York State licensing and/or difficulties in finding an acceptable field placement.

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

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

Field placement agencies can choose to bar students from these sites if a criminal record exists or if a positive drug test is noted. Inability to gain clinical, fieldwork or intern educational experiences will result in a failure to meet certain program requirements. A student who is deemed unable to obtain fieldwork experience will not be permitted to complete the MSW Program. **Even if LIU is able to find such a student acceptable field placements to complete the MSW program, the student may still encounter issues with licensing. It is incumbent upon the student to check with the licensing board to ensure they will be eligible for licensure.**
Malpractice Insurance

The University purchases a blanket professional liability policy to cover LIU students during their participation in any supervised practicum or internship required by their degree program. Proof of coverage will be sent directly to participating field education sites prior to the student’s arrival.

University liability insurance does not cover students in field placement who are not registered. Therefore, students must be registered for field placement PRIOR to starting field hours. Field placement hours completed prior to course registration may not be counted.

The University requires that students have health insurance while in the field. Students will be billed for student health insurance or they may waive out of it if they have proof of health coverage.

Child Abuse Identification and Reporting Course

Students are required to complete a course in the Identification and Reporting of Child Abuse and Maltreatment, preferably before, or during, the first semester of field work. Students must present a copy of the certificate to the field liaison who will give it to the appropriate field director upon completion of the course. No student will be permitted to graduate without this certificate. The course is a requirement for licensure in New York State.

The course is available online, for free at:
https://www.nysmandatedreporter.org/RegistrationInstructions.aspx
Field Instruction Expectations for MSW Students

In the 1st year of field placement, the student is expected to develop foundation or generalist skills including:

- An understanding of the function of the social welfare services offered by the agency and how it relates to the larger social service delivery system.
- Beginning skills in fact-gathering, identification/assessment of the problem or issue at hand, while formulating potential intervention strategies.
- A beginning ability to contract with clients on either a concrete need or limited request for service that the agency or external helping system can provide.
- An understanding of the role that social work values, ethics and various client expectations have on the helping process.
- A broadened understanding of client issues from a system perspective with the recognition that intervention may be needed to work with multiple system layers.
- A beginning ability to deal with the feelings of clients.
- Basic empathy for the client, taking into account the special vulnerability of client groups.
- A view of diversity as a source of richness and strength.
- Skill in bringing together agency service and client need in a way that reaches for full client participation.
- An appreciation and recognition of the various roles utilized by the generalist social worker.
- A commitment to using the NASW Code of Ethics as a guide to practice with emphasis on client rights and confidentiality.
- A concern for issues of social justice and a commitment to learning.
- An understanding of how personal issues and values can help or hinder the helping process.
- An ability to take responsibility for one’s own learning through active utilization of the supervisory conference.
- Beginning recognition of the gaps in one’s own knowledge and recognizing the relevance of practice theory, policy issues and research on enriching understanding of the client and problem.
- Beginning realization of the importance of evaluation of one’s own practice.
- Recognition of the relationship between social welfare policy, agency function and actual social service delivery.
In the 2nd year of field placement, the student is expected to extend and enhance foundation or generalist skills. Students will develop:

- Knowledge, values, skills, and cognitive and affective processes specific to their specialized concentration: child and family welfare; forensic social work; gerontology; nonprofit management; or substance use and addictive behaviors.
- A more comprehensive knowledge of the agency as a social welfare system within a broader community to helping organizations; its role, its economic and political constraints with regard to resources, sanction and community perception and the role of social work within that milieu.
- A more pronounced exhibition of professional behavior and self-awareness.
- Greater proficiency in practice skills as they relate to the phases of the helping relationship; pre-engagement and preparatory skills, beginning phase skills in engagement, exploration, contracting, and assessment, ongoing middle phase intervention skills, and skills in termination and transfer.
- A more sophisticated assessment and integration of social work theory, research and practice.
- Increasing responsibility for one’s own professional development demonstrated through a more active role in identifying learning needs, and more intensive self-assessment in the supervisory process.
- A more pronounced demonstration of research and policy practice skills.

