

LONG ISLAND UNIVERSITY
BROOKLYN CAMPUS
SOCIAL WORK DEPARTMENT



FIELD EDUCATION MANUAL

BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM

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Yovanka Green, MS.ED, LMSW
Director of Field Education
LIU Brooklyn
Social Work Dept. HSC Room 247
1 University Plaza
Brooklyn, New York 11201
T: 718-488-3372
Email: yovanka.green@liu.edu

Menachem Dubovick, LCSW
Assistant Director of Field Education
LIU Brooklyn
Social Work Dept. HSC Room 245
1 University Plaza
Brooklyn, New York 11201
T: 718-780-4124
Email: Menachem.dubovick@liu.edu

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September, 2020

Dear Students:

Welcome to Social Work Field Education. A very exciting and rich part of your social work education is about to begin. This manual is designed to orient you to the field education experience and to provide you with essential information once it is underway.

Most social work students begin their field experience with high levels of both enthusiasm and anxiety. You have invested considerable energy and time in the classroom to get to this point, and you are excited about finally getting to do what you have been taught. At the same time, you may also be feeling somewhat anxious about being put to the test in a real social service agency.

It may help to know that both enthusiasm and anxiety are normal responses and that virtually everyone shares these same feelings prior to the first field placement. But be assured most students thrive as they gain confidence and competence and find working in a professional capacity at a real agency an enjoyable experience.

This manual is designed to allay your anxieties by clarifying the expectations and responsibilities of the Field Director, Agency Field Instructors, and students. Have a look through the Table of Contents and begin by reading those topics that are of most interest to you. It is important to know this manual well and read it thoroughly during your final year in the undergraduate social work program. Often times, your work in Social Work Field Seminar (SWK 182 in fall and SWK 183 in the spring) will focus on the contents of this manual.

Your field experience can have a very positive impact on your future employment and educational opportunities. Through your field experience you may discover your future career interests, learn how to network with experienced social workers after graduation and eventually seek a Master's degree in social work. Welcome to your senior year. Welcome to the Field. Welcome to the social work profession!

Sincerely,

Yovanka Green, MS.Ed, LMSW
Director of Field Education



September, 2020

Dear Colleagues:

Thank you for your dedication to undergraduate social work education by serving as a Field Instructor for the BSSW Program at LIU Brooklyn. We value your knowledge and appreciate your commitment to support our students on their path to becoming professional social workers.

This manual serves as a reference guide to the philosophy of our BSSW program and to the role that field education plays within it. It also provides detailed information on field education nuts and bolts including grading, attendance, time sheets, and process recordings and learning contracts.

As field instructors many of you have provided opportunities for field learning to our students for years. Others are new to field instruction. We hope that you find the manual to be helpful and we welcome your feedback and suggestions.

As many of you may already know the Council on Social Work Education (CSWE) has revised the Educational Policy and Accreditation Standards (EPAS), as a result we have made changes to many of our documents. Please let us know if you have any questions about how the revisions will impact your work with us and students.

We welcome you to an educational partnership that includes students and faculty. We recognize and appreciate your contributions to the success of the BSSW Program. We could not do it without you!

Sincerely,

Yovanka Green, MS.Ed, LMSW
Director of Field Education

THE BSSW PROGRAM AT LONG ISLAND UNIVERSITY--BROOKLYN CAMPUS

Long Island University Mission

The mission of Long Island University has been to open the doors of the city and the world to men and women of all ethnic and socio-economic backgrounds who wish to achieve the satisfaction of the educated life and to serve the public good. The institution's mission is to awaken, enlighten and expand the minds of its students.

BSSW PROGRAM MISSION

The mission of the Long Island University-Brooklyn Bachelor of Science in Social Work (BSSW) program is to guide diverse students on a path of critical inquiry with the goal of building competent and ethical generalist practitioners. The BSSW program's generalist practice curriculum, grounded in a liberal arts foundation and guided by a person-in-environment framework, prepares diverse students to apply and demonstrate generalist practice knowledge, values, skills, and cognitive and affective processes at the micro, mezzo, and macro level to enhance the quality of life for all persons. Further, the program prepares students to advance human rights by promoting and advocating for social, economic, and environmental justice locally and globally.

SOCIAL WORK GENERALIST ORIENTATION

There is a vast array of human service agencies in Brooklyn and the New York Metropolitan area and negotiating these bureaucracies can be overwhelming for the consumers of these services. Thus, the generalist practice model is the most appropriate educational framework for this department. A social work generalist is a person who can look at an entire situation, analyze the interaction of people in all the connected systems, and intervene in those situations as needed. The generalist is skilled at coordinating and mobilizing the knowledge and skills of the profession for the individual client or client system. Thus, departmental program goals, expected educational outcomes/competencies, and curriculum content are structured to produce beginning-level professional social workers educated in the generalist social work practice. The curriculum is based on a liberal arts foundation and is designed to enable students to integrate the knowledge, values, and skills of the social work profession, which will enable you to become a competent entry-level practitioner. Further, the generalist practitioner can be defined as follows:

Generalist practice is grounded in the liberal arts and the person environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research- informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies (www.cswe.org/EPAS2008).

PROGRAM GOALS

The goals of the BSSW program are derived from the program's mission. The BSSW program seeks to:

Goal 1: To prepare students with the foundation social work knowledge, skills, and core values necessary for generalist practice with diverse populations, across different settings, and with client systems on micro, mezzo, and macro levels.

Goal 2: To advance social work values and ethics emphasizing a commitment to social change, promoting social justice, and diversity while incorporating a global perspective.

Goal 3: To educate students for practice with diverse populations to promote wellbeing and enhance the functioning of all persons, with special attention to age, economic status, race, ethnicity, culture, family structure, gender identity, sex, sexual orientation, disability, health, mental health, national origin, immigration status, religion, and spirituality.

Goal 4: To work closely and collaboratively with community resources to achieve mutually beneficial goals.

2015 Council on Social Work Education: Educational Policy and Accreditation Standards
Social Work Core Competencies and Practice Indicators

Competency 1: Demonstrate Ethical and Professional Behavior.

- Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice –informed Research and Research-informed Practice.

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

FIELD EDUCATION CURRICULUM POLICY STATEMENT

Field Education is an integral component of the curriculum in social work. It engages the student in supervised social work practice and provides opportunities to apply classroom learning to the field setting.

Field education at the baccalaureate level requires **a minimum of 400 hours in field placement.**

As prescribed by CSWE, each educational program must establish standards for field education settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their field placements in different ways but must ensure educationally directed, coordinated, and monitored field internships for all students.

Field education is now considered the “signature pedagogy” in social work education. The Council on Social Work Education describes field education as follows:

Educational Policy 2.2- Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical work of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work competencies. Field education may integrate forms of technology as a component of the program. (<http://www.cswe.org>. Educational Policy and Accreditation Standards, 2015, p12).

DESCRIPTION OF FIELD EDUCATION CURRICULUM

The field placement reflects the program’s mission to prepare students for generalist social work practice, based upon a liberal arts perspective, to work with the ethnically, racially, religiously, socially diverse and immigrant populations of Brooklyn and the greater New York area. The field curriculum fully integrates all of the core competencies and practice behaviors established by the Council on Social Work Education. These competencies are taught in all of our social work courses. Field Seminar helps students to address the demands of the field placement, to focus on actual practice issues and to apply social work theory to practice. In class, students utilize their experiences to integrate and bring to life all the core competencies.

FIELD EDUCATION

Field instruction in social work education has a long and valued tradition. The field placement is an integral component of professional preparation. Records dating back one hundred years reference the relationship between field instruction and classroom learning (Scheneck, Grossman & Glassman, 1991). Field Education has evolved over the years from an apprenticeship model to

a pedagogical approach that emphasizes the integration of the social work curriculum with field instruction (Walden & Brown, 1982). This approach is not only emphasized at LIU, but is also implemented in clear and direct ways. In order to understand the unique properties of social work field education as distinguished from other types of internships, it is useful to quote Sheafor and Jenkins' (1982) description of the mission of field education:

“A vital part of social work education is field instruction. Field instruction is an experiential form of teaching and learning in which the social work student is helped to: (1) consciously bring selected knowledge to the practice situation; (2) develop competence in performing practice skills; (3) learn to practice within the framework of social work values and ethics; (4) develop a professional commitment to social work practice; (5) evolve a practice style consistent with personal strengths and capacities; and (6) develop the ability to work effectively within a social agency.”

In the senior year, when students engage in field placement, they develop an awareness of self in relation to others and an identity as a professional social worker that requires adherence to prescribed ethical and value orientations. Students will also learn about the LIU program's emphasis on racial, ethnic, social and religious diversity, and theoretical approaches grounded in a human-rights, social-justice, multi-cultural and strengths-based orientation to social issues and concerns. These approaches include, but are not limited to, the Person-in-Environment and Empowerment models.

During field placement, students learn how to use social work knowledge, values and skills when working from a generalist stance with individuals, families, small groups, organizations and diverse communities. And, over the field placement year, social work students will be expected to gain experience within each of these levels.

The program does not grant academic credit for life experience or previous employment. This policy is consistent with the Council on Social Work Educational Policy and Accreditation Standards (2015).

REQUIREMENTS TO ENTER FIELD PLACEMENT

Students are eligible to register for the field placement (SWK 180/182) when the following conditions have been met:

1. They have been formally admitted to the BSSW program and are candidates for the Baccalaureate of Science degree in Social Work.
2. They have completed Introduction to Social Work (SWK 101). Students need to have completed the following courses before, or concurrently take with, field placement and seminar: Social Work Practice I & II (SWK 170 & SWK 171) and; Human Behavior and the Social Environment I & II (SWK 123 and SWK 124).

3. Students must be registered for Field Placement before starting field hours. University liability insurance does not cover students in field placement who are not registered. Additionally, hours completed prior to registration may not be counted.

Field education combines field placement and field seminar. Students spend one session per week in classroom instruction related to field placement and two days per week of field instruction in a community agency setting.

Academic credit for field placement is four (4) credit hours per semester. Students complete Fieldwork I (SWK 180) in the fall semester and Fieldwork II (SWK 181) in the spring semester. Both fieldwork courses are graded on a pass/fail basis. Students are encouraged to complete 400 hours of field by the end of the year. This translates into students completing roughly 14 hours of internship per week—multiplied by a 15-week semester—both—the fall and spring semesters ensure the minimum completion of 400 hours.

The student's field placement is further enhanced by concurrent enrollment in a two-semester seminar course six credit Fieldwork Seminar sequence (SWK 182 in the fall semester and Fieldwork Seminar II SWK 183 in the spring semester). Knowledge, skills and values from social work coursework is integrated into the Field Seminar through verbal examination and analysis of students' field placement experiences. The course objectives for the "180s" are derived from the core competencies of the CSWE.

Simulation and role-play technique are among the teaching tools used in Field Seminar. The Field Seminar curriculum addresses a number of different types of agencies to broaden student's perspectives on human service delivery systems. The Field Seminar may also serve as a mechanism for the identification of relevant knowledge and value perspectives necessary to student's current practice, but not emphasized in the current social work curriculum. Faculty may, in such instances, assign outside reading, invite others (e.g., faculty, agency representatives, practitioners) to become involved in the seminar and/or utilize lecture techniques in order to provide necessary content.

PURPOSE OF FIELD INSTRUCTION:

The undergraduate Field Instruction program plays an integral role in the preparation of students for entry into generalist practice social work positions. The Program's emphasis on preparation for professional social work practice at the Baccalaureate level is responsive to and consistent with:

- The social work profession's support of the professional baccalaureate degree
- The emerging evidence from employment research that appropriately prepared Baccalaureate-workers are being utilized effectively

Field Instruction provides an opportunity for the student to apply knowledge of theories and principles presented in the classroom to problems in the field. The field placement allows

students to practice their role as social worker. The Field Instructor serves as a role model for the student and a source of feedback to the student regarding the student's performance and professional growth.

Therefore, the purpose of field instruction might be summed up in three words: integration, application, and socialization. The student integrates what has been learned, applies that knowledge in specific practice situations and in the process develops an identity as an emerging social worker.

Field Education Objectives

The sequence objectives for foundation level fieldwork in the BSSW Program (SWK 180 & 181) and the accompanying integrative fieldwork seminar (SWK 182 & 183) are to prepare students for beginning positions of social work practice and also to prepare them for advanced social work training.

Field placement and its accompanying integrative fieldwork seminar are the capstone experiences of the undergraduate program. More specifically, students are expected to undertake a series of field-related activities that will demonstrate, by the completion of the baccalaureate program, the ability to meet each of the program goals. These program goals guide the design, implementation and evaluation of the senior field instruction experience.

Orientation of Students to the Field

The BSSW program requires that an orientation to the field placement setting is a part of the field experience of every student. Although field instruction settings vary widely in nature, complexity and size, there are some commonalities among them. Although the details of the orientation to a particular agency will reflect its unique environment, there are some common elements to an effective orientation to any setting.

