LONG ISLAND UNIVERSITY

MASTER OF SOCIAL WORK PROGRAM

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PRACTICUM MANUAL

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LONG ISLAND UNIVERSITY MASTER OF SOCIAL WORK PROGAM PRACTICUM MANUAL

Preface

On behalf of the Social Work Departments at the LIU Brooklyn and LIU Post campuses, we welcome you to the internship education experience. Practice is the essence of social work, and the field is the arena for acquiring practice skills. As such, internship practicum is the signature pedagogy of social work education according to the Council on Social Work Education (CSWE). Therefore, a planned, integrated internship education curriculum is of paramount importance. In addition to being the ultimate testing ground of practice skills, the 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 practitioners.

LIU's internship practicum 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 Internship Practicum Manual is the result of a constant, dynamic process of collaboration and re-creation as the needs and inputs of students, practicum instructors, agency educational coordinators, and practicum 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 practicum supervision. It ensures that the evaluation of student progress and the larger curriculum planning process are mutual and collaborative. We wish to extend our grateful appreciation for the exemplary participation of our community social workers and practicum agencies. Without their dedication and support, our students and our program could never have attained their present level of development and growth.

MSW Program Description

The MSW program is coherently integrated to provide a stepwise 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, practicum 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 areas 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, or substance use and addictive behaviors – for more specialized education in a particular area of practice. The research curriculum in the advanced year supports concentrated study by demonstrating the application of research methodology to the student's specialized area of concentration. The internship practicum 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 stepwise, or sequential, meaning that courses must be taken in a specific order throughout the program.

Achieving Professional Competency through Practicum

The practicum 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 internship practicum syllabi, as well as the internship evaluations, are designed to cover and assess the foundational level competencies defined by CSWE EPAS 2022 for the generalist level of practice, as well as the program-defined specialized practice competencies for the concentration year.

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), Nine Social Work Competencies (2022).

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

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
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.

Advanced Program/ Specializations Competencies

Students gain specialized competency through the concentration curriculum. Each Concentration's competencies augment and extend the nine CSWE EPAS 2022 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) Substance Use and Addictive Behaviors

The competencies expected of students in these specialized practice areas mirror the generalist competencies and 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 internship practicum program for BSSW and MSW students on the LIU Post Campus.

The Director of Field Education at LIU Brooklyn is responsible for the daily operations of the MSW field education program for MSW and BSSW students on the Brooklyn campus. Each year, either the Director of Field Education at LIU Post or the Director of Field Education at LIU Brooklyn is responsible for reporting MSW field education information to the Chief Administrator, and to the CSWE.

Field Administrators are responsible on their assigned campus to:

- Recruit, visit, and process new agencies as potential MSW internship practicum 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 practicum instructors packets with contact information and program-related materials.
- Orient students to the internship practicum curriculum, student, and agency responsibilities, learning contracts, task assignments, process recordings, and other expectations in the internship.
- Provide orientation and educational seminars to practicum instructors, where appropriate.
- Disseminate policies and procedures to internship sites, including the practicum manual.
- Respond to internship problems and issues of an administrative nature.
- Monitor placements to ensure adherence to program mission, goals, policies, and procedures.
- Supervise faculty practicum liaisons.
- Organize and maintain the internship practicum advisory committee.
- Disseminate, collect, and maintain all evaluations in files which may include:
  - practicum instructor evaluation of the student
  - student evaluation of the placement
  - practicum liaison evaluation of the internship site, and
  - practicum instructor evaluation of the LIU MSW program

Responsibilities & Function of Faculty Practicum Liaisons

A member of the full-time or part-time faculty is appointed to the position of practicum liaison and is assigned a maximum of 15 students per semester. The liaison provides the student with the practicum course outline and keeps regular contact with the student and practicum instructor. The liaison monitors the student's workload, assignments, and progress in the placement through written task sheets and written evaluations from practicum instructors. The practicum liaison will schedule 4 mandatory seminar meetings with the group of students throughout the semester to collectively process their internship experiences. Students are expected to attend all four seminar meetings as part of their practicum experience and receive a passing grade in the course. The Faculty Practicum Liaison:

- Arranges for regular planned exchange between the program and practicum sites to monitor the student's individual adjustment, learning, and progress with the agency.