**Required Hours in the Field**

First year foundation students are required to complete a minimum of 200 hours in the field during each of the standard Fall and Spring semesters, for a total of 400 hours in the foundation year. Second year, specialized practice, students are required to complete a total of 300 hours during each of the standard Fall and Spring semesters, for a total of 600 hours in the specialization year. Thus, the minimum number of field hours required of LIU MSW students is 1,000 hours.

Our social work field education program exceeds The Council on Social Work Education's [CSWE] standards regarding required hours in the field, which is 900 hours. Many New York area MSW programs require 1200 hours.
First Year in the Field: Generalist Practice with individuals, families, groups, communities and organizations.

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

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

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

- engaging in interpersonal helping
- managing change processes
- utilizing multi-level intervention modes
- intervening in multi-sized systems
- assessing and examining one’s own practice
- functioning within a social agency

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

- Micro practice: focuses on problem-solving with individuals
- Mezzo practice: is work with small groups. The ability to understand and facilitate group dynamics and communication patterns is needed. Working with families combines micro and mezzo practice.
- Macro practice: targets change in large systems, organizations and communities, as well as in agency and social policies.
Using knowledge and skills in direct service to individuals, families, groups, communities, and organizations at various phases of the relationship

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

- **Preparing and beginning work**: reviewing case material; formulating questions re: areas to be explored; anticipating potential needs, feelings and concerns of clients; reflecting on own possible reactions to clients or situations.

- **Exploring**: exploring client’s relationship with other systems; conveying sensitivity and empathy, especially to oppressed and vulnerable groups; identifying and responding to feelings expressed verbally and nonverbally; integrating social work values and ethics. Utilizing skills of probing, seeking clarification, reflecting content, reflecting feelings, partializing and going beyond what is said.

- **Contracting**: explaining and clarifying agency purpose, policies, procedures, role of social worker and limits of confidentiality to client; working with clients to reach a mutual understanding of the problem; helping clients to prioritize needs and to agree on plan of intervention; reaching for clients’ input and response; renegotiating the plan as needed.

- **Work Phase**: listening to clients’ thoughts, feelings, concerns and perceptions of presenting problem, being nonjudgmental and accepting of clients, supporting clients’ right to self-determination, empowering clients to recognize and use inherent strengths; partializing manageable achievable steps toward goal; helping clients view alternative solutions, providing information and/or advice when needed; being aware of and using professional self appropriately; utilizing skills of summarizing; applying problem-solving skills to other situations; identifying next steps.

- **Evaluation**: using research methods to monitor and evaluate own practice; using evaluation to help clients assess movement toward goals or establish new goals/contract; encouraging clients to express constructive criticism of service provided; evaluating own learning and areas of further professional growth.

- **Development of roles with use of resources**: developing roles appropriate to situation and resource: enabler, broker, mediator, advocate; understanding, developing and appropriately utilizing agency and community resources; demonstrating ability to advocate for clients and helping clients to advocate for themselves when possible.

- **Endings**: appreciating the significance of termination, identifying and expressing own and client’s feelings related to endings; helping clients work through loss; exploring unfinished business with client; facilitating client transfer/referrals.
General Guidelines for Field Assignments

Students exhibit professional competencies expected of them in the MSW program through specific assignments in the field. These assignments are articulated in a Task Assignment Contract that is prepared by the field supervisor and student within the first three weeks of the semester. The contract is submitted to the Liaison who monitors the compatibility between assignments and field instruction competencies. The first semester of Field Instruction should include the following activities and assignments:

1. An orientation to the agency, its mission, programs, policies, safety procedures, staff, resources and geographic and professional community of the agency.

2. Exposure to and inclusion in professional/ staff meetings, seminars, task forces, committees, educational workshops, and training.

3. Provision of 1½ hours of regularly scheduled weekly supervision that includes discussion of agency functions, process recordings, values and ethics, the integration of theory with practice, the formulation, monitoring and evaluation of learning goals, and role playing client-worker scenarios whenever possible. Supervision may include a combination of individual and group supervision with at least one hour of individual supervision.