The following is a general model for an orientation plan. It is to be adapted to the needs of the individual field instructor/student dyad and to the constraints of the field setting:

Introduction to the Agency

The student should be presented with information including, but not limited to:

- The nature of the work the agency is engaged in
- History and the mission of the agency;
- Agency goals and objectives;
- The nature of the population served by the agency;
- General organizational of the agency structure and ties with other local, regional or national groups; and
- How generalist social work practice is utilized in this setting.

Introduction to Staff

The student should be introduced as a professional-in-training to:

- Agency executives;
- Other social workers in the department;

- Colleagues in other disciplines with whom he/she will be working; and
- Administrative Support staff.

Physical Setting

The student should be:

- Informed of the location of building and offices relevant to her/his work;
- Assigned desk space and appraised of the location of equipment, necessary supplies, etc.;
- Introduced to the neighborhood in which the agency is located, given a tour of the area from which the client population comes.

Agency Policies and Procedures

The Field Instructor should:

- Provide the student with an operations manual or its equivalent;
- Assist in the determination of the student's schedule;
- Discuss the parameters of professionalism, as they apply in this agency including confidentiality and the agency's requirements for data gathering and recording.

ORIENTATION AND TRAINING OF FIELD INSTRUCTORS

The BSSW Program provides orientation and training for Field Instructors including one on-campus meeting each academic year, or more often if necessary. It is also recommended that eligible BSSW Field Instructors take the Seminar in Field Instruction (SIFI) course offered free of charge from Long Island University's MSW program. Also note that the SIFI is usually offered at other universities and colleges with social work programs.

Each summer, a one-session orientation for Field Instructors new to supervision or new to LIU is held. Information about the BSSW program, education and supervisory issues related to student orientation, assessment, assignments and contracting is presented. Additionally, field instructors will receive hands on training about the core competencies and practice behaviors that drive social work education.

Field Instructor training takes place each year and all field instructors are encouraged to attend. Each year in August, field instructors meet to discuss the upcoming academic year and policy or programmatic developments. This meeting is an opportunity to introduce new Field Instructors to the program and to senior field instructors. Undergraduate course work, and the program's philosophy and mission are discussed. The objective of this meeting is to provide information useful to Field Instructors in supervising and teaching students.

Throughout the year, the Field Director attends at least two mid-semester evaluation meetings with Field Instructors and students (on the agency premises) to review the student's learning objectives and overall progress in the field placement.

All first time Field Instructors are required to attend the Orientation and seminars that are provided by the Field Education department. The Program also holds a recognition event each year honoring Field Instructors and Task Supervisors.

The Fieldwork Calendar, distributed semi-annually, outlines the Field Instructor Orientation Seminar, End of Year Recognition Luncheon and additional information related to field education.

RELATIONSHIP BETWEEN FIELD AGENCIES AND THE BSSW PROGRAM:

A signed agreement between each field agency and the LIU's BSSW Program must be approved and on file for each student's field placement, (Appendix D Three Party Agreement). The agency will be provided with a copy of the signed agreement, which remains in effect until the end of the student placement at the agency or the Program formally terminates the agreement in writing.

The Field Director is responsible for communicating with agency staff about student applicants and possible field placements for the semester or academic year. The coordinator will work directly with Field Instructors on matters related to student learning and progress in the field. Throughout the year, at training seminars and site visits, we welcome feedback to the program regarding the field education component and other aspects of the curriculum.

LEARNING CONTRACT/ EDUCATIONAL PLAN

In order to achieve the objectives of field education it is essential for the student and Field Instructor to develop a learning contract. **The Learning Contract is designed through the collaborative efforts of the student, field instructor, and seminar instructor.** It serves as a formal agreement between the student and field instructor and is developed no later than the third week of classes or by the third week of the student being in placement at the agency/site.. It is used, as the semester progresses, as a benchmark with which to measure students' progress.

The Learning Contract/ Educational Plan includes such information as date of the draft (because this will change as the plan is revised), student's name, agency name, field instructor's name and contact information, days and hours in placement and day and time of regular field instruction sessions. However, at the heart of the Learning Contract / Educational Plan are the student's educational goals and objectives. We encourage and strongly recommend using the Council on Social Work Education's core competencies as a guide when developing learning contracts/ educational plans (See pages 8-9).

Learning Contracts/ Educational Plans are responsive to:

1. The student's need of appropriate orientation to the agency, to its staff, to the physical setting, to agency policy and procedures, and to its characteristic intervention methods.
2. The core competencies outlined in the CSWE's Educational Policy and Accreditation Standards.
3. The educational goals of the program at LIU—Brooklyn (page 7).
4. The school's commitment and attention to racial, ethnic, gender, and other forms of diversity throughout the curriculum.

5. The student's individualized professional growth goals.
6. The expectations of the Field Instructor and Field Agency.

Intermittent review of the Learning Contract/ Educational Plan is expected to collaboratively occur, minimally, at the times of the Fieldwork Coordinator's agency visits. This review is intended to result in any appropriate adjustment(s) in the substance of the Learning Contract/ Educational Plan to reflect the student's interim development and/or newly emergent educational priorities.

The Field Training Expectations of Students, Agencies, Field Instructors and the LIU Brooklyn BSSW Program:

(Students, Agency and LIU Fieldwork Coordinator all sign the Three Party Agreement (Appendixes D and E) indicating their agreement to the terms outlined below.)

EXPECTATIONS OF STUDENTS

As a student I agree to:

1. Inform myself of and adhere to the policies and requirements of the BSSW Program and field site in which I am placed.
2. Be committed to the welfare of clients while conducting myself in a professionally responsible manner.
3. Implement social work values and professional standards of behavior in accordance with the NASW Code of Ethics and the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles.
4. Participate fully and actively in my own learning by expressing my needs, evaluating my work and acknowledging my areas of strength as well as those areas in need of further attention, development and change.
5. The following responsibilities:
 - a. Arrange an initial interview with the assigned field site in order to meet Field Instructor, clarify agency location and purpose, starting date and hours, and understanding of the nature of the student role and assignments in the agency.
 - b. Keep confidential those interactions that I conduct, whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.
 - c. Complete assigned tasks on time and in accord with agency and school requirements.
 - d. Submit to my Field Instructor all process recordings as indicated (minimum two per month) as well as my Learning Contract. Raise specific learning needs, questions or dilemmas that I feel I need to confer on.
 - e. Notify my Field Instructor of lateness or absence at once and arrange to make up this time within two weeks.
 - f. Arrange for coverage of my clients during vacation periods and at the end of my placement.
 - g. Attend all meetings called by the director of field education, field liaison or field supervisor.
 - h. Inform Field Instructor and director of field education of any difficulty, personal or professional which affects my work time and/or performance

- i. Engage fully in the evaluation process including the final evaluation
- j. Behave professionally by adhering to the Code of Ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.
- k. Study the ways in which my values, attitudes, beliefs, emotions and past experiences affect my thinking, behavior and relationships.
- l. Be willing to examine and change behavior when it interferes with working with clients and other collaborative professional relationships.

EXPECTATIONS OF FIELD SUPERVISORS AND AGENCY FIELD SITES

The Agency and the Field Instructor agree to share in the mission and goals of LIU Brooklyn and the BSSW Program by helping to prepare students with a basic competence for entry-level professional generalist social work practice. The agency/organization agrees to:

- 1. Consider referred students for acceptance without regard to race, ethnicity, religion, culture, gender, sexual orientation, or any other category.
- 2. Provide an experienced BSW- or MSW-level Field Instructor who has the time for and commitment to educating students for social work practice.
- 3. Assign at least one case by the second week of placement and increase the load at a pace that keeps the student challenged but not overwhelmed. Make assignments with educational value as the primary consideration; appropriate to the level and skill of the student and consistent with the LIU BSSW Program.
- 4. Help the student actively engage in the learning process by encouraging her/him to identify her/his own needs and to reflect on her/his own work continuously.
- 5. Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.
- 6. Prepare for student's arrival by designating work space and equipment, preparing case assignments and orientation to the agency and the community.
- 7. Provide a minimum of one hour of weekly of supervision at a regularly-scheduled, mutually-agreed-upon time.
- 8. Require a minimum of two process recordings per month to be used during supervisory conferences where appropriate.
- 9. Vary assignments to include clients from different cultural, social, and religious backgrounds and call for different helping roles (i.e., counseling, advocacy, brokerage, outreach, etc.). Where possible include work with individuals, groups, families, other organizations and communities.
- 10. Provide ongoing feedback to the student on her/his progress in specific areas of practice.
- 11. Complete a detailed written evaluation of the student at the end of each semester with the student as an active participant in the process. (Guidelines are provided by the BSSW program).
- 12. Include students in staff meetings, training sessions and other professional meetings, whenever possible.
- 13. Attend all Field Instructor's meetings at the University, whenever possible.
- 14. Provide ongoing feedback to the BSSW program regarding the administration of the field experience component.

15. Maintain contact with the Field Director.
16. Arrange contingency assignments, supervision, accommodations, etc. in the event of your absence.

EXPECTATIONS OF LIU—BROOKLYN BSSW PROGRAM

The Field Education department and the BSSW Program agree to:

1. Provide written guidelines to the Field Instructor regarding the philosophy, curriculum and requirements of the BSSW program.
2. Provide pre-placement orientation and ongoing training seminars for all Field Instructors.
3. Arrange for regular, planned exchange between the program and the agency by visiting field agencies regularly to monitor educational outcomes, student progress and any other issues as they may arise.
4. Provide support to students at the beginning and throughout the placement.
5. Respond to any problem or concern of either student or agency in a timely fashion.
6. Include input of Field Instructors in field curriculum development.
7. Provide an accompanying field seminar to complement and reinforce the field learning experience.
8. Provide written guidelines to the Field Instructor regarding the preparation of student evaluations.
9. Provide student and agency with a medium for evaluating the field experience and the BSSW program.

STUDENT RESPONSIBILITIES TO AGENCY

In addition to the expectations of the student outlined above, students are expected to fulfill the following basic requirements:

1. Complete a minimum of 400 hours in field, averaging 14 hours per week. It is the students' responsibility to maintain a record of their hours, using the time sheet located in Appendix J. Field Instructors initial and sign each completed time sheet. Originals are submitted to the Fieldwork Office and copies are retained by the student. Additionally, some students may be asked to complete agency-based time sheets.
2. Follow the University calendar with regard to when holidays and recesses are observed. If conflicts between University holidays and agency schedules arise, individual adjustments in schedules can be made with the agreement of both the student and the Field Instructor. During certain holiday weeks, scheduled courses may conflict with field hours. In these cases, students must attend class and make up the missed time in the field. This may happen, for example, the week of President's Day, when the Tuesday tends to follow a Monday schedule.
3. Prepare a Learning Contract/ Educational Plan (see Appendix O) with the agency Field Instructor and Field Seminar Instructor during the beginning weeks of the field experience. The purpose of the Learning Contract is to specify learning goals and competencies tailored to the unique needs of each student and each field placement. It is developed cooperatively: the student, the Field Instructor and reviewed by Field Seminar

Instructor. The contract may be revised to respond to changing needs. It is a point of reference in the midterm and final evaluation conferences.

4. Complete all work assigned by the Field Instructor within specified deadlines.
5. Perform all duties in a professional manner. Keep all commitments to the agency, the Field Instructor and the clients. If at any time you are unable to be on time, or to be present when expected, it is imperative that you notify your Field Instructor immediately making sure that he/she or another responsible person in the agency gets your message. All appointments with clients should be faithfully kept. Any time missed should be made up during the course of the semester. All fieldwork must be completed by the last day of the semester in order to satisfactorily pass the course. Your field experience begins at the beginning of the term and ends at the end of the term. Students are encouraged not to finish early. However, when students are ending field earlier than expected, they are recommended to discuss this plan in advance with their field instructor and notify the fieldwork coordinator.
6. Exercise initiative in seeking out and completing your work. Discuss your needs for consultation or help with your Field Instructor when you first establish your working relationship.
7. Prepare an agenda for weekly supervisory conferences and participate in the ongoing evaluation of the field experience with your Field Instructor.
8. Attend seminars and workshops offered by your agency or sponsored by others when they pertain to your placement field of practice, with your Field Instructor's approval and awareness.
9. Notify the fieldwork department if you encounter problems in your field placement that you cannot easily resolve with your Field Instructor.
10. Provide your own transportation to and from the agency.
11. Attend the weekly Fieldwork Seminar I and II (fall SWK 182 & spring SWK 183) and complete all assignments in a timely manner.

Since your field placement is an extension of your academic education into a community agency, as you begin your agency placement consider these special points:

Your field placement is an extension of your academic education into a community agency.