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

- Assures that the program's educational expectations are met through students' assignments.

- Reviews and approves students' tasks/assignments and suggests modifications if necessary.

- Participates in initial student and practicum instructor orientations of the school year.

- The group meets with students at least four times per semester to assist them with acclimation issues and the integration of coursework and practicum. These meetings are supplemented by *Brightspace* assignments and discussion boards.

- Responds in writing to and attempt to resolve practicum problems/ issues between students and practicum instructors or other agency personnel.

- Informs practicum instructors of school policies, procedures, and expectations of practicum agencies and continually monitors the alignment between agency, student, and program.

- Evaluates students, practicum instructors, and agencies and makes recommendations for continued use of agencies and practicum instructors to field director.

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

- Assigns students' grades (Pass/Fail) for Field Instruction 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 practicum internship placement. A human service agency may become an internship practicum 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 member of the field education department.

Generally, once a potential internship site becomes known to the program, the agency is expected to provide written information on their programs and complete an agency database form and experience outline for all potential practicum instructors. If the agency is interested in serving as an internship practicum 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 department looks for agencies whose programs have competent staff to provide effective supervision and professional learning, a commitment to social work ethics, values, social justice, and training of social work professionals, and a mission that includes service to diverse populations and populations at risk. In addition, students must be able to employ a broad range of techniques and modalities, consonant with both generalist and specialist practice at the field site. After the agency and the practicum 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 practicum 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 that complement and supplement the goals of generalist and/or specialist practice.
- Opportunities to serve diverse populations and populations at risk.
- Available workspace and resources for the student to carry out the professional role.
- Willing to cooperate and participate with the MSW Program in developing, monitoring, and reviewing a well-integrated generalist/specialist curriculum.
- Flexibility in providing the practicum 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 faculty practicum liaison, and attend, if possible, orientation and practicum meetings at the school.

Criteria for Dual Employment-Internship Sites

Students are allowed to utilize their places of employment for internship practicum placements. In instances where the employment site is requested for approval as a practicum site, the following criteria must be carefully considered:

The respective Director of Field Education reserves the right to make the final decision regarding the approval of a dual employment-practicum experience.

- Students are allowed under CSWE guidelines (https://www.cswe.org/accreditation/standards/2022-epas/ EPAS 2022 3.3.7) to use their employment as a practicum placement if there is supervision available for one academic year only (can be 1st or 2nd year field). Employer/organization must approve the placement use, and the employer-based practicum packet is required to be submitted to the Field Department at LIU Brooklyn or the Field Department at LIU Post for review.

- If the student would like to be placed with their employer for their next practicum placement, the agency or institution must be large enough to provide a transfer of the student to a different department or program for the practicum 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 practicum instructor ***(if social worker with approved credentials is not available arrangements can be made within the department for supervision at the discretion of the Director of Field)***. The supervisor must meet all the program's credentials and requirements for an agency practicum instructor as set forth in LIU's Practicum Manual regarding the criteria for Selection of Practicum Instructors. The supervisor must also perform all other expected duties of a practicum supervisor including attendance at practicum meetings and providing the student with direct supervision for at least one hour per week.

- Students **must** attend all meetings/seminars scheduled by the faculty practicum liaison while in practicum.

Process for Requesting a Dual Employment-Internship Site

Responsibilities of the Student

The student interested in this option must submit the Employer-based Practicum packet 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 practicum instructor and his/her credentials and other qualifications for social work supervision, including SIPI certification.

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, the intended practicum 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 supervision will be held separately from any employee performance review meetings.