4. Provision of varied opportunities to observe the social workers 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 negotiate systems.
   - Learn about entitlements and social welfare programs.
   - Prepare appropriate documentation/ case records, etc.
   - Advocate for social justice and empower disenfranchised and vulnerable client systems.
   - Assess a wide variety of problems with diverse and multiple sized systems, e.g. individuals, families, groups, organizations, communities and societal systems.
   - Develop skills of policy practice.
   - Re-assess, plan and evaluate interventions.
   - Explore, work and terminate with clients.
   - Facilitate entitlements and referrals.
   - Facilitate resources to benefit disenfranchised clients.
   - Utilize research methods to document a need or evaluate a program.
   - Make recommendations to improve/create social programs.
   - Engage populations at risk in policy/program tasks affecting their welfare.
Recommendations for Assignments with Individual, Families, Groups, Communities and Organizations

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

- Voluntary client in need of services: individuals or families who have requested help with a needed service; applying for public assistance, home health care, etc. the assignment may require the student to assist or accompany the client and learn about social welfare policies and/or eligibility requirements.

- Cases requiring basic interviewing skills (fact-gathering), non-intensive diagnostic skills: individuals or families who are encountering a manageable or concrete problem or concern that does not require advanced problem-solving skills or therapy, i.e., a family that needs to explore available options for a frail elderly family member in need of nursing care.

- Cases requiring supportive counseling rather than psychotherapeutic counseling to clients; especially those who are physically and socially isolated, who have few or no family ties or are disconnected for any other reason. However, students must not be expected to administer therapy with clients who are in need of specialized counseling for an addiction or disease, such as psychosis, eating disorders or drug and alcohol addictions. Students may however counsel and assist such clients with obtaining information, referrals, and services.

- Cases that can be sustained over the course of the internship: ideally, individuals or families should be assigned that students can work with from engagement through termination phases; where the student can assess the client system over several interviews and build a relationship at a somewhat leisurely pace. Crisis cases should be assigned with caution and only with adequate preparation.

- Mentally alert and somewhat verbal clients: clients should ideally be able to talk about and otherwise express their needs to the students. Initially, clients should be sufficiently stable enough that they are unlikely to be harmed by a beginning student’s lack of skill or ability.

- Cases where agency or community supports/ resources can and do assist the student in helping the client: clients should not be assigned to students who are experiencing problems that are so challenging that they are either impossible or emotionally overwhelming to the student. This may include terminally ill or comatose patients, highly suicidal clients, non-English speaking clients for whom translation is unavailable, severely verbally abusive clients, homeless or transient clients who are ineligible for all existing services, etc. The student should have access to those pre-existing services or professionals that can assist the student in helping the client.

- Safe situations and clients: the student should never be placed in any setting, or placed with any client that may physically endanger the student in any way. If students must make home visits, then arrangements must be made to guarantee the student’s safety.
Clients who are not legally or ethically challenging: students should not be assigned cases where the exercise of the clients’ right to self-determination may place the client and/or student in legal jeopardy. This may include cases such as a mentally committed client who wishes to leave a mental institution, a patient refusing life-saving medical care, a self-destructive client, etc.

Clients who are peers: students are prohibited from counseling clients who are LIU social work students and/or social work students from any other program. Students may however refer peers to another worker or service and/or disseminate educational information or materials to them.

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

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

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

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

- Organizational/Group Development: grass roots collective action organizing that responds to social or community problems affecting life, health and well-being.
- Social Welfare Policy: advocacy or legislative activity for adoption of or change of laws, programs, social policies to enhance human functioning.
Planning/ Program Development: organization of professionals/ consumers/ service providers to improve the delivery or coordination of existing social services and/ or propose the development of new agency programs or services.

Community Education/ Leadership Development: development, dissemination and utilization of educational materials resources that provide information regarding human and legal rights, social problems/issues, social policies, etc.