1. You are first and foremost in the agency to learn and not to fulfill agency needs.
2. If you are requested to transport clients, it is best to do so in an agency vehicle.
3. If making home visits, do so with an agency employee. In some cases, students may make home visits by themselves, but only after it is approved by the agency and the

fieldwork office. The agency and fieldwork office approve such visits only in cases when the clients have an established relationship with the agency and when the student is adequately prepared.

CRITERIA FOR SELECTION OF FIELD AGENCIES

The LIU Brooklyn BSSW Program contracts with a wide range of agencies that serve diverse populations, and address diverse needs, within Brooklyn and the greater New York City area. Our field agencies represent many fields of practice, diverse client populations and a wide range of issues. We seek to include agencies that reflect the population and needs of our communities and represent demographic and needs-based changes in the community.

The impetus for designating an agency as a field site may originate either from the agency or the BSSW program. Qualified staff interested in supervising students in their agencies should contact the Field Director to initiate the placement process.

Field agencies selected by the LIU Brooklyn BSSW Program offer:

- Opportunities for student-learning in the agency consistent with educational goals of the LIU Brooklyn BSSW program. Social work students are assigned direct and indirect practice activities that are defined by the third week of the semester.
- Interest in taking responsibility for field instruction and for working collaboratively with the Field Director to provide an optimal field education experience for students. Staff must demonstrate an understanding of and respect for the philosophical and value base of professional social work practice and education.
- Commitment by the Board or governing body of the agency to a field instruction program and to the responsibilities involved.
- Good standing in the community and the profession, and credentials of approval from appropriate standard-setting bodies.
- Staff sufficient to maintain the basic program of the agency without reliance on students.
- Agreement by the host agency when the field site is a social service unit which operates in a host setting (such as a hospital, court, school or other institution). The host agency or institution agrees to the presence of students and to the utilization of staff for student supervision.
- Objectives consistent with the values of social work, and a clearly defined and appropriate role in the host agency's total operations.
- A qualified Field Instructor who possesses a BSW or MSW from an accredited program and is willing to provide supervision and instruction for an undergraduate student. The time recommended to supervise a BSSW is equivalent to one half day per week. (This includes time for supervisory conferences, selection of assignments, participation in field

instruction meetings, and preparation of required evaluation reports.

- Sufficient size, scope, and flow of agency activities to enable students to gain a wide range of experiences. The selection of learning experiences is based on their educational value.
- Suitable space and working facilities for the student. These facilities are consistent with those considered necessary for the proper functioning of any staff member and include desk space, interviewing facilities, access to a telephone, office supplies and transportation for field visits, or mileage reimbursement if students use their own cars.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

Field Instructors selected by the BSSW Program offer:

- The capacity to conceptualize and transmit knowledge.
- Commitment to the values and ethics of the social work profession and the capacity to operationalize them in practice through field instruction.
- Ability to identify appropriate learning opportunities within the agency, which will enhance the student's knowledge and practice skills.
- Ability to perform an educational assessment based on mutually agreed upon educational goals.
- Knowledge of adult learning concepts and the ability to apply them.
- Ability to select appropriate teaching material.
- Constructive use of the supervisory relationship.
- Commitment to providing supervision in a manner that is supportive and nurturing. Ensure that task supervisors also deliver supervision in this manner. It is our experience that excessive criticism is counterproductive.
- Collaboration with the Field Director.
- Commitment to professional education. This is expressed by preparing supervisory and instructional meetings, communicating with the Field Director, and participating in the BSSW Program seminars/ trainings and workshops, specific to Field Instruction.

In general, Field Instructors are required to hold a BSW degree and preferably an MSW degree from a CSWE accredited program. Occasionally, a student may have an excellent field opportunity in an agency where no BSW or MSW social worker is employed. In these cases, arrangements will be made to bring in social work supervision from a BSW or MSW social worker on the agency's board of directors, from another agency, or from the social work faculty.

Alternatively, if the agency can offer the student exposure to the social work perspective via the agency director or other mentor, the site can be deemed suitable.

HOW A PLACEMENT DECISION IS MADE

Field placement decisions are made by the Field Director in partnership with the student and the field agency/field instructor. The process generally begins during the month of March. At this time the Field Director makes classroom presentations for juniors in the BSSW program, schedules information session(s) for students that are considering entering field in the fall, or notices are sent to students directly. After the presentations and notifications, students are asked to complete the fieldwork application (Appendix A). Finally, students meet with the Field Director to continue the field placement process. The purpose of this meeting is to assess each student's interests and preferences regarding types of field placements and to evaluate academic readiness for the field (GPA, prerequisite coursework, etc.). During this meeting the fieldwork coordinator will make recommendations to students that are consistent with their goals and objectives for field.

Although every attempt is made to consider personal situations and preferences, each student's educational needs are the first priority in matching students with field agencies. Every attempt is made to complete the placement process by early summer. Although for students who finish their prerequisites during summer school, placements are finalized in August. The completion of the placement process occurs after the following steps have been taken:

- 1). Field Director visits and meets the Field Instructor
- 2). The agency is approved for placement; and
- 3). Student and Field Instructor meet to discuss each other's expectations with regard to responsibilities, tasks and logistics.

PROBLEMS IN FIELD INSTRUCTION

Students experiencing concerns, worries, or problems in field are encouraged to discuss these as soon as possible in the Fieldwork Seminar course and with the Field Director. Students are always welcome to make an appointment to talk with the Field Director to express their concerns. Student concerns are taken very seriously and every effort is made to ensure a just response and fair resolution.

It is the responsibility of the faculty of the BSSW program to grant academic credit only to students whose course work meets at least minimally acceptable standards. Because performance in field instruction is a critical indicator of the student's readiness to assume professional responsibilities, as well as field instruction being a major formal requirement (a total of 8 credit hours), the student must earn a "P" grade for each semester in field instruction in order to complete candidacy for the social work degree.

Each student receives specific evaluative feedback from their Field Instructors throughout the two semesters of placement. The Program has developed guidelines for handling situations in which the student's fieldwork performance needs improvement bring into question the student's ability to meet minimally acceptable standards. In most instances, such areas for improvement become apparent early in the placement.

Examples that may raise concerns of student performance include erratic attendance patterns, not keeping appointments or other obligations to clients or colleagues, punitive or otherwise inappropriate behavior in the professional role, and refusal or not carrying out policies or procedures which are vital to the agency's functioning. Less obviously, shortcomings in the quality of student performance in field placement as measured by the criteria specified in the Learning Contract and fieldwork evaluation may become apparent at any time in the placement. It is important that any performance deficiency be brought to the student's attention as soon as it has been observed. Only in this way will the student and the Field Instructor (and the Field Director) have full opportunity to initiate timely corrective steps. The BSSW program encourages the student to raise and pursue issues regarding his/her fieldwork placement. The student should bring such concerns to the Field Instructor or directly to the Field Director for appropriate resolution.

The first step in most cases will involve the Field Seminar Instructor or Field Director coaching the student to attempt to resolve the problem for him/her. The program believes that the process of problem solving on one's own behalf is an important part of the student's education. If this is unsuccessful, the Field Director will initiate a joint meeting with the student and the Field Instructor to assess the possibility and appropriateness of further attempts at problem resolution. If it is deemed appropriate, both BSSW Program Coordinator and/ or Field Instructor's supervisor may be invited to attend this or subsequent meetings.

Field placements are made after a thoughtful pre-placement process, which includes active student and agency participation and choice. Field placements, once confirmed, are not disrupted without significant consideration. If the conclusion is reached that a placement should be discontinued, an assessment will be made whether a student should be reassigned to another Field Instructor in the same agency or to another agency setting. **Students who disrupt a placement without prior approval of the BSSW program risk receiving a grade unsatisfactory grade.**

SUSPENSION FROM THE FIELD

Students and Field Instructors should be aware that a student may be suspended from the field placement as a result of unprofessional, inappropriate, unlawful or unethical behavior or behavior that is, or could be, detrimental to clients, the agency, the University or the student.

When concern is first raised by a field instructor, seminar faculty, or Field Director that a student's behavior is perceived as unethical, unlawful or unsafe, the student may be suspended from the field placement until the matter can be carefully reviewed and resolved. The student's professional behavior, as reflected in written records or reports and as stated by the student and other key stakeholders will be carefully examined by the Field Director. After conducting an examination of all relevant materials, the Field Director, BSSW Program Director, and Chair of the Social Work Department may decide that the student:

- (1) Continue in the same placement with an action plan to address concerns,
 - (2) Be assigned to a different field placement;
 - (3) Be removed from the current field placement without being placed in another internship.
- This may result in the student withdrawing from fieldwork and seminar courses, or

receiving a failing grade in those courses. Or

(4) Be referred to the Student Review Committee for further consideration.

When a student is suspended from field placement by the Field Director, the student may appeal this decision to the Chair of the Social Work department.

The spirit of these procedures is to help the student to learn from the circumstances and provide the student structure in which he or she can remediate their behavior and function within the bounds of professional social work practice.

TERMINATION FROM THE FIELD:

If a student's behavior is determined to be unethical or threatening to client interests or may place clients or others at risk the student may be immediately terminated from field placement. The decision to terminate a student from the field can be made by the Chair of the Social Work Department, the Program Coordinator of the BSSW Program, the Field Director, or the Student Review Committee.

The determination that a student should be terminated from a field site is a professional judgment based upon a comprehensive review of the circumstances. After first appealing to the decision maker, the student may next appeal the decision of the Field Director, BSSW Program Coordinator, or Student Review Committee to the Department Chairperson. A decision of the Department Chairperson must be appealed through the processes outlined by the Dean of the School of Health professions.

CRIMINAL BACKGROUND CHECKS and DRUG SCREENINGS

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

FIELD PLACEMENT AND EMPLOYMENT

In certain circumstances, students may be permitted to complete field education in their place of employment. In such cases, the field placement must be structured in a way that ensures separation of the student's responsibilities as employee and that of student. The agency must agree to relieve the student from employment duties for the hours needed to do the field placement and to assign different responsibilities to the student than previously required. The student will have a different Field Instructor than her or his job supervisor and different responsibilities. The field instructor will be asked to submit information on their education, degree, and experience to ensure that they meet the standards identified by CSWE for field instructors of BSSW students.

PROCESS FOR CHANGING PLACEMENT

A request for a change in field placement may be initiated prior to mid-semester or shortly thereafter by the Field Instructor, the student, or the Field Director. Although, every effort is made to ensure a successful experience, unforeseen difficulties sometimes arise. The student may be unable to adjust to and perform satisfactorily in a particular setting, or the agency may be

unable to provide a sound learning experience. Should such a situation arise, the decision to change the field setting will be made by the Field Director following one or several conferences with the Program Coordinator, the Field Instructor, the Chair of the department, and the student.

OVERTIME, ABSENCES AND SCHEDULED HOURS

It is expected that there will be occasions when it is necessary for students to perform overtime work or on-call work, but when the necessity does arise, it is expected that the student will be promptly given compensatory time off. Students are encouraged to work out an acceptable plan for covering their caseload in the field during extended semester holiday breaks.

In case of illness or unavoidable absence, the student should inform the agency as soon as possible. The student and Field Instructor should immediately notify the Field Director about absences of **more than two consecutive days**. Students should make up time they have missed within the same semester, unless otherwise determined and approved by the Field Director and the field instructor. Students need to complete the required fieldwork hours to receive a passing grade for fieldwork. If considerable lengths of time are missed, arrangements can be made to make up time before the beginning of the next semester. Evening and weekend field hours are an exception to the rule. Evening hours can be made “part” of the student’s schedule if the Field Instructor, the Field Director and the Program Director agree that the student’s supervision is not diminished.

Any on-call or crisis duty must be part of pre-approved objectives in the student’s Educational Plan. Any disputes need to be cleared with the Field Director. A student is not to be on-call during class time.

Students are not permitted to miss class to attend or make up hours in field. Instead, students and field instructors are expected to develop a plan that will allow completion of required field hours outside of class time. The Field Director can assist both students and field instructors in developing a plan for making up and completing field hours. Students are expected to discuss absences from class with the professor. At no time will students be excused from class to attend field. If a student desires to attend an activity at their assigned field agency or attend field in lieu of attending a class or classes, it is the student’s responsibility and choice. **No field instructor or agency representative can excuse a student from class.** Students are encouraged to review their class syllabus for information on excused absences which are usually at the discretion of the professor. On occasion students have been invited to travel with their assigned field agencies for overnight trips. When this is the case, students will need to inform their class professors prior to the trip and it is still up to that professor to grant an excused absence.

FIELD EDUCATION EXPENSES

Students pay their own transportation costs to and from the agency. In the event that a student is asked to escort a client or to conduct a home visit, it will be the responsibility of the agency to compensate the student for transportation costs. It is the policy of the BSSW program that students do not make solo home visits, but are accompanied by a staff member.