3. The supervisor and student will set aside certain tasks, clients, and/or groups that are specifically for the field during the academic year.

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 made 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 Department and all other affected parties. If the Director of Field Education or the Faculty Practicum 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 internship 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 their educational experience. It also provides the student with crucial interview experience that will be needed for the job search after graduation. The student and practicum instructor are mutually empowered and engaged in a contracting process where they may accept or reject the terms of a potential internship together based on a pre-placement interview. The student is advised that several 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].
- Students need to be exposed to a given population or social problems.
- Students' self-assessment of learning needs.
- Full review of previous fieldwork 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 record of accomplishment based on student evaluations of their internship placement experience.

Criteria for Student Placement in Internship Practicum

Only students accepted into the LIU MSW program can apply for an internship 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. Undergraduate transcript
5. 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 a 2.8 undergraduate GPA must achieve at least a 3.0 GPA in the first semester of the first year to maintain their matriculation.

Students must maintain a 3.0 GPA while in practicum, and part-time students who begin internship practicum in the second year of study must also have a 3.0 GPA.

Process of Student Placement

Upon notification of acceptance into the MSW program, students receive an Internship 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. An updated resume is also required for the internship practicum application. The resume is sent to the prospective practicum site.

Upon receipt of the completed practicum application, the appropriate Practicum Education administrator will contact the student to set up a pre-placement interview. At the interview, the Practicum Education administrator will confirm the student's eligibility and readiness for internship and inform the student of practicum procedures and protocol. The student is asked in which area 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 a broker by reviewing the available placements and matching up internship placements with the student's preferred area of practice [if second-year concentration student] and geographical parameters.

After consulting with the student, referral(s) are 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 agency will be contacted, and the Field Education Department will submit the students' resume for review. The student will then be contacted via phone and email by the agency to arrange a placement interview with the prospective practicum placement and instructor. The student will then be given a referral, including the name, address, and phone number of the practicum instructor to contact. The student should also be provided with guidelines to assist the student in

formulating questions to ask of the potential practicum placement and supervisor during the site interviews. ***Students should be aware that most agencies require medical clearance, fingerprinting, and a criminal background check.***

After the interview with the potential practicum site, the practicum instructor and the student will 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 Department contacts the practicum instructor to confirm acceptance of the student and sends a letter of confirmation to the student and practicum instructor, along with a 3-Party Contract and other paperwork. It is the student's responsibility to arrange specific internship days/hours with the placement site.

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

Criteria for the Selection of Practicum Instructors

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

- Hold an 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) or Seminar in Practicum Instruction [SIPI].
- Have at least three years of postgraduate experience in the field.
- Hold appropriate state licensure (LMSW or LCSW).

If the instructor has an MSW but has not had the SIFI/SIPI 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/SIPI course via an online asynchronous course. At LIU Post, the Director of Field Education will arrange for the practicum instructors to take the SIPI via the online course provided by LIU Brooklyn.

The SIFI/SIPI course consists of 14 online modules and monthly in-person meetings via Zoom, which offer a forum for learning and mutual support to help the practicum instructor transition from practitioner or supervisor to practicum educator. The practicum instructors receive information and guidelines, exchange ideas, voice concerns, and share experiences. Seminar topics include ethics in practicum instruction, cultural competence, teaching methods, and adult learning styles, among other subjects. Guidance is offered to help practicum instructors create appropriate learning assignments for students, evaluate the student's performance, navigate the practicum 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, 3rd Edition,* by J.F. Finch, C.L. Franks, O.F. Williams, and J.B. Mondros, published by CSWE Press. To qualify for certification, practicum instructors must complete all 14 modules and the required reading and writing assignments. Upon successful completion of the SIPI course, attendees will be eligible for a SIPI certificate and 24 hours of CEU's.