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

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

Compatibility of Field Assignment with Program Mission & Goals

The program makes every effort to assign students a field placement that can provide exposure to systems of differing sizes as discussed above, including exposure to diverse clients and populations at risk. The program recognizes that not every agency is able to provide a balanced multi-system practice experience, or can provide exposure to a diverse client base. In these cases, the field education administrators plan for overall balance of the student’s field opportunities over the course of the 1st and 2nd year placements. For instance, if the first placement provides only opportunities for work with individuals or groups, effort will be made to “round out” the student’s field education with opportunities for exposure to macro skills in the 2nd year, or vice versa. Similarly, if one placement provides exposure to a specific client population, then effort is made to supplement this experience in the next year with a placement that provides exposure to other client populations. However, if during the first semester of the 2nd year placement, there are indicators that the placement is not adequately providing a balanced experience, the liaison and the field instructor may either:

a) Create an assignment within the agency to provide the student the opportunity to gain the missing exposure or practice experience, OR

b) The faculty field liaison, field instructor, and field education administrators will work together to provide a supplementary assignment to broaden the student’s learning opportunities.
Guidelines for Process Recordings

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

Students are expected to submit a minimum of one process recording per week to their field instructor. The required number of process recordings per week can be higher, if the field instructor and/or faculty field liaison determine it to be appropriate for the given student.

Students are encouraged to write a process recording based on a significant client interaction they have, or any significant collateral contact made on behalf of a client. Process recordings can also be submitted when students are initially observing interviews between social workers and clients as part of their orientation to the agency. The impressions in the process recording that a student notes and records sharpen the student’s observational acumen in preparation for future interviews.

The following elements should be included in all process recordings:

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

If the agency has adopted a format for process recordings, the student is urged to conform to agency specifications. If there is no institutionalized format, the format in Appendix J is recommended. The faculty field liaison may make additional process recording formats available. Students are also encouraged to research process recording formats that may be more appropriate to their placement, which can be used with permission from the field instructor and faculty field liaison.
Field Instructor & Agency Support

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

The orientation is designed to acquaint field instructors with the precepts of generalist social work as contrasted with advanced specialist social work, the program’s Curriculum Policy Statement, and integration of field assignments with learning opportunities in Practice, Policy, Research, HBSE, and ultimately Capstone courses. In addition, the program’s field manual is made available on the social work department’s website to all field instructors which details field and program policy in depth.

Continuing Education and Training
Each LIU campus coordinates continuing education and training opportunities during the academic year that are open to field instructors, faculty and students. The field education administrators facilitate this process on their respective campuses through liaisons with our program. The LIU MSW Program also informs our field instructors of other opportunities for continuing education opportunities in the community.

Tuition Remission
The Social Work Program at LIU offers tuition remission in appreciation to agencies that supervise our students. Please note, the credits are awarded to the agency and not to the individual field instructor.

- Agencies are eligible for tuition remission at the following rate:
  - Supervising one first year MSW student (one year of service) = 1 credit; and
  - Supervising one second year MSW student (one year of service) = 1.5 credits.
- Credits may be allocated to any employee the agency designates (but not to any employee’s family members).
- Credits may be used for any course at the LIU Post, LIU Brentwood, or LIU Brooklyn campus for which the applicant can satisfy the admission requisites. The credits are not limited to social work courses.
- Remission applies to tuition only, and not to other fees associated with registration.
- Tuition remission budgets are fixed and can be exhausted early on in the academic year. Therefore, agencies should submit requests for tuition remission in as soon as possible.
Tuition remission certificates expire one year from the date of issuance. For example, 2 credits awarded for interns who served during the 2017-2018 academic year must be used in the 2018-2019 academic year.

Please contact field education administrators regarding the procedure for redeeming tuition remission credits.

**Additional Benefits: Campus Access (LIU Post Only)**

Active field instructors are given a courtesy card which allows them to use the University Library and to obtain discounted tickets for select events at the Tilles Center, located on the LIU Post Campus.

**The Social Work Field Advisory Committee**

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

The mission of the LIU Social Work Field Advisory Committee reflects an integration of the mission of LIU’s Social Work Program with the Educational Policy and Accreditation Standards of the Council on Social Work Education:

**Objectives**

I. To assess the students’ personal sense of mission in social work, and develop avenues for blending the personal mission with the programmatic mission.