ENDINGS: The Student with the Agency

Ending the field placement is as important an issue to consider as beginning the placement. The

manner in which termination is handled is important for the student personally, and also serves as a model for how the student could handle endings with client systems. The student will be dealing with feelings about ending with their clients, the agency, and the Field Instructor. Senior students will also be facing the loss of role as student and will be confronting graduation, graduate school, job-hunting and assuming other adult roles. During the last two to three months of the semester, it is recommended that student reactions to these endings are discussed in supervisory conferences and in fieldwork seminar.

The themes involved in student-client endings are similar to those involved in Student-Field Instructor endings. Field Instructors often have as difficult time with endings as do students. We emphasize the importance of attention to discussion of termination issues for the welfare of all parties: Field Instructor, student, and client.

The process of ending with client systems involves the assessment of the client's growth and changes made. So too with students, the ending of the field placement should involve a mutual discussion of the experience.

Formal recognition that the student is leaving the agency is meaningful. During the last week or day of placement, we encourage that the Field Instructor and/or agency staff formally express their gratitude for the student's efforts during the year. This means a great deal to the students and to the faculty of the program as well.

STUDENT REVIEW COMMITTEE POLICY AND PROCEDURES

The Student Review Committee (SRC) is a mechanism designed to address problems with students' academic and/or professional performance.

When a student's performance in field work is evaluated as concerning, but has not resulted in suspension or termination by the Field Director, BSSW Program Coordinator, or Department Chairperson, a request may be made for the Student Review Committee to review the student's behavior. Then the Student Review Committee may determine what, if any, course of action could bring the student's performance into compliance with the university's, department, and profession's standards. At the conclusion of the Student Review Committee meeting, a form will be completed and provided to the student that outlines the issue(s) identified action taken, if any, and consequences if the student fails to adhere to any conditions during the meeting that are necessary for their continued involvement in the BSSW program. (See Appendix Q for additional information and procedures of the Student Review Committee).

GRIEVANCE PROCEDURES

The Department of Social Work follows the procedures as outlined by the School of Health Professions at LIU Brooklyn.

Students at the Brooklyn Campus may expect 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 academic community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

Students who wish to appeal a final course grade must initiate the process with the course instructor at the Division/Department level within 30 business days of the 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.

The Grievance Procedure in the Social Work Department is as follows:

1. The student will **write** out a clear statement of the grievance.
2. The student will submit this statement to the staff member involved. The student will be given a **written response** within a reasonable time. The instructor/staff member will communicate the student's request and their response to the Department Chair and Program Coordinator.
3. If the student is not satisfied with the response, the student may submit a statement to the Department Chairperson. The Chairperson will review the matter and provide the student with a written response within a reasonable time.
4. If a student is not satisfied with the response from the Department Chairperson, the student may submit a statement to the Social Work Department Grievance Committee. This committee is comprised of 3 faculty and/or staff members of the Social Work Department. The Committee's purpose is to arbitrate student grievances and appeals and attempt to resolve any conflicts between students and faculty that require mediation. The committee will review the matter and provide the student with a written response within a reasonable time.

5. If still not satisfied with the response from the Social Work Department Grievance Committee, the student may institute a formal complaint with the Associate Dean of the School of Health Professions.

As per University policy, racial, sexual, or gender discrimination are not included in the outlined grievance procedures but rather immediately reported to and investigated by the University Office of the Assistant Provost.

A student's grievance is heard by the Social Work Department's Grievance Committee. This committee is composed of three (3) faculty and/or staff members, who serve on a rotating basis. Only students who are intending to major in social work may file a grievance over a grade in SWK 101 (students with other majors must utilize regular University channels for filing a grievance). In the remaining social work courses, only social work majors may file a grievance under these procedures.

The following process will be used for all appeals that students choose to bring to the Dean as part of the university appeal process.

This process will not supersede program or division procedures and will only be followed after appeals at the division level are exhausted.

1. The student MUST have first followed departmental appeal processes including, but not limited to, appeal to the instructor and to the division/department/program director.
2. Appeals to the Dean must be submitted in writing and must be submitted within 10 business days of receipt of the decision letter from the Division/Program. This written appeal will be transmitted to the Appeal Board for review and will be a factor in the final decision made by the Dean. The appeal must be accompanied by a completed Appeal Checklist.
3. If deemed necessary by the Dean, the Associate Dean will serve as a hearing officer and will appoint an *ad hoc* Appeal Board. The Appeal Board will consist of three faculty members from the School of Health Professions, who may be tenure track, NTTA or have administrative roles. One of these faculty members will be from the program from which the appeal has originated. The Dean will be present at the hearing, but will not contribute to the discussion.
4. The hearing will be scheduled as expeditiously as possible.
5. 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 faculty member, 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 Board for the purpose of clarification.
 - e. Upon completion of the presentations and any questioning by the Board, the student and faculty will be excused.

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

6. Within 24 hours of the hearing, the Associate Dean 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 Board after the parties were dismissed;
 - c. A recommendation for action by the Dean.

7. 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. This decision will normally be made within 48 hours unless further investigation is necessary or the Dean is unavailable within that time frame. If the decision will be delayed longer than 48 hours, 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 following form must be submitted to the Dean's office with the written appeal:

Student Appeal Checklist

Student Name: _____

Degree Program: _____ Course Number/Instructor: _____

SPC/Academic or Professional Behavior Issue: _____

Department/Division Decision Rendered

Academic Warning Rendered

Student Placed on Academic Probation

Student Dismissed from Program

Other:

Notes: _____

Appeal to the Course Professor/Instructor (if applicable)

Date Initiated:

Outcome:

Faculty/Instr Signature:

Date:

Appeal to the Program Director/Chair

Date Initiated:

Outcome:

Director/Chair Signature:

Date:

Appeal to the Program Progress Committee

Date Initiated:

Outcome:

Committee Signature:

Date:

Appeal to the Dean

Date Initiated:

Outcome:

Dean Signature:

Date:

STUDENT EVALUATION AND GRADES

Evaluation, an ongoing process involving the Field Instructor, the student, and the Field Director, is based on the student's ability to meet the learning objectives, core competencies and practice behaviors of SWK 180 & 181 (Fieldwork), as well as the individualized learning objectives specified in the Learning Contract/ Educational Plan. When the student's performance is being evaluated, factors in the placement itself, which may be an impediment to the student's learning and performance, will be taken into consideration. It is expected that students will be given ongoing informal feedback as well as formal feedback at mid-semester (See Appendix F) and end-of-semester final evaluation sessions (End-of-Semester Evaluation of Student Performance ESESP, Appendix G).

Both the evaluation completed at the end of the fall semester and the evaluation completed at the end of the spring semester examines the student's basic skills in areas known as core competencies. These forms are to be completed by the field instructor and a formal verbal conference between student and field instructor is also recommended. This discussion, usually a part of regular supervision, should be held during the week outlined in the field instruction calendar. In this meeting, the student's strengths are identified, as are areas for improvement. All evaluations must be read, discussed, signed and dated by the Field Instructor and the student.

The student's signature merely indicates that she or he has received and understands the performance feedback. A Student may prepare a written rebuttal to the Field Instructor and the Field Director, if she/he disagrees with any or all parts of the evaluation.

The written rebuttal will be discussed with the student and becomes part of the student's official record. The completed and signed original evaluation and rebuttal will be discussed between all parties during a site visit. It is then reviewed by the Field Director and Department Chair and placed in the student's official record.

In most situations, the student receiving a mid- year (December) rating that is less than satisfactory is allowed to continue in the field. A plan must be written by the Field Director in conjunction with the student and the Field Instructor, which will include the steps to be taken to assist the student in improving his/her performance and achieving the learning contract and date(s) when the student, Field Instructor and Faculty Liaison will meet to evaluate the student's progress. The Field Director will review such situations carefully and monitor closely the student's progress in the agency. Such monitoring will be for the purpose of deciding if and what additional steps need to be taken. In the event that there are sound educational reasons for changing a student's placement, the student may be moved to a different Field Instructor in the same agency or to a different field site altogether. The Field Director in consultation with the Field Instructor, the BSSW Program Coordinator, the Chair of the Social Work Department, the Student Review Committee, and the student, will make any change in supervision or agency placement.

GRADES

Field is graded on a Pass/Fail basis. The Field Instructor recommends the grade to the Director of Field Education . It is the Field Director that, actually assigns the grade after meeting with the student and Field Instructor and reviewing the end-of-semester evaluation. In assigning the grade of Pass or Fail, the Field Director takes into account the fieldwork goals listed in bullet point below as well as the grounds for dismissal from the program listed in Appendix N.

Students will NOT receive a passing grade for either semester if they have not completed the required field hours for that semester. In that situation, a student may receive an incomplete (INC) grade until they provide the requisite time sheets.

Students who receive an “F” as a final grade in a field practicum may be invited to repeat the field practicum during the following year. Failure to satisfactorily complete the repeated field course may constitute grounds for dismissal from the BSSW Program.

STUDENT & FIELD EVALUATION GUIDELINES

End-of- Semester Student Performance Evaluation (ESESP) Completed in December and April. See Appendix G.

The End of Semester Evaluation covers the basic and beginning attributes and skills to becoming a constructive member of a work environment. In addition, the end of semester evaluation is a formal verbal conference, usually a part of regular supervision, to be held during the week outlined in the field instruction calendar. The evaluation provides the field instructor with an opportunity to assess the student's progress in the core competencies and practice behaviors.

To assist with your planning, the following checklist is offered as an example of the content to be covered.

- Discuss each of the student's significant assignments to date.
- Review the Learning Contract/ Educational Plan and evaluate progress.
- Summarize the most significant areas of progress as well as areas of growth, or if indicated, of marginal or unsatisfactory progress.
- Evaluate the student/supervisor relationship with regard to teaching and learning styles, directness of feedback and other process issues.
- Pursue professional social work identity with a commitment toward social justice, professional values and ethics. *Social Work Values include: service, social justice, inherent dignity and work of individuals, self-determination, and importance of human relationships, integrity and competence. (Please refer to the NASW Code of Ethics).*
- Illustrate "use of self" in relationship to clients and client systems with particular appreciation for the differences among people.
- Promote integration of the program site with other community agencies and programs.
- Develop professional helping relationships and formulate assessments based on client strengths and goal identification.
- Develop appropriate social work interventions for use with individuals, families, small groups, organizations and communities. These interventions must be sensitive to client characteristics of age, race, ethnicity, gender, disability, religion, sexual orientation, etc.
- Understand termination and its appropriate applications across settings and population groups.
- Support evaluation and develop research skills as key components of social work practice.

If in the opinion of the Field Instructor or the student, there exists significant negative feedback, written details of the situation should be provided on the reverse of the End of Semester Evaluation form. The written evaluation must be discussed with and submitted to the field liaison/fieldwork coordinator for review as soon as possible. (Also see Student Evaluation and Grades section, above).

Mid-Semester Evaluation of Student Performance

During mid-semester of both fall and spring, field instructors rate the student's performance based on the following criteria: punctuality, dependability, adaptability, ability to get along with others, attitude, initiative, accepts suggestions, and dress code. See Appendix F.

Student Evaluation of Field Placement

Toward the end of the spring semester, students complete an evaluation of their field placement. Detailed questions explore the student's overall experience with the agency. See Appendix H.

Evaluation of Field Liaison

At the end of the spring semester, field instructors complete an evaluation of the field liaison. See Appendix I.

Field Liaison Evaluation of Student Field Placement

At the end of the spring semester, the field liaison completes an evaluation of the field placement. See Appendix L.

PROCESS RECORDING GUIDELINES

Purpose:

The primary purpose of the process recording is to serve as a teaching and learning tool. Process recordings enhance the capacity to observe, recall, report accurately and gain further insight into what occurred in the process with a client or system. The process recording also provides the students with an opportunity for self-reflection. Additionally, the process recording is a tool used to:

- Keep the field instructor informed about the student's skill development.
- Encourage the student to conceptualize.
- Help the field instructor and field director to develop a detailed understanding of students learning needs, knowledge gaps, and skill levels.

The process recording or log may be used to establish the student's:

- Learning needs
- Knowledge gaps
- Ability to address a variety of potential personal issues which influence clinical decisions, e.g. dependency, aggression, resistance, ambivalence, authority, separation, etc.
- Ability to deal with individuals, teams, groups, and collateral resources
- Knowledge of social work values, ethics and human variability.

LIU Brooklyn's BSSW Program requires that a minimum of two process recordings are completed each month. However, the Field Instructor may assign additional process recordings or logs as he/she deems necessary. It is not uncommon for Field Instructors to require one process recording per week. These documents are to be available for Field Liaisons to review during the scheduled site visit.

Process Recordings should contain:

1. Purpose of the session
2. Date of session and number of previous contacts
3. Description of client/client systems; including appearance, characteristics (age, gender, ethnicity, occupation, etc.), and affect
4. Content
 - a. Verbatim exchange between student and client(s), especially at the beginning, end, and "problem moments" of the session.
 - b. Student's analysis of the climate, interaction, their role, their techniques; the dynamics of what is happening internally to the client(s) and to the worker, as well as what is happening between worker and client(s); and when appropriate, the interaction among clients
5. Student's feelings about what is going on in the session
6. Identification of themes and patterns
7. General observations and impressions based on data gained in session
8. Plans for subsequent contacts, including identification of areas for further exploration or clarification.
9. Questions for field instructor.