In addition, a practicum 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 practicum instructors.
- Be available to the student during the same hours the student is in placement. The practicum instructor must provide a minimum of 1 hour of supervision to the student per week.
- Complete all necessary written contracts, forms, evaluations, and project and learning contracts with the students. The instructor must also be available for periodic meetings and phone conferences with the practicum liaisons regarding the student's progress.

Criteria for Evaluating Student Learning

The faculty practicum liaison continually monitors the alignment and compliance of practicum competencies with the internship assignments and the individual student's rate of development. The faculty practicum liaison utilizes the site visit with the practicum instructor and student in addition to the practicum instructor's written practicum evaluation at mid-semester and end of the semester to determine student progress in the internship. The faculty practicum liaison assigns the student's grade at the end of the semester based on these measures. If the liaison and practicum instructor feel that the student is in danger of failing the internship 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 internship 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 practicum evaluations.

STUDENTS WILL NOT RECEIVE A PASSING GRADE FOR THEIR PRACTICUM INTERNSHIP IN ANY SEMESTER OR ALLOWED TO REGISTER FOR THE NEXT SEMESTER'S PRACTICUM COURSE UNTIL THEY HAVE SUBMITTED THE FOLLOWING:

- A timesheet signed by the practicum instructor, reflecting that the required minimum hours for each semester are completed:
  - 200 hours per semester for **Foundation Year (SWK 701 & 702)**
  - 250 hours per semester **Concentration Year (SWK 703&704)**
- Mid-term and Final Evaluations completed and submitted by the practicum instructor.

Practicum Incomplete Policy

It is expected that students will complete their fieldwork hours in the semester that they enroll for the course.

Practicum courses are structured so that students demonstrate higher levels of social work clinical competencies

at each level (e.g.) a student in SWK 702 Fieldwork II will be expected to demonstrate a higher level of social work skills, knowledge, and experience than a student in SWK 701 Fieldwork I.

As such:

- Students must meet the academic and fieldwork requirements for SWK 701 and receive a passing grade prior to being approved to take SWK 702

- Students must meet the academic and fieldwork requirements for SWK 702 and receive a passing grade prior to being approved to take SWK 703

- Students must meet the academic and fieldwork requirements for SWK 703 and receive a passing grade prior to being approved to take SWK 704

Students are responsible for ensuring that they complete their fieldwork hours timesheet weekly, obtain confirmation and approval from their practicum instructor, and then submit it to their faculty seminar liaison. This ensures that there is an active record of practicum hours completed throughout the semester.

If a student is not on track to complete their internship hours in the semester that they are enrolled for the class, they should first alert their practicum instructor and liaison.

Following a review of the students' specific circumstances by the practicum instructor and liaison, a meeting will be scheduled to include the student, practicum instructor, liaison, and Director of Fieldwork, as appropriate. The purpose of the meeting is to identify and approve a plan for the timely completion of the outstanding practicum hours - which will include a determination of the student's eligibility to enroll for the next-level practicum course.

Following this meeting, if there is an approved plan for the student to complete practicum hours beyond the end of the semester, the student will receive an INC grade while the internship hours are completed in accordance with the approved completion plan. On evidenced completion of the hours, the liaison will submit a Change of Grade form. If the required internship hours are not completed as identified in the approved completion plan, a further meeting will be set up to include the student, practicum instructor, faculty seminar liaison, and Director of Fieldwork Education to review the student's clinical and academic progress in the program.