II. To share, evaluate, and when feasible, implement new technologies, theories, and knowledge in field work education.

III. To make recommendations to the Field Program regarding the curricular integration of those skills needed in today’s volatile social service delivery environment.

IV. To assess the ongoing educational needs of field instructors and provide, when possible, needed resources and information.

V. To provide for one another a conduit through which regular orientations and continuing education is provided to fellow practitioners and students on issues relating to critical issues in social work practice.
VI. To provide expert knowledge and skills in one’s field of practice.

VII. To evaluate and offer recommendations for enhancing the integration between curriculum and field practice.

VIII. To provide feedback to the program on how social, political and economic trends have affected service delivery and thereby suggest specific course content that responds to the needs of these current practice demands.

IX. To develop and advise the best possible technologies for engaging our students in the process of improving the social service delivery system overall.

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

**Identification of Student Status**

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

**Students’ Rights and Responsibilities**

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

**Non-Discrimination**

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

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

It is the policy of the School of Health Professions to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex (including sexual harassment and sexual violence) in the University's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The Social Work Program shares the University’s belief that a proper academic environment cannot be maintained when members of the academic community are subjected to sexual harassment. Thus, the program reaffirms the University’s policy, which strictly forbids the sexual harassment of any student.

Student Absence Due to Illness

If students are briefly absent from field due to illness or personal reasons, the required field hours must be made up, as soon as possible and within the same week or the following week. If absences are for an extended period of time; the student, field instructor, and faculty field liaison, and field education administrator will decide upon a course of action. If a student will not have all the hours completed by the end of the semester, a learning agreement for the INC must be signed (see Appendix Bb).

Leave of Absence

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

Criteria for Evaluating Students’ Performance

The Social Work Program strives to ensure that students entering the social work profession are not only technically competent, but also identify with the values and ethics of the profession and are able to deliver social work services in a professional manner.

The following are possible indicators of a student’s failure to meet non-academic standards of performance:

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

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

**Inadequate Interpersonal Relationship Skills**

Social work requires the ability to relate to others through non-judgmental communication and with warmth and compassion. Students will be evaluated in terms of their ability to relate genuinely and openly to clients, classmates, faculty, and field instructors. A persistent failure to relate to others in a non-judgmental and genuine manner may subject a student to dismissal from the program.

**Personal Problems**

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

**Violation of Norms and Ethics**

MSW students are governed by a number of different codes, including, but not limited to: the NASW Code of Ethics, Campus Code of Conduct and the Social Work Program’s Criteria for Evaluating Student Performance.

There is an on-going assessment of student identification with the values of social work profession as outlined in the NASW Code. [See Appendix A] These values include respect for the confidentiality of clients as well as for self-determination and non-discrimination. The NASW Code also identifies obligations to colleagues and to the advancement of professionalism and the social goals of the profession, primarily the commitment to the promotion of social justice. The Code includes standards of propriety or personal conduct and criteria for measuring competence and professional development. Students are expected to be knowledgeable about the requirements and behave accordingly. Any conduct that is contrary to the NASW Code of Ethics is subject to scrutiny and may subject a student to dismissal from the program. (See Appendix A for the NASW Code of Ethics.)

The following behaviors are among those that are most concerning, especially during a field education placement, and may result in disciplinary action:

a. Dating a client.

b. Having sexual relations with a client.

c. Talking with a client about the agency or supervisory problems.
d. Giving out personal phone number, unless approved by field supervisor as part of the field assignment.

e. Going to a client’s home unless approved by field supervisor as part of the field assignment.

f. Any provocative or seductive nonverbal/verbal behavior, including mannerisms, facial expressions, touching etc. between student and client or supervisor and student.

g. Stealing from clients/supervisor/colleague/agency

h. Any conscious and willful violation of agency rules, regulations, norms and protocols.

i. Any verbal/nonverbal demonstrations of disrespect toward client, supervisor/agency or staff.

j. Insubordination or refusal to take directions from a supervisor.

k. Failure to terminate appropriately with the client and/or agency.

l. Putting the agency or client in jeopardy.

m. Defiance: intentionally refusing to follow supervisor’s appropriate recommendations.

n. Cursing, name calling, hitting, racist, elitist, discriminatory and/or otherwise inflammatory judgmental comments.

o. Repeated irresponsible behavior toward supervisor or client; not showing up or canceling appointments; failure to follow-up, complete administrative tasks, etc.