All process recordings, regardless of format or size of client system, include the verbatim exchange of what transpired during the session. Process recordings can be required for a variety of students' assignments, and can include group, family and community sessions in addition to individual contacts. A Process Recording example is provided in Appendix K.

For students who are involved with administrative work, policy change or analysis, or community organizing, in addition to Process Recordings, Administrative Logs can be assigned. A sample of an Administrative Log is available in Appendix K. The Administrative Log contains the following elements:

1. Name of Student Intern
2. Project
3. Date
4. Project Description
5. Purpose and Need
6. Task Plan
7. Necessary Resources
8. Political Considerations and Obstacles
9. Progress
10. Self-Assessment
11. Agenda for Supervision

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 agency field supervisor.

NON-DISCRIMINATION POLICY

It is the policy of Long Island University that no person in relationship with the University will be subject to discrimination on the grounds of race, color, creed, sex, disability, or national origin. The Department of Social Work 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 or procedure, including student admissions, termination and recruitment. The program supports the principles of affirmative action and due process in hiring, admissions, retention, and termination decisions affecting students, faculty and staff.

UNIVERSITY SEXUAL HARASSMENT POLICY

The BSSW program shares the University's belief that a proper academic environment cannot be maintained when members of the academic community are subjected to sexual harassment. Thus the program reaffirms the University's policy, which strictly forbids the sexual harassment of any student. We adopt and are guided by the University's policy, stated in part below. For a full copy of the University policy, students may secure the sexual harassment policy pamphlet from the Fieldwork Office or the Provost's Office.

Sexual Harassment Policy Statement

It is the policy of Long Island University to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty and staff. Sexual harassment is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color national or ethnic origin, disability, and veteran status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

Prohibited Conduct

It is a violation of university policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or

condition of any individual's employment or academic standing;

2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual;

OR

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Examples of Sexual Harassment

Examples of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected;
- sexual comments, teasing or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault

Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflict of interest may arise when a faculty member,

supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are not permitted.

Title IX

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. The 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.

APPENDICES

Appendix A	Student Application for Field Placement
Appendix B	Field Instructor Application Form
Appendix C	Agency Data Form
Appendix D	Three-Party Affiliation Agreement
Appendix E	Three –Party Affiliation Agreement (Student Signature Page)
Appendix F	Mid-semester Evaluation of Field Student
Appendix G	End of Semester Evaluation of Student Placement (ESESP)
Appendix H	Student Evaluation of Field Placement
Appendix I	Field Liaison Evaluation Form
Appendix J	Monthly Time Sheet
Appendix K	Process Recording Example and Administrative Log Example
Appendix L	Field Liaison’s Evaluation of Student’s Field Practicum
Appendix M	NASW Code of Ethics/ Ethics in Social Work, Statement of Principles, International Federation of Social Workers (IFSW) International Association of Schools of Social Work (IASSW)
Appendix N	Grounds for Dismissal from the Program
Appendix O	Outline for the Educational Plan/ Learning Contract
Appendix P	Grievance Procedures
Appendix Q	Student Review Committee Policy & Procedures

Appendix A

**Long Island University, Brooklyn Campus
BSSW Program
Application for Field Placement
2020 – 2021 Academic Year**

*Return the completed application and resume by **March 15th, 2021**_____. It is best that you complete this process early and on time. Identify these word documents by your last name. Essay and last name. Resume. I would like to receive these documents prior to our meeting.*

Name: _____ LIU Student ID# _____

Address: _____

Mailing address if different from above: _____

Telephone numbers (home, cell and work): Home _____

Cell Phone _____ Work _____

Email address (LIU email only): _____

Emergency Contact: _____ Relationship: _____

Telephone number: _____

Please mark below the social work courses that you have already taken by indicating the semester and the grade that you received for each.

Professional Foundation Courses Completed

		Semester		Grade	
SWK 101	Introduction to Human Services and Social Work				
SWK 114	Social Welfare Institutions				
SWK 115	Social Welfare and Public Policy				
SWK 116	Diversity				
SWK 123	Human Behavior in the Social Environment I				
SWK 124	Human Behavior in the Social Environment II				
SWK 130	Writing for Social Work Profession				
SWK 132	Human Rights and Social Justice				
SWK 170	Social Work Practice I				
SWK 171	Social Work Practice II				

What is your current GPA: _____

How will you travel to and from your field placement site? Personal vehicle or Public Transportation

What are your plans after graduation?

____ graduate study in social work ____ graduate study in another field ____ work in social services

Other: _____

Foreign Language Fluency (list languages and degree of fluency): _____

Anticipated date of graduation: semester _____ year _____

Academic Advisor: _____

Geographic Considerations:

Where will you be residing during the academic year? Please write the full address if it is different from what you noted on the first page:

Rank from 1 to 3 [1 indicating your first preference and 3 your third preference] the geographical areas in which you would prefer to complete your field placement. Efforts will be made, wherever possible, to limit travel time to an hour or less in each direction.

Queens ____ **Manhattan** ____ **Staten Island** ____ **Bronx** ____ **Brooklyn** ____

Other (specify): _____

Balancing Commitments: Please list the days and times that you anticipate being available to complete your field education in the fall 2020/spring 2021. Please identify 14 hours.

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Do you have a documented disability/impairment and require accommodations in the internship?
YES ____ NO ____ If you checked yes, please provide Professor Yovanka Green with an Accommodation Letter from Student Support Services (SSS). The office is located on the ground floor of the Pratt Building, Room 410, (718) 488 – 1044. Hours of Operation: Monday – Thursday 9AM – 6PM, & Fridays 9AM – 5PM. Email address: studentsupportservices@brooklyn.liu.edu

Other Colleges and Universities Attended Dates Degree? Major and Minor

Social Work Experience: List any social-work related experience you have had (voluntary or paid).

Employer	Position	Dates	Duties
:			

Other Paid Work Experience:

Employer	Position	Dates	Duties

Please attach your resume and send it to Yovanka.green@liu.edu

Field Essays:

Please type your response in one document. Your response should be between 250 and 400 words. Your field essay and a copy of your resume will be shared with your prospective field instructor so that they may have a writing sample and relevant information about your background and professional goals. Please put your name on each page.

Please tell us why you have decided to pursue social work as a profession?

An increasing number of employers, including social service agencies are now requiring that their potential employees, student interns, and volunteers complete criminal background screening checks. In some cases the agency/organization may require that students pay the costs for these background checks and fingerprinting. **Please review the statements below, after you have read them please place your initials to the left in the space provided.**

_____ I understand that a history of criminal conviction may negatively impact my options for field placement.

_____ I understand that it is my responsibility to disclose information regarding all prior convictions and/ or criminal penalties to any agency where I may be placed for field education purposes and that failure to do so can result in dismissal from the agency and subsequent disciplinary recommendations by LIU Department of Social Work.

_____ I understand that it is my responsibility to disclose to the Fieldwork Coordinator information regarding any possible conflict of interest that may exist between myself and an agency where I may be placed for field placement; whether this be pre-existing or whether it occurs following agency assignment for the purposes of field placement. Failure to be forthcoming with this information can result in dismissal from the agency and disciplinary action by LIU and the Social Work Department.

Your acceptance into certain field placements may be dependent on a criminal background check, and/or the ability to meet requirements concerning health insurance, immunization, documentation (usually required in health care settings), and/or checking on your auto liability insurance (if you use your personal vehicle in transporting agency clients, etc.). It is advised that you discuss these issues with the potential field instructor and/or agency representative at the time of your interview. Furthermore, some field placements may reside at locations that involve potential risks to your health and safety. You are advised to discuss the management of these risks (that is, for example, protocol for handling violent clients) with the appropriate field instructor or agency representative. As a student intern, it is your responsibility to become informed and to comply with the agency's policies and practices to minimize any risks to your safety.

Students desiring entrance into a health-care profession or occupation should be aware that the presence of a criminal record can result in the inability to meet either program objectives and/or licensing/certification/registration requirements. Moreover, a clinical site may prevent a student

from participating in a clinical rotation should a background check reveal a criminal conviction. To the extent that you feel that a past experience may have a negative impact upon your ability to complete this program and obtain licensure, please bring this to our attention.

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

Acknowledgement:

I have carefully read this document and truthfully responded to its questions. I understand and accept the risks – including personal injury, illness and even death involved in field placement. I also understand that it is my responsibility to purchase malpractice insurance (this is billed to your tuition bill automatically) and become apprised of and comply with all agency policies and practices concerning my safety and welfare in the field. Furthermore, I understand that the Department of Social Work, the Field Instruction Office, and the agencies that accept students for placement work closely together to provide me with opportunities to meet the learning objectives of the field instruction course for which I am applying, and then to evaluate my progress toward meeting them. To this end, field instructors, field liaisons, faculty, and administrators may share information about my work in the placement site.

Please ask any questions you may have before signing.

Student Signature

Date

Print Name

Appendix B

**Long Island University, Brooklyn Campus
BSSW Program
Field Instructor Application**

Date _____

Name _____ Title _____

Agency name _____ Agency phone _____

Agency address _____

Email address _____

Education

College or University	Area of study	Degree	Date conferred

Other relevant training, credentials or certification: _____

Professional Social Work Experience

Organization	Title	Dates

Field Education Experience

SIFI (Seminar in Field Instruction) completed? _____

If so, where and when? _____

Years of experience as field instructor _____

Number of students supervised in total _____

Other information pertinent to this application _____

Please attach a copy of your resume.

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Appendix C
Long Island University, Brooklyn Campus

BSSW Program

Agency Data Form

Agency name: _____

Address: _____

Telephone: _____

Website: _____

Agency Executive Director: _____

Educational Coordinator: _____

Agency sites for the field practicum: (please list each practicum site and address. If students will be placed only in the main agency, move on to next question).

1. _____

2. _____

Person(s) proposed as field instructors: (Each proposed field instructor: please complete the attached "Field Instructor Application" form.)

1. _____

2. _____

Are there any background checks and fingerprinting requirements? Yes or No.

If yes, please indicate below the process the student must follow and the resources available or needed to ensure the clearance is completed. Please indicate if the agency will arrange the required checks or if the agency will expect the student and LIU to arrange.

<p>What is the <u>primary</u> social work practice method employed in your agency?</p> <p>CW Casework..... <input type="checkbox"/></p> <p>GW Group Work <input type="checkbox"/></p> <p>CO Community Organizing..... <input type="checkbox"/></p> <p>AD Administration <input type="checkbox"/></p> <p>RS Research <input type="checkbox"/></p> <p>OT Other..... <input type="checkbox"/></p>	<p>What is the <u>secondary</u> social work practice method employed in your agency?</p> <p>CW Casework..... <input type="checkbox"/></p> <p>GW Group Work <input type="checkbox"/></p> <p>CO Community Organizing..... <input type="checkbox"/></p> <p>AD Administration..... <input type="checkbox"/></p> <p>RS Research <input type="checkbox"/></p> <p>OT Other..... <input type="checkbox"/></p>
---	--

<p>Which <u>one</u> of the following categories best describes your agency?</p> <p>01 Health care setting <input type="checkbox"/></p> <p>02 Mental health program <input type="checkbox"/></p> <p>03 Family agency <input type="checkbox"/></p> <p>04 Child welfare agency <input type="checkbox"/></p> <p>05 Agency serving older adults..... <input type="checkbox"/></p> <p>06 Substance abuse agency <input type="checkbox"/></p> <p>07 School setting <input type="checkbox"/></p> <p>08 Settlement house <input type="checkbox"/></p> <p>09 Community-based multi-service center <input type="checkbox"/></p> <p>10 Justice system agency <input type="checkbox"/></p> <p>11 Community organization setting.... <input type="checkbox"/></p> <p>12 Industrial or union setting <input type="checkbox"/></p> <p>13 Program for disabilities..... <input type="checkbox"/></p> <p>14 Other..... <input type="checkbox"/></p>	<p>Major functions and services of agency (i.e., mission, methodologies employed, goals, etc.)</p> <hr/> <p>Major characteristics of clients served (i.e., age, gender, race, ethnicity, social class, religion, disability, etc.)</p>
--	--

<p>Major population groups served by your agency (check all that apply)</p> <p>01 Children..... <input type="checkbox"/></p> <p>02 Adolescents <input type="checkbox"/></p> <p>03 Adults <input type="checkbox"/></p> <p>04 Older Adults <input type="checkbox"/></p> <p>05 Individuals..... <input type="checkbox"/></p> <p>06 Families <input type="checkbox"/></p> <p>07 Groups..... <input type="checkbox"/></p> <p>08 Communities <input type="checkbox"/></p> <p>09 Organizations <input type="checkbox"/></p>	<p>Major issues addressed</p> <p>(i.e., aging, medical and healthcare, mental illness, domestic violence, substance abuse, child welfare, maternal/child health, etc.)</p>
--	---

Please describe the major types of assignments students would have if placed in your agency:

Other learning experiences available in your agency (i.e., seminars, in-service training, research, staff meeting participation, case presentations, etc.) _____

Please describe opportunities for students to engage in interprofessional education and interprofessional practice.