Please note the University Policy on INC grades: https://liu.edu/content/policy/aa/AA-Student-Grading- and-GPA-Policy.pdf

Criteria for Evaluating Practicum Placement Sites

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

Student's evaluation of the internship placement and instructor

Students can critique their internship placement and the program's support of the practicum education through an online evaluation at the conclusion of their practicum. Students are encouraged to provide ongoing verbal feedback about the adequacy of their practicum instructors to their faculty practicum liaison and the Director of Field Education. (See Appendix U)

Practicum Instructors' evaluation of the program

The practicum instructors are encouraged to provide ongoing oral and written feedback to the Director of Field Education regarding program effectiveness and support as often as needed. In addition, an online evaluation form is emailed to all practicum instructors at the end of the semester. This evaluation includes a Likert scale asking the practicum instructors to rate the program's accomplishment of its competencies as evidenced through student performance. The results are presented to the Director of the Program and to the practicum instructors at subsequent orientation/advisory council meetings. The data may be used in outcome measurement. (See Appendix V)

The program's and practicum liaisons' evaluation of the internship placement

The program continuously evaluates the appropriateness and alignment of student practicum education with foundation coursework through faculty meetings. However, since faculty practicum liaisons are in a more direct position to evaluate the efficacy of individual internship placement than course instructors, they are asked for a formal evaluation of each agency and practicum instructor at the conclusion of each semester. The determination as to whether to continue a 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 the 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?

Internship agencies can choose to bar students from these sites if a criminal record exists or if a positive drug test is noted. The inability to gain clinical, practicum, or intern educational experiences will result in a failure to meet certain program requirements. A student who is deemed unable to obtain internship experience will not be permitted to complete the MSW Program. ***Even if LIU can 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 practicum sites prior to the student's arrival.

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

The University requires that students have **health insurance** while in practicum. ***Students will be billed for student health insurance, but they may waive it if they have proof of health coverage. Students are sent an email regarding the waiver. It is important that students take care of this, as past the waiver deadlines, the student will be responsible for any charges.***

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 practicum. Students must present a digital copy of the certificate to the faculty practicum liaison, who will give it to the appropriate field director or upload it to the PRISM database 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

Practicum Expectations for MSW Students

In the **1st year of practicum,** 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 to develop skills in fact-gathering and identification/assessment of the problem or issue at hand while formulating potential intervention strategies.
- An initial ability to contract with clients with 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 in 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, considering 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 needs 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 to recognize the gaps in one's own knowledge and recognize the relevance of practice theory, policy issues, and research to enrich 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 internship practicum**, 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; or substance use, addictive behaviors, and mental health.
- 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 regarding 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 is 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 Practicum

First-year foundation students are required to complete a minimum of 200 hours in the internship during each of the standard Fall and Spring semesters, for a minimum total of 400 hours in the foundation year. Second year, and advanced standing students are required to complete a minimum total of 250 hours during each of the standard Fall and Spring semesters, for a minimum total of 500 hours in the specialization year. Thus, the minimum total number of internship practicum hours required of LIU MSW students during the program is 900 hours.

Our social work field education program meets the Council on Social Work Education's [CSWE] standards and the New York State Education Department regarding the required 900 hours of internship practicum.

First Year in Practicum: 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, 2018, *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*: works 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 several specific skills required at various phases of the helping relationship:

- **Preparing and beginning work**: reviewing case material; formulating questions about areas to be explored; anticipating potential clients' needs, feelings, and concerns; reflecting on one's own possible reactions to clients or situations.
- **Exploring**: exploring the 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, the role of the social worker, and the limits of confidentiality to the client; working with clients to reach a mutual understanding of the problem; helping clients prioritize needs and agree on a plan of intervention; seeking clients' input and response; renegotiating the plan as needed.
- **Work Phase**: listening to clients' thoughts, feelings, concerns, and perceptions of presenting problems, 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 goals; 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 their own practice; using evaluation to help clients assess their 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 the situation and resource: enabler, broker, mediator, advocate; understanding, developing, and appropriately utilizing agency and community resources; demonstrating the ability to advocate for clients and helping clients to advocate for themselves when possible.
- **Endings:** appreciating the significance of termination, identifying and expressing ones and the client's feelings related to endings, helping clients work through loss, exploring unfinished business with clients, and facilitating client transfers/referrals.