The following behaviors are violations of the LIU Campus Code of Conduct, and may result in disciplinary action:

a. Violence or threat of violence, including behavior that jeopardizes the safety or well being of other persons and sexual assault and sexual abuse.

b. Verbal or physical harassment of members of the campus community or their guests, including discriminatory or racist behavior.

c. Forgery and falsification of any official campus records.

d. Illegal possession of keys; unlawful entry.

e. Vandalism of campus property or destruction of property of another person.

f. Violation of Smoking Policy.

g. Possession or use of weapons and dangerous items.

h. Violation of Campus Traffic Regulations.

i. Theft and/or Possession of Stolen Property.

j. Misuse of fire prevention apparatus or failure to respond to a fire alarm.

k. Hazing, including Violation of State Law on Hazing.

l. Solicitation and or commercial activities by an on-campus or off-campus organization unless approved by the Office of Student Activities.

m. Illegal Gambling

n. Use of computers for the violation of personal privacy or the committing of crimes.

o. Violation of Alcohol and Substance Abuse Policy.

p. Failure to cooperate with Campus Officials, e.g. providing false or misleading information.
q. Conduct unbecoming a student.

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

Responding to Student Performance Concerns

The MSW Program is committed to assisting students with field difficulties.

In an effort to support all parties in the field education learning process, maintain the integrity of the professional preparation of students, and ensure the quality of field instruction, the following steps are taken when problems arise with students in the field:

1) If a student is having difficulty, the student must speak with her/his field instructor. The student should also notify the field liaison. The field liaison will notify the campus Director of Field Education. The student, field instructor, and field liaison will design a corrective action plan that will be signed by the student, field instructor and field liaison. The field liaison will review progress of the action plan with the student.

2) If the student does not meet the requirements outlined in the action plan, the student may be removed from field placement, may fail the field course, may be placed on academic probation, and/or may be subject to dismissal from the program.

It is at the discretion of the social work department to determine whether a student who fails the field course will be given the opportunity to repeat the field course.

Student Review Committee

Procedures for a Student Review Committee Meeting

1. Any full time, or adjunct, faculty, staff member, and/or MSW student from the Brooklyn or Post campus can request a meeting of the Student Review Committee by email, or in writing to discuss concerns about a student’s academic, or non-academic, performance.

2. The student will be informed in writing of the meeting scheduled for her/his review. The student has the right to be present at this meeting.

3. At least three department members will be present, along with the student.

4. At the meeting the issues/concerns/problems will be clearly discussed and defined.
5. The committee will work together with the student, and other relevant parties, including field instructors when appropriate, to determine the relevant facts and gather opinions of the relevant parties.

**Outcome of a Student Review Committee Meeting**

1. The Student Review Committee will consider what actions would be appropriate to take as a result of the student’s performance and make a decision supported by the majority of committee members.

2. After the Student Review Committee makes a determination, the student will be notified in writing within 7 business days of the meeting that outlines the issue(s) identified, action taken, if any, and consequences if the student fails to adhere to any conditions for student performance set during the meeting that are deemed necessary for continued involvement in the program.

3. The Student Review Committee may decide:
   - That the student cannot continue in the program. Termination from the program can occur during any semester of, including the last semester.
   - That the student may continue in the program, but must meet certain stipulations (outlined in written form and provided to the student).
   - That the student may remain in the program, without stipulation

4. Any decision of the Student Review Committee, and relevant documents, will be kept in the student’s file. (A model of an agreement based on the outcome of such a meeting can be found in the Forms & Appendices supplement).