Name of person completing this form: _____

Date: _____

Thank you for your contribution to Long Island University

Revised 6/2020

Appendix D
Long Island University, Brooklyn Campus
BSSW Program

Three-Party Affiliation Agreement

Statement of understanding involving the Brooklyn Campus BSSW Program,

(Student)

_____ and

(Agency) . (Field instructor)

EXPECTATIONS OF STUDENTS

I agree to:

1. Inform myself of and adhere to the policies and requirements of the BSSW Program and field site in which I am placed.
2. Be committed to the welfare of clients while conducting myself in a professionally responsible manner.
3. Implement social work values and professional standards of behavior in accordance with the NASW Code of Ethics and the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles.
4. Participate fully and actively in my own learning by expressing my needs, evaluating my work and acknowledging my areas of strength as well as those areas in need of further attention, development and change.
5. I agree to the following responsibilities:
 - a. Arrange an initial interview with the assigned field site in order to meet Field Instructor, clarify agency location and purpose, starting date and hours, and understanding of the nature of the student role and assignments in the agency.
 - b. Keep confidential those interactions that I conduct, whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.
 - c. Complete assigned tasks on time and in accord with agency and school requirements.
 - d. Submit to my Field Instructor all process recordings as indicated (minimum two per month) as well as my Learning Contract. Raise specific learning needs, questions or dilemmas that I feel I need to confer on.
 - e. Notify my Field Instructor of lateness or absence at once and arrange to make up this time within two weeks.
 - f. Arrange for coverage of my clients during vacation periods and at the end of my placement.
 - g. Attend all meetings called by the director of field education, field liaison or field supervisor.
 - h. Inform Field Instructor and director of field education of any difficulty, personal or professional which affects my work time and/or performance
 - i. Engage fully in the evaluation process including the final evaluation
 - j. Behave professionally by adhering to the Code of Ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.
 - k. Study the ways in which my values, attitudes, beliefs, emotions and past experiences affect my thinking, behavior and relationships.
 - l. Be willing to examine and change behavior when it interferes with working with clients and other collaborative professional relationships.

EXPECTATIONS OF FIELD SUPERVISORS AND AGENCY FIELD SITES

We, _____ and _____
(Agency) (Field instructor)

The Agency and the Field Instructor agree to share in the purpose of Long Island University—Brooklyn Campus’s BSSW Program by helping to prepare students with a basic competence for entry-level professional generalist social work practice. The agency/organization agrees to:

1. Consider referred students for acceptance without regard to race, ethnicity, religion, culture, gender, sexual orientation, or any other category.
2. Provide an experienced BSW- or MSW-level Field Instructor who has the time for and commitment to educating students for social work practice.
3. Assign at least one case by the second week of placement and increase the load at a pace that keeps the student challenged but not overwhelmed. Make assignments with educational value as the primary consideration; appropriate to the level and skill of the student and consistent with the LIU BSSW Program.
4. Help the student actively engage in the learning process by encouraging her/him to identify her/his own needs and to reflect on her/his own work continuously.
5. Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.
6. Prepare for student’s arrival by designating work space and equipment, preparing case assignments and orientation to the agency and the community.
7. Provide a minimum of one hour of weekly of supervision at a regularly-scheduled, mutually-agreed-upon time.
8. Require a minimum of two process recordings per month to be used during supervisory conferences where appropriate.
9. Vary assignments to include clients from different cultural, social, and religious backgrounds and call for different helping roles (i.e., counseling, advocacy, brokerage, outreach, etc.). Where possible include work with individuals, groups, families, other organizations and communities.
10. Provide ongoing feedback to the student on her/his progress in specific areas of practice.
11. Complete a detailed written evaluation of the student at the end of each semester with the student as an active participant in the process. (Guidelines are provided by the BSSW program).
12. Include students in staff meetings, training sessions and other professional meetings, whenever possible.
13. Attend all Field Instructor’s meetings at the University, whenever possible.
14. Provide ongoing feedback to the BSSW program regarding the administration of the field experience component.
15. Maintain contact with the Field Director.
16. Arrange contingency assignments, supervision, accommodations, etc. in the event of your absence.

Field Instructor Signature

Date

EXPECTATIONS OF LIU—BROOKLYN CAMPUS BSSW PROGRAM

I, _____, the Director of Field Education of the LIU—Brooklyn Campus Program agrees to:

The Field Education department and the BSSW Program agree to:

1. Provide written guidelines to the Field Instructor regarding the philosophy, curriculum and requirements of the BSSW program.
2. Provide pre-placement orientation and ongoing training seminars for all Field Instructors.
3. Arrange for regular, planned exchange between the program and the agency by visiting field agencies regularly to monitor educational outcomes, student progress and any other issues as they may arise.
4. Provide support to students at the beginning and throughout the placement.
5. Respond to any problem or concern of either student or agency in a timely fashion.
6. Include input of Field Instructors in field curriculum development.
7. Provide an accompanying field seminar to complement and reinforce the field learning experience.
8. Provide written guidelines to the Field Instructor regarding the preparation of student evaluations.
9. Provide student and agency with a medium for evaluating the field experience and the BSSW program.

Director of Field Education

Date

Appendix E
Long Island University, Brooklyn Campus
BSSW Program

Three-Party Affiliation Agreement **(Student Signature Page)**
Statement of understanding involving the Brooklyn Campus BSSW Program

_____,
(Student)
and _____,
(Agency) (Field instructor)

EXPECTATIONS OF STUDENTS

I agree to:

1. Inform myself of and adhere to the policies and requirements of the BSSW Program and field site in which I am placed.
2. Be committed to the welfare of clients while conducting myself in a professionally responsible manner.
3. Implement social work values and professional standards of behavior in accordance with the NASW Code of Ethics and the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles.
4. Participate fully and actively in my own learning by expressing my needs, evaluating my work and acknowledging my areas of strength as well as those areas in need of further attention, development and change.
5. I agree to the following responsibilities:
 - a. Arrange an initial interview with the assigned field site in order to meet Field Instructor, clarify agency location and purpose, starting date and hours, and understanding of the nature of the student role and assignments in the agency.
 - b. Keep confidential those interactions that I conduct, whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.
 - c. Complete assigned tasks on time and in accord with agency and school requirements.
 - d. Submit to my Field Instructor all process recordings as indicated (minimum two per month) as well as my Learning Contract. Raise specific learning needs, questions or dilemmas that I feel I need to confer on.
 - e. Notify my Field Instructor of lateness or absence at once and arrange to make up this time within two weeks.
 - f. Arrange for coverage of my clients during vacation periods and at the end of my placement.
 - g. Attend all meetings called by the director of field education, field liaison or field supervisor.
 - h. Inform Field Instructor and director of field education of any difficulty, personal or professional which affects my work time and/or performance
 - i. Engage fully in the evaluation process including the final evaluation
 - j. Behave professionally by adhering to the Code of Ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.
 - k. Study the ways in which my values, attitudes, beliefs, emotions and past experiences affect my thinking, behavior and relationships.
Be willing to examine and change behavior when it interferes with working with clients and other collaborative professional relationships.

Student Signature

Date

*Students review the above in class and sign a separate document
indicating their agreement to these terms*

Revised 6/2020

Appendix F
Long Island University, Brooklyn Campus
BSSW Program

Mid-semester Agency Evaluation of Student Performance

Student _____ Field Instructor _____

Semester: _____ Agency Name: _____

	<u>Needs Help</u>	<u>Average</u>	<u>Good</u>	<u>Excellent</u>	<u>Cannot Rate</u>
<u>PUNCTUAL:</u> <u>Gets to work on time</u>	<input type="checkbox"/>				
<u>DEPENDABILITY:</u> <u>Prompt, trustworthy; follows directions; meets obligations</u>	<input type="checkbox"/>				
<u>ADAPTABILITY:</u> <u>Catches on fast; follows detailed instructions; can switch jobs</u>	<input type="checkbox"/>				
<u>ABILITY TO GET ALONG:</u> <u>Cooperative; professional; social and emotional stability</u>	<input type="checkbox"/>				
<u>ATTITUDE:</u> <u>Enthusiastic; a good team worker; willing to cooperate; desires to improve</u>	<input type="checkbox"/>				
<u>INITIATIVE:</u> <u>Ability to work without supervision; self-motivating</u>	<input type="checkbox"/>				
<u>ACCEPTS SUGGESTIONS:</u> <u>Eager to improve; seeks assistance; follows through</u>	<input type="checkbox"/>				
<u>DRESS CODE:</u> <u>Dresses appropriately and professionally for the work setting.</u>	<input type="checkbox"/>				

Appendix G

Long Island University, Brooklyn Campus
BSSW Program

Contact: Yovanka Green, MS.Ed, LMSW, 718.488.3372, yovanka.green@liu.edu

Fall: _____ Spring: _____

End-of-Semester Evaluation of Student Performance (To be completed by the Field Instructor)
--

Date of Completion: _____

Check which semester applies: Fall: _____ Spring: _____

Name of Student: _____

Name of Agency: _____

Name of Field Instructor: _____

Instruction for rating students on the competencies:

The standard by which a student is to be compared is that of a new beginning-level social worker. The competencies, specified in this evaluation form, were established by our national accrediting organization, the Council of Social Work Education. Under each competency there are several statements (known as practice behaviors). With each practice behavior statement, we ask that you rate each student by a number of 1 through 5.

1	The student has <i>not met</i> the expectation in this area. There is <i>not much hope</i> that the student will meet the expectations in this area in the near future
2	The student has <i>not as yet met</i> the expectation in this area, but <i>there is hope</i> that the student will meet the expectations in the near future
3	The student has met the expectation for students in this area
4	The student is functioning above expectations for students in this area
5	The student has excelled in this area
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Optional comments may be made under any competency. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement.

This evaluation is intended to give the student feedback about her/ his performance as well as determine knowledge, skills and behaviors achieved. The Field Instructor's rating of these items will not directly be used to calculate the grade that is given to the student. The grade for the field placement (passes or fail grade) along with the grade for the field seminar course (traditional letter grade) will be determined by the faculty member teaching the course in consultation with the BSSW program's field director.

Competency #1: Demonstrate Ethical and Professional Behavior							
1.1	<ul style="list-style-type: none"> Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 	1	2	3	4	5	na
1.2	<ul style="list-style-type: none"> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 	1	2	3	4	5	na
1.3	<ul style="list-style-type: none"> Use technology ethically and appropriately to facilitate practice outcomes; and 	1	2	3	4	5	na
1.4a	<ul style="list-style-type: none"> Use supervision and consultation to guide professional judgment and behavior. 	1	2	3	4	5	na

Comments:

Competency #2: Engage Diversity and difference in Practice							
2.1	<ul style="list-style-type: none"> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 	1	2	3	4	5	na
2.2	<ul style="list-style-type: none"> Present themselves as learners and engage clients constituencies as experts of their own experiences; and 	1	2	3	4	5	na
2.3	<ul style="list-style-type: none"> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	1	2	3	4	5	na

Comments:

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice							
3.1	<ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 	1	2	3	4	5	na
3.2	<ul style="list-style-type: none"> Engage in practices that advance social, economic, and environmental justice. 	1	2	3	4	5	na

Comments:

Competency 4: Engage in Practice –informed Research and Research-informed Practice.							
4.1	<ul style="list-style-type: none"> Use practice experience and theory to inform scientific inquiry and research; 	1	2	3	4	5	na
4.2	<ul style="list-style-type: none"> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 	1	2	3	4	5	na
4.3	<ul style="list-style-type: none"> Use and translate research evidence to inform and improve practice, policy and service delivery. 	1	2	3	4	5	na

Comments:

Competency 5: Engage in Policy Practice.							
5.1	<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 	1	2	3	4	5	na
5.2	<ul style="list-style-type: none"> Assess how social welfare and economic policies impact the delivery of and access to social services; 	1	2	3	4	5	na
5.3	<ul style="list-style-type: none"> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	1	2	3	4	5	na

Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.							
6.1	<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 	1	2	3	4	5	na
6.2	<ul style="list-style-type: none"> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	1	2	3	4	5	na

Comments:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities							
7.1	<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 	1	2	3	4	5	na
7.2	<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 	1	2	3	4	5	na
7.3	<ul style="list-style-type: none"> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 	1	2	3	4	5	na