General Guidelines for Practicum Assignments

Students exhibit professional competencies expected of them in the MSW program through specific assignments during internship practicum. These assignments are articulated in a Task Assignment Contract that is prepared by the practicum instructor and student within the first three weeks of the semester. The contract is submitted to the Faculty Practicum Liaison, who monitors the compatibility between assignments and practicum instruction competencies. The first semester of Practicum 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 1 to 1½ hours of regularly scheduled weekly supervision that includes a 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 to satisfy a concrete need or service (e.g., counseling) or negotiating systems.
    - Learn about entitlements and social welfare programs.
    - Prepare appropriate documentation/ case records, etc.
    - Advocate social justice and empower disenfranchised and vulnerable client systems.
    - Assess a wide variety of problems with diverse and multiple-sized systems, such as individuals, families, groups, organizations, communities, and societal systems.
    - Develop skills in policy practice.
    - Reassess, 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 Individuals, 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 clients in need of services are individuals or families who have requested help with a needed service, such as applying for public assistance or home health care**. 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) and non-intensive diagnostic skills: individuals or families encountering a manageable or concrete problem or concern that does not require advanced problem-solving skills or therapy, e.g**., 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 who** are disconnected for any other reason. However, students must not be expected to administer therapy with clients who need specialized counseling for 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, students should be assigned individuals or families with whom they can work from engagement through termination phases. 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 students' 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 agency's organizational constraints, 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:** grassroots collective action organizing that responds to social or community problems affecting life, health, and well-being.
- **Social Welfare Policy:** advocacy or legislative activity for the adoption of or change of laws, programs, or 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 Practicum Assignment with Program Mission & Goals

The program makes every effort to assign students a practicum 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 department plans for the overall balance of the students' practicum 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, the effort will be made to "round out" the student's practicum 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 the 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 practicum instructor may either:

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

OR

b) The faculty practicum liaison, practicum instructor, and field education department will collaborate to provide a supplementary assignment that broadens 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. They 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 practicum 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 practicum instructor. The required number can be higher if the practicum instructor and/or faculty practicum liaison determine it is 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 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 students' impressions
- The student's reflection on 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 practicum 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 practicum instructor and faculty practicum liaison.

Practicum Instructor & Agency Support

Orientation

There is an orientation for all active practicum instructors for the coming year at the start of every new internship semester. All active practicum instructors, agency field education directors, and faculty practicum 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 practicum liaison's role, reviews the evaluation process, and offers guidelines for practicum assignments. [An additional packet is sent to all participating practicum 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 practicum instructors with the precepts of *Generalist Social Work* as contrasted with *Advanced Specialist Social Work*, the program's *Curriculum Policy Statement*, and integration of internship assignments with learning opportunities in Practice, Policy, Research, HBSE, and ultimately Capstone courses. In addition, the program's practicum manual is made available on the social work department's website to all practicum 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 practicum instructors, faculty, and students. The field education departments facilitate this process on their respective campuses through liaisons with our program. The LIU MSW Program also informs our practicum instructors of other continuing education opportunities in the community.

The Social Work Internship Practicum Advisory Committee

The Social Work Internship Practicum 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 internship practicum in the social work program. The Advisory Committee seeks to accomplish this by evaluating policies, procedures, and curriculum content pertaining to practicum 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 Internship Practicum Advisory Committee reflects the 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 program's mission.

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

III. To make recommendations to the Practicum 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 practicum instructors and provide, when possible, needed resources and information.

V. To provide one another with a conduit for regular orientations and continuing education for fellow practitioners and students on critical issues in social work practice.

VI. To provide expert knowledge and skills in one's area of practice.

VII. To evaluate and offer recommendations for enhancing the integration between curriculum and internship practicum.

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 on the best possible technologies for engaging our students in improving the social service delivery system overall.