The student has a right to file a grievance or appeal regarding the outcome of the Student Review Committee policy and procedures.

**Grievance, Appeal, and Dismissal Procedures**

Students in the MSW program will experience a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the LIU community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the department, students may avail themselves of the following appeal & grievance procedures.

**Grievances**

1. If a student believes their rights have been violated, they can file a grievance within 30 business days of such perceived violation.

2. The written request outlining the grievance should include the course, course number, instructor, and a statement of the grievance, along with any other pertinent information.

3. The student must submit this statement to the staff member involved. The student will be given a written response from that staff member within 10 business days.

4. If the student is not satisfied with the response from the course instructor, the student may appeal, in writing, to either the Chief Administrator or Site Coordinator (at the appropriate
The Chief Administrator or Site Coordinator will arrange for the Grievances & Appeals Committee to review the matter.

**Grade Appeals**

1. Students who wish to appeal a final course grade (or assignment grade) must initiate the process with the course instructor within 30 business days of the course grade being officially posted on MYLIU. The written request should include the course, course number, instructor, the final grade, the reason for the appeal, and any other pertinent information.
2. The course instructor will provide a written response to the student within 10 business days.
3. If the student is not satisfied with the response from the course instructor, the student may appeal, in writing, to the Site Coordinator (at the appropriate campus). The Site Coordinator will arrange for the Grievances & Appeals Committee to review the matter.

While a student is appealing a final grade, s/he can continue in the program’s curriculum as s/he would if her/his appeal was granted. However, if the student’s appeal is ultimately NOT granted, the student will revert to the conditions imposed by the final grade decision, regardless of her/his progress subsequent to the filing of the appeal.

**Appeal of Dismissal Decisions**

1. To appeal a dismissal decision, the student must submit such a request within 30 days of notification of the dismissal to the Chief Administrator or Site Coordinator (at the appropriate campus).
2. The written request should include all pertinent information to be considered by the Grievance & Appeals Committee.
3. The Chief Administrator or Site Coordinator will arrange for the Grievances & Appeals Committee to review the decision.
4. While a student is appealing a dismissal decision, s/he can continue in the program’s curriculum as s/he would if her/his appeal was granted. However, if the student’s appeal is ultimately NOT granted, the student will revert to the conditions imposed by the dismissal, regardless of her/his progress subsequent to the filing of the appeal.

**Grievance & Appeals Committee**

1. The Grievance & Appeals Committee is comprised of 3 faculty members representing either or both the LIU Brooklyn and Post Campuses, depending on where the course is offered. The structure of this committee provides objectivity in view of the student’s situation.
2. The Committee’s purpose is to arbitrate student grievances and appeals and attempt to resolve any conflicts between students and faculty that require mediation.
3. After receiving the charge to adjudicate an appeal or grievance request from the Chief Administrator or Site Coordinator, the committee will convene within 30 days.
4. The Committee will first make a determination if a meeting is necessary. For instance, in cases where the appeal is strictly related to calculations of final grades, and not based on grades given on individual assignments, the Committee may choose to deliberate the merits of the appeal based strictly on submission of assignment grades, rubrics, and the syllabus, and render a decision in writing.
5. If the Committee determines that a meeting is necessary, the student will be given an opportunity to explain her/his appeal or grievance. The department member involved will also be given an opportunity to explain her/his perspective on the matter. The committee members will also have the opportunity to ask questions of the student and department member. The student and department member WILL NOT have the opportunity to ask questions of each other. Committee meetings should not last more than one hour.

6. Students are allowed to bring one person with them during the meeting (including but not limited to a family member, friend or attorney). However, this person is not allowed to participate in the hearing. Additionally, the student will have to sign a release allowing such person to have access to their protected educational records, as such will be discussed at the hearing. Students must notify the MSW program of the intention to bring someone with them to the hearing PRIOR to the scheduling of the hearing. Notification after the time and date for the hearing has been set may result in the hearing being rescheduled. If the student intends to bring a lawyer to the hearing, the department must be notified as soon as possible since the hearing will need to be scheduled to accommodate attendance by LIU legal counsel.