7.4	<ul style="list-style-type: none"> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	1	2	3	4	5	na
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Comments:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.							
8.1	<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 	1	2	3	4	5	na
8.2	<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 	1	2	3	4	5	na
8.3	<ul style="list-style-type: none"> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 	1	2	3	4	5	Na
8.4	<ul style="list-style-type: none"> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 	1	2	3	4	5	na
8.5	<ul style="list-style-type: none"> Facilitate effective transitions and endings that advance mutually agreed-on goals. 	1	2	3	4	5	na

Comments:

Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.							
9.1	<ul style="list-style-type: none"> Select and use appropriate methods for evaluation of outcomes; 	1	2	3	4	5	na
9.2	<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 	1	2	3	4	5	na
9.3	<ul style="list-style-type: none"> Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 	1	2	3	4	5	na
9.4	<ul style="list-style-type: none"> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	1	2	3	4	5	na

Comments:

Appendix H
Long Island University, Brooklyn Campus
BSSW Program
Student Evaluation of Field Placement

Date _____ Semester/Year _____

Student name _____ Student phone _____

Agency name _____ Agency phone _____

Agency address _____

Name of Field Instructor _____

Please comment briefly on the following:

1. Did your field instructor have regularly scheduled weekly meetings with you? _____

2. In what ways did your orientation to the agency help you to understand your role in the agency? _____

3. In what ways was this field site supportive to the needs of Social Work students? _____

4. In what ways was this field site not supportive to the needs of Social Work students?

5. Were cases/projects/tasks assigned from the beginning? _____

If no, what caused the delay? _____

5. Discuss your duties as a Social Work intern _____

6. In what ways did you feel that your work in the field complemented your Social Work course work? _____

7. Explain the ways in which your field experience was meaningful to your personal and professional development. _____

8. Discuss the quality of the supervision that you received _____

9. Overall, how would you rate your internship experience?

_____ A = Excellent

_____ B = Good

_____ C = Average

_____ D = Below Average

_____ F = Poor

10. Would you recommend this placement to another Social Work student? _____

Explain _____

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

12. Discuss any changes that would strengthen or improve the quality of the Field Experience Program

Appendix I
Long Island University, Brooklyn Campus
BSSW Program

Evaluation of Fieldwork Coordinator

To be completed by the Field Instructor:

Field Instructor: _____ Date: _____

Agency: _____ Unit: _____

Field Liaison: _____

Semester: Fall Spring Year _____

Please answer the following questions:

1. How many site visits did the Field Director make this semester?..... _____
2. How many telephone conferences did you have with the Field Director? _____
3. Was the Field Director readily available To you? _____
4. Did the Field Director return your calls in a timely manner?..... _____
5. Did you get the timely help you required with student-related issues or concerns?..... _____
6. Were the training sessions for Field Instructors useful to you?..... _____

Comments: _____

Field Instructor Signature and Date

Please forward to:
Dr. Jessica Rosenberg
Social Work Department
Long Island University
One University Plaza
Brooklyn, NY 11201

Appendix J



LIU BROOKLYN BSSW PROGRAM

FALL 2020 FIELD INSTRUCTION ATTENDANCE SHEET

Students are required to complete 200 hours per semester. Have your field instructor initial this form each week. Students are responsible for keeping track of their hours in field along with their field instructors. Please note: if a student is in the field agency for 6 consecutive hours, they must take a one-hour lunch break. Lunch breaks cannot be included in the calculation of hours.

Week of	Days attended (Please circle)							Total number of field hours completed this week	Field instructor (F.I.) please initial
September 6, 2020	S	M	T	W	T	F	S		
September 13, 2020	S	M	T	W	T	F	S		
September 20, 2020	S	M	T	W	T	F	S		
September 27, 2020	S	M	T	W	T	F	S		
October 4, 2020	S	M	T	W	T	F	S		
October 11, 2020	S	M	T	W	T	F	S		
October 18, 2020	S	M	T	W	T	F	S		
October 25, 2020	S	M	T	W	T	F	S		
November 1, 2020	S	M	T	W	T	F	S		
November 8, 2020	S	M	T	W	T	F	S		
November 15, 2020	S	M	T	W	T	F	S		
November 22, 2020	S	M	T	W	T	F	S		
November 29, 2020	S	M	T	W	T	F	S		
December 6, 2020	S	M	T	W	T	F	S		
December 13, 2020	S	M	T	W	T	F	S		

Total hours completed for fall 2020 Semester

_____ Total hours

_____ F.I. initials required

Student Name: _____ Field Instructor _____

Student Signature: _____ FI Signature: _____

STUDENTS WILL RECEIVE A SEPARATE TIMESHEET FOR SPRING 2021.

Appendix K
Long Island University, Brooklyn Campus
BSSW Program

Process Recording Example

This is a fictional composite created with elements from actual process recordings. The anonymity of all original participants has been protected.

October 1, 2000

1st interview with Mr. A. Mr. A sent an email to the attention of ----- after the presentation at ----
- agency on October 3. He was interested in setting up an appointment to discuss work
opportunities available with ----- . E.G. placed a telephone call October 10 to set up an
appointment for 1:30 pm.

Transcript	Reactions, thoughts, feelings and observations	Field Instructor Comments
<p>Mr. A.: Hi</p> <p>E.G.: Hi how are you?</p> <p>Mr. A.: I'm fine</p> <p>E.G.: Please have a seat.</p> <p>E.G.: How can I help you?</p> <p>Mr. A.: I went to the directory and found a position that I am interested in and want to discuss the position.</p>	<p>Mr. A. walked into the office, saw me and acknowledge my presence with a smile.</p> <p>I noticed that Mr. A did not ask how I was in return. I didn't take it personally. I noticed Mr. A was carrying a heavy book bag and placed it on the ground. I pulled a chair up next to mine and offered him a seat.</p> <p>I was really excited that I remembered to say this because it allowed Mr. A to express in his own words why he wanted to schedule the appointment.</p> <p>I was a little anxious because I'm not familiar with all the work sites listed in the directory; however, I was confident that I'd be able to elaborate by drawing logical conclusions.</p>	

Transcript	Reactions, thoughts, feelings and observations	Field Instructor Comments
<p>E.G.: Great. Which position is it?</p> <p>Mr. A.: If you have a copy of the directory, I will show you.</p> <p>E.G.: How has the drug treatment program been going?</p> <p>Mr. A.: I'm getting through it.</p> <p>E.G.: It takes a lot of courage to go through a substance abuse treatment program.</p> <p>Mr. A.: I don't have much choice. I want to straighten my life out.</p> <p>E.G.: How do you feel about entering the job training program?</p> <p>Mr. A.: It is a requirement</p>	<p>I begin to find the binder with the employment directory. I was thinking of ways to engage Mr. A during the time that we were waiting. The questions seemed to make him uncomfortable.</p> <p>After I asked the question, Mr. A let out a heavy sigh and sort of shrugged his shoulders.</p> <p>This was not the response that I was expecting to get. The response seemed to sound like it was a struggle for survival.</p> <p>Mr. A made an audible noise that sounded like he was distressed thinking about it.</p>	

<p>of the treatment program, so I am showing up.</p> <p>E.G.: Which position interested you?</p> <p>Mr. A.: The one where you are learning food service. Last time I called they didn't call me back.</p> <p>E.G.: Sometimes it takes a few tries before they will respond. Would you like me to call for you? I can help you set up a first appointment.</p> <p>Mr. A.: Ok, thanks.</p>	<p>I opened the directory binder and held it so Mr. A could see it.</p> <p>Mr. A. stood up and exited the office.</p>	
--	---	--

I feel that this interaction provided me with valuable insight into myself. When Mr. A. approached, I felt like I needed to completely engage him from the moment that he spoke to me. I had been in the office for approximately five minutes and the day was just beginning. I think it would have been helpful to ask him to give me one minute before starting the conversation. Mr. A was prepared for the interaction because he came prepared with questions and had identified a work site he was interested in. I feel like I was able to engage Mr. A more than other clients, but I am still not sure how far I should go without feeling like I am probing. I'd like to focus more on the client than on the binder and the job sites. Or, perhaps, I should just remember to take a few minutes to have a general conversation to establish rapport.

- During seminar students will receive a 'suggested format for process recordings'.

Appendix K
Long Island University, Brooklyn Campus
BSSW Program
Administrative Log Sample

Name of Student Intern:

Project: Panel Discussion Planning - Panelists

Week of:

Project Description

Finding and inviting suitable panelists for the spring panel discussion.

Purpose and Need

To share pertinent information with the community via experienced sources.

Task Plan

1. Via supervisor, ask colleagues and other agencies for suggestions/referrals to people with knowledge and experience of HIV/AIDS and its impact on children.
2. Review literature on topic for better understanding. Possibility of finding other contacts through research.
3. Conduct online search for other possible participants.
4. Make contact (call, email or mail letter) with these possible participants. Assess interest and is information pertains to theme.
5. If applicable (and available), book as participant for panel.
6. In either case (applicable or not applicable), send note of gratitude for time and energy.
7. Meet with allied agencies to discuss other possible participants.

Necessary Resources

Telephone, paper, computer, time.

Political Considerations and Obstacles

Possible participants may not be interested, have outdated or less knowledge than anticipated. If cold-calling, then initial persons (such as the assistant, operator, secretary, etc.) may not be willing to connect you with whom you would like to speak with. Also, my three-days-a-week internship work schedule may not coincide with possible-participants' schedules for interviewing, etc.; phone tag can certainly become a frustrating line of events.

Progress

Since beginning this search, I have located two very good possibilities, one of which has agreed to act as a panelist. This panelist could be pivotal, the one who can attract other panelists to join in the discussion. The other hopeful panelist seems very interested. As for the other two panelists, the supervisor and I will connect with an allied agency to talk more about it.

Self-Assessment

I am very happy about acquiring such a strong first panelist, especially since it started as nothing more than a cold call. Concerning the hopeful panelist #2, I fear that we may be in a phone-tag phase. I do not want to become some annoying entity on Panelist #2's voicemail, and yet, I would like to receive some real confirmation that Panelist #2 will join us in the panel discussion. After one message and one email, I will wait for Panelist #2 to contact me. Regardless, I am really enjoying this process of panel discussion planning, feeling surrounded by incredible people with such rich knowledge.

Agenda for Supervision

1. Confirm agency site visit time and date.

What are the next steps I should be thinking of in this planning process?

Appendix L
Long Island University, Brooklyn Campus
BSSW Program

Fieldwork Coordinator's Evaluation of the Student's Field Placement

Student: _____

Name of agency/field site _____

Name of field instructor _____

Semester/year _____ Liaison's name _____

	Yes	No
A. <u>The Field Placement:</u> (Please note that the field placement site, and the agency where the practicum is located, may be disparate).		
In your opinion, did this field experience afford the student the opportunity...		
1. to develop and employ the knowledge learned in the field seminar class?		
2. to develop competence in beginning practice skills with (check all that apply)		
___ individuals		
___ families		
___ groups		
___ communities		
___ organizations and institutions?		
3. to directly impact on issues of (check all that apply)		
___ social inequality		
___ social injustice		
___ empowerment to oppressed populations and populations at risk?		
4. to develop self-awareness and personal growth?		
5. to apply the problem-solving model to practice with various problems and multiple size systems?		
6. further students' appreciation of, receptivity to, and skill in working with diverse populations?		
7. to develop an understanding of the interrelationship between research, social policy, and practice and how it plays out in service delivery to the client population?		
8. to perform a broad range of roles within the generalist paradigm; advocate, mediator, broker, etc.?		
B. <u>The agency</u>		
In your opinion, does the agency....		
1. have competent field instructors and staff to provide effective supervision and professional learning?		
2. have a commitment to (check all that apply)		
___ social work ethics and values		
___ social justice		
___ the continuing educations of social work professionals		
___ training of social work students		
3. have clearly defined services, whose mission and values are compatible with Social Work?		
4. have a mission that includes service to diverse populations and populations at risk? and provides opportunity to serve diverse populations and populations at risk?		
5. Provide appropriate learning experience for students including direct service assignments in (check all that apply)		

	Yes	No
<input type="checkbox"/> case work		
<input type="checkbox"/> group work		
<input type="checkbox"/> community organization		
<input type="checkbox"/> administration		
<input type="checkbox"/> research		
6. provide for student participation in staff conferences, training, and seminars?		
7. have available workspace and resources for the student to carry out the professional role?		
8. Provide the field instructor with adequate time to provide supervision and guidance to the student, as well as to review process recordings, prepare written evaluations, confer with the field liaison and attend, if possible, orientation and training sessions at LIU?		
C. The field instructor		
To your knowledge...		
1. does the field instructor hold a BSW or MSW degree from a school accredited by the Council on Social Work Education?		
2. does the field instructor have a minimum of three or more years of post-graduate experience in the field?		
3. Has the Field Instructor completed the Seminar in Field Instruction (SIFI)?		
4. does the field instructor demonstrate sensitivity to the learning needs of students from all population group including (check all that apply)		
<input type="checkbox"/> women		
<input type="checkbox"/> people of color		
<input type="checkbox"/> gays and lesbians		
<input type="checkbox"/> persons with disabilities?		
<input type="checkbox"/> other		
5. does the field instructor demonstrate commitment to the education of social work students?		
6. has the field instructor cooperated and participated with you in the development, monitoring and review of a well-integrated practicum for the student?		
7. has the field instructor been physically available to the student during the same hours the student is in placement?		
8. has the field instructor provided a minimum of 1 hour of individual supervision per week to the student(s)?		
9. has the field instructor completed all necessary written contracts, forms, evaluations, and project and learning contracts with or on behalf of the student?		
10. has the field instructor been available for periodic interviews with you regarding the student's progress?		
11. did the field instructor select educationally appropriate assignments for the student?		
12. did the field instructor maintain open and honest communication with the student?		