The Social Work Field Advisory Committee is open to all active and non-active practicum instructors. This committee was formed with the intended purpose of developing a mechanism for incorporating feedback from practicum instructors in the development of practicum policies and practices. This committee serves as a supplemental channel for the continuing dialogue between the program and practicum instructors through the development of practicum curriculum goals, competencies, and policies while offering practicum instructors a conduit to cite areas in practicum 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 representatives unless otherwise recommended by the agency's practicum instructor or clinical 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.

Title IX & Sexual Misconduct 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. A copy of the Title IX and Sexual Misconduct Policy can be found here:

https://liu.edu/content/policy/dei/OP-Sexual-Misconduct-Title-IX-Policy.pdf

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 internship due to illness or personal reasons, the required practicum 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, the student, practicum instructor, and faculty practicum liaison, and field education director 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 on the Post campus or the MSW Coordinator on the Brooklyn campus. Depending on the nature of the request, leave of absence will be granted for an established period of time. However, students must complete the program within the 5-year time 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 can 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, practicum 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 internship 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 a personal phone number, unless approved by the 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 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 internship practicum difficulties.

To support all parties in the internship practicum learning process, maintain the integrity of the professional preparation of students, and ensure the quality of practicum instruction, the following steps are taken when problems arise with students during the internship:

1) If a student is having difficulty, the student must speak with her/his practicum instructor. The student should also notify the faculty practicum liaison. The practicum liaison will notify the campus Director of Field Education. The student, practicum instructor, and faculty liaison will design a corrective action plan that will be signed by the student, practicum instructor, and practicum liaison. The faculty liaison will review the 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 the internship, fail the practicum course, be placed on academic probation, and/or be subject to dismissal from the program.

The social work department determines whether a student who fails the internship practicum course will be given the opportunity to repeat it.

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 practicum 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 appropriate actions to take based on 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:

- The student cannot continue in the program. Termination from the program can occur during any semester, including the last semester.
- The student may continue in the program but must meet certain stipulations (outlined in written form and provided to the student).
- 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 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 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 and 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 members involved. The student will receive 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 MSW Site Coordinator (at the appropriate campus.) The Chief Administrator or MSW 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, the student can continue in the program's curriculum as the student would if the 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 the student's progress after the filing of the appeal.

Appeal of Dismissal Decisions

1. To appeal a dismissal decision, the student must submit a request to the Chief Administrator or MSW Site Coordinator (at the appropriate campus) within 30 days of being notified of the dismissal.
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, the student can continue in the program's curriculum as if the 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 the progress of the student after 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. This committee's structure provides objectivity in view of the students' 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. The committee will convene within 30 days of receiving the charge to adjudicate an appeal or grievance request from the Chief Administrator or Site Coordinator.
4. The Committee will first determine 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 a 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. The committee members will discuss the case before them and come to a consensus on a decision. The student will be notified of the committee's decision in writing within 10 business days after the hearing by the Chief Administrator and/or MSW Site Coordinator.
8. It is important to note that this committee cannot replace their judgment with 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, she/he 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, appeals to the instructor, the division/department/program director, and the committee (where applicable).
2. Appeals to the Dean must be submitted in writing within 10 days of receipt of the decision letter from the Student Progress Committee. Appeals submitted after this time will be dismissed as untimely.
   In the appeal request, the student must:
   1. request a grade appeal or grievance hearing.
   2. specify the course number and instructor or describe the appealed decision.
   3. describe the rationale for granting the appeal.
   4. include any supporting paperwork (e.g., course syllabus, written communication, etc.).
   5. Complete and submit the 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 decide 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, the student must notify the hearing officer at least 7 days in advance of the hearing, with the name and relationship to the 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 the student's 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 the appeal, including justifications, circumstances, and anything else the student 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. Students and faculty will not debate the circumstances with each other but will answer questions posed by the Committee to clarify.
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 a 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 is delayed longer than 10 days post hearing, the student will be notified by the Dean's Office of that delay. The Dean's decision is final; there are no further levels of appeal.

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.