7. At the conclusion of the meeting, the Chief Administrator and/or site coordinator will instruct the student and department members to leave and the committee members will discuss the case before them and come to a consensus on a decision in the case. The student will be notified of the decision of the committee in writing within 10 business days after the hearing by the Chief administrator and/or Site coordinator.

8. It is important to note that this committee cannot replace their judgment for that of a faculty member. The committee, is instead, charged with ensuring that a grade was provided, and/or a student’s rights and privileges were respected, in accordance with the policies and procedures outlined in the course syllabus, and relevant handbooks and that there has been due process.

9. If the student believes her/his rights to due process were not preserved through this department level process, the student may appeal to the Dean’s Office of the School of Health Professions (see below).
Dean’s Office Appeal Process

The following process will be used for all appeals that students choose to bring to the Dean. **This process will not supersede program or division procedures and will only be followed after appeals at the department level are exhausted.**

1. The student MUST have first followed departmental appeal processes including, but not limited to, appeal to the instructor, the division/department/program director & committee (where applicable).

2. Appeals to the Dean must be submitted in writing and must be submitted within 10 days of receipt of the decision letter from the Division/Department/Program. The appeal must also be accompanied by a completed Appeal Checklist.

3. Deliberation at the Dean’s Office level of appeal is limited to ensuring that students are provided due process at all stages of appeal, as outlined in the relevant course syllabus and student handbooks and that policies and procedures have been followed.

4. If the Dean sees no issue needing clarification through a hearing, the Dean may make a decision on the merits of the appeal based on the written appeal and other written documentation provided by the department or division.

5. If deemed necessary, the Dean will appoint a Hearing Officer who will assemble an ad hoc Appeal Committee. The Appeal Committee will consist of three members from the School of Health Professions, who may be tenure track faculty, non-tenure track faculty, and/or have administrative roles. An effort will be made to include one committee member from the division/department/program from which the appeal has originated. This individual should not have participated as a committee member at the division/department/program level, nor be the individual presenting the division/department/program position. The Dean may be present at the hearing.

6. The hearing will be scheduled as expeditiously as possible.

7. The student may bring someone to accompany them to the hearing, for support, but that person cannot contribute to the hearing, or participate in any way. If the student chooses to bring someone, s/he must notify the hearing officer at least 7 days in advance of the hearing, with the name and relationship to student. If the student intends to bring a lawyer to the hearing, the hearing may need to be rescheduled to accommodate attendance by LIU University counsel. The student must sign a waiver allowing any outside person to hear her/his protected educational records that will be discussed during the hearing.

8. At the hearing (with all parties present):
   a. The hearing may be recorded for future reference.
   b. The student will present his/her appeal including justifications, circumstances and anything else he/she wishes the Board to consider. The maximum time allowed is 30 minutes.
   c. The course instructor, or other appropriate department/division/program representative, will present the circumstances and evidence leading to the decision being appealed. The maximum time allowed is 30 minutes.
   d. Student and faculty will not engage in debate of the circumstances with each other but will answer questions posed by the Committee for the purpose of clarification.
e. Upon completion of the presentations and any questioning by the Committee, the student and division/department/program representative will be excused.

f. The Committee will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Hearing Officer will not vote.

9. Within 7 business days of the hearing, the Hearing Officer will prepare a written report that contains:
   a. A summary of the information presented by both sides at the hearing;
   b. A summary of the discussion of the Committee after the parties were dismissed;
   c. A recommendation for action by the Dean.

10. The Dean will then reach a decision based upon the report from the Board, the written appeal submitted by the student and any other information relevant to the case and will notify the student by certified mail as well as by email when available. This decision will normally be made within 48 hours of receipt of the hearing report, unless further investigation is necessary or the Dean is unavailable within that time frame. If the decision will be delayed longer than 10 days post hearing, the student will be notified by the Dean’s Office of that delay.

The foregoing procedure shall be a formal grievance procedure for the resolution of all student grievances, including those alleging actions prohibited by legislation.

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