D. Overall recommendation

Should the program continue utilizing this field placement? Yes No

Should the program continue utilizing this field instructor? Yes No

E. Additional comments and recommendations

Fieldwork Coordinator's Signature and date _____

Appendix M
Long Island University, Brooklyn Campus
BSSW Program

Code of Ethics of the National Association of Social Workers

(Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly)

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. (For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.)

In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as

licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of

their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary.

However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief,

religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other

individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or

taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
- (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Social Work Ethics

Ethics in Social Work, Statement of Principles

International Federation of Social Workers (IFSW)

International Association of Schools of Social Work (IASSW)

1. Preface

Ethical awareness is a fundamental part of the professional practice of social work. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes references to the various principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights

- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of all Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1.Human Rights and Human Dignity

Social Work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination –Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole-Social worker should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2.Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination*- Social Workers have a responsibility to challenge discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation or spiritual beliefs.

**In some countries the term discrimination would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognizing diversity- Social worker should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably- Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and Practices-Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity- Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state that reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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Appendix N

**Long Island University, Brooklyn Campus
BSSW Program**

Examples of Grounds for Dismissal from the Field and the Program

1. Dating a client.
2. Having a sexual relationship with a client.
3. Talking with a client about the agency or supervisory problems.
4. Giving out personal phone number, unless approved by field supervisor as part of the field assignment.
5. Going to a client's home unless approved by field supervisor as part of the field assignment.
6. Any provocative or seductive nonverbal/verbal behavior, including mannerisms, facial expressions, touching, etc. between student and client or supervisor and student.
7. Stealing from clients/supervisor/colleagues/agency.
8. Any conscious and willful violation of agency rules, regulations, norms and protocol.
9. Any verbal/nonverbal demonstration of disrespect toward supervisor /agency staff or client.
10. Insubordination or refusal to take directions from a supervisor.
11. Failure to terminate appropriately with the client and/or agency.
12. Putting the agency or client in jeopardy.
13. Defiance: intentionally refusing to follow supervisor's recommendations.
14. Cursing, name calling, hitting, racist, elitist, discriminatory, defamatory, and/or otherwise inflammatory judgmental comments.
15. Repeated irresponsible behavior toward supervisor or client; canceling appointments, failure to follow-up, complete administrative tasks, etc.
16. Disregard of any behavior that goes against the NASW Code of Ethics (See Appendix M).

Appendix O

Long Island University, Brooklyn Campus BSSW Program

Outline for Learning Contract/ Educational Plan

At the top of the Educational Plan note: Student's name, Agency, Field Instructor's name, and date completed. At the bottom, please leave space for three signatures (student, field instructor, and Yovanka Green, MS.Ed, LMSW-Director of Field). In the middle, follow the outline below. This document can be written in bullet points or paragraph form.

Outline:

Please use the following six areas as topic headings for a paragraph or two describing the teaching and learning that will occur during the year:

1. **GOALS:**

Please choose among the following, include all that apply, and feel free to add to the list; in addition, students are encouraged to identify a goal related to interprofessional education and interprofessional practice:

- To improve interviewing skills
- To learn the community's social services and resources
- To learn social work group work skills
- To learn about social work ethics in practice
- To improve professional communications skills
- To learn to make full use of social work supervision
- To learn about the special needs of the specific population with which I will be working
- To connect my clients to appropriate concrete services
- To learn about the agency: history, policies, mission, administration, programs

2. **ASSIGNMENTS:**

Describe the types of assignments the student will be afforded. Describe the tasks students will perform, the types of clients, the options for interventions, the expected duration of service, and the opportunities to self-evaluate the work. Include anything in this section that is unique or particular about your setting that must be taken into account when looking at the student's learning, i.e., only short term clients, all clients with the same diagnosis, planning opportunities are all agency-based, an emphasis on policy or macro practice, etc. Our policy is BSSW students do not make solo home visits. If home visits will be performed, indicate the staff who will accompany the student.

3. **PROFESSIONAL AND INTERPROFESSIONAL RELATIONSHIPS:**

Describe the staff with whom the student is expected to interact and with whom the student will work in order to complete assignments. Note which staff holds the BSSW or MSW degrees, as well as degrees and disciplines outside of social work.

4. **MEETINGS:**

Describe the types of meetings the student is expect to attend, note meetings which would be optional, and note the student's role at them, i.e. participant, presenter, observer, minute

taker, etc. Please note in-services or other types of formal training opportunities in which the student can participate. Students and field instructors are encouraged to highlight/ emphasize any meetings that are interprofessional.

5. **SUPERVISION:**

Describe who the field instructor is and how often and how long supervisory conferences are anticipated to be. Individual supervision is weekly for one hour. Describe how this requirement will be met and what other opportunities exist for additional supervision. If task supervision is a component of this placement, be specific about who is the task supervisor, their qualifications, range of responsibility and availability.

6. **RECORDINGS:**

Two process recordings are due each month—one every two weeks. Field instructors are free to require weekly process recordings if they wish. If that is the case, please note that here. If the student is involved with administrative tasks, the administrative log can be used in addition to the process recording. See the Field Manual for examples of each. Discuss the ways in which the process recordings will be used in supervision.

7. **WORK SCHEDULE:**

Identify the student's specific days and hours at placement. Describe coverage of the student's assignments when the student is not in placement and the coverage for the field instructor when she/he is not on site. Students perform 400 hours of field work each academic year: 200 hours in the fall and 200 hours in the spring.

8. **SAFETY IN THE FIELD:**

Please describe the agency's policy for responding to high risk situations. Please describe any safety training the student will receive. Please note any special precautions that are taken; for example, that another staff member will always be present with the student on the floor at night or that a staff member will walk the student to the bus stop late at night, etc.

Implementation:

The above eight areas should be first drafted by the student, and then discussed with the field instructor during supervision. Based on these discussions, the student will revise this Educational Plan, which will then be reviewed by the field instructor, signed by both, and brought to Sabrina Brown's mailbox by the student. Sabrina Brown, as field liaison, will approve the Educational Plan, or recommend revisions to it. The final document will be filed within the Field Education Department.

Appendix P

Brooklyn Campus Grievance Procedure

Students at the Brooklyn Campus may expect 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 academic community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

1. The student will **write** out a clear statement of the grievance.
2. The student will submit this statement to the staff member involved. The student will be given a **written response** within a reasonable time.
3. If the student is not satisfied with the response, the student may submit a statement to the appropriate director or department head. The director will review the matter and provide the student with a written response within a reasonable time.
4. Although not required by the University, it is **strongly recommended** that each Department/Division have a committee that reviews student grievances prior to the appeal going to the Dean (See item# 4 on the checklist below). Small departments and divisions can be combined, and committees should be established at the beginning of each academic year.
5. If still not satisfied, the student may institute a formal complaint with the Associate Dean of the School of Health Professions. The Associate Dean will review the matter and follow the following procedure:

Dean's Office Appeal Process School of Health Professions

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

1. The student **MUST** have first followed departmental appeal processes including, but not limited to, appeal to the instructor and to the division/department/program director.
2. Appeals to the Dean must be submitted in writing and must be submitted within 10 business days of receipt of the decision letter from the Division/Program. This written appeal will be transmitted to the Appeal Board for review and will be a factor in the final decision made by the Dean. The appeal must be accompanied by a completed Appeal Checklist.
3. If deemed necessary by the Dean, the Associate Dean will serve as a hearing officer and will appoint an *ad hoc* Appeal Board. The Appeal Board will consist of three faculty members from the School of Health Professions, who may be tenure track, NTTA or have administrative roles. One of these faculty members will be from the program from which the appeal has originated. The Dean will be present at the hearing, but will not contribute to the discussion.

4. The hearing will be scheduled as expeditiously as possible.
5. 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 faculty member, 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 Board for the purpose of clarification.
 - e. Upon completion of the presentations and any questioning by the Board, the student and faculty will be excused.
 - f. The Board will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Associate Dean will not vote.
6. Within 24 hours of the hearing, the Associate Dean 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 Board after the parties were dismissed;
 - c. A recommendation for action by the Dean.
7. 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. This decision will normally be made within 48 hours unless further investigation is necessary or the Dean is unavailable within that time frame. If the decision will be delayed longer than 48 hours, 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.

Student Appeal Checklist

Student Name: _____

Degree Program: _____ Course Number/Instructor: _____

SPC/Academic or Professional Behavior Issue: _____

Department/Division Decision Rendered

Academic Warning Rendered

Student Placed on Academic Probation

Student Dismissed from Program

Other:

Notes: _____

Appeal to the Course Professor/Instructor (if applicable)

Date Initiated:

Outcome:

Faculty/Instr Signature:

Date:

Appeal to the Program Director/Chair

Date Initiated:

Outcome:

Director/Chair Signature:

Date:

Appeal to the Program Progress Committee

Date Initiated:

Outcome:

Committee Signature:

Date:

Appeal to the Dean

Date Initiated:

Outcome:

Dean Signature:

Date:

**LIU Brooklyn
Department of Social Work
BSSW Program**

Student Review Committee

(rev. 9/14)

Purpose and Function of the Student Review Committee:

All students are admitted to LIU Brooklyn's BSSW program provided they meet the admission criteria outlined in the BSSW Student Handbook and Field Manual. It is assumed that every student has the potential academic ability and personal suitability for completing the undergraduate social work degree. All students in the BSSW program are expected to maintain standards established by the social work program as well as those established by the social work profession, detailed in the National Association of Social Workers Code of Ethics, International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles. In order to detect possible academic and conduct problems and respond proactively, the BSSW program has developed the Student Review Committee.

The Student Review Committee (SRC) is a mechanism designed to address problems with students' academic and/or professional performance. When a student's performance in academic or field work is evaluated as concerning, a request may be made for the Student Review Committee to review the student. Then the Student Review Committee may determine what, if any, course of action could bring the student's performance into compliance with the university's, department, and profession's standards.

Grounds for Calling a Student Review Committee Meeting

The Department Chairperson, BSSW Program Coordinator, Field Director, social work department faculty member or administrator may convene the Student Review Committee when a student:

1. Displays conduct that is not congruent with the values and ethics of the social work profession as detailed by NASW Code of Ethics and the International Federation of Social Workers Code of Ethics or violates the academic or behavioral code for students at Long Island University. This includes behavior in the student's field placement as well as the classroom.
2. Exhibit's behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as fellow students, faculty, staff, clients and/or co-workers.
3. Fails to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills.
4. Fails to adhere to the policies and professional standards of the field placement agency, or any other outside agency the student may visit as a part of her or his educational experience.

5. Fails to use sound judgment in regard to oneself, such as failure to seek professional help for physical or emotional problems, which interfere with professional functioning.
6. Exhibit's academic dishonesty, including cheating on papers or exams, plagiarism, which involves presenting work someone else did as your own.
7. Exhibit's marginal academic performance, which constitutes an overall and/or social work major GPA that falls below 2.5, or fails a social work course;

Procedures for a Student Review Committee Meeting:

1. The Department Chairperson, BSSW Program Coordinator, Field Director, BSSW program faculty member, BSSW program administrator, or BSSW student must request a meeting of the Student Review Committee by email, or in writing.
2. A letter will be mailed to the student's home informing the student of a meeting scheduled for his/her review, including a date. This information will also be sent via email to the student's email address.
3. The BSSW Program Coordinator and at least two faculty members or administrators must be present, along with the student.
4. At the meeting the issues/concerns/problems will be clearly discussed and defined. (See below for a copy of the contract)
5. The committee will work together with the student, his/her advisor, 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.
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 BSSW program (See Student Review Committee Determination Form below).
3. .
4. The Student Review Committee may decide:
 - a. That the student cannot continue in the BSSW program. Discontinuance can occur during any semester of enrollment in the BSSW program, including the last semester of enrollment.
 - b. That the student may continue in the BSSW program, but must meet certain stipulations (outlined in written form and provided to the student).
 - c. That the student may remain in the program, without stipulation
5. Any decision of the Student Review Committee, and relevant documents, will be kept in the student's file.

The student has a right to file a grievance regarding the outcome of the Student Review

Committee policy and procedures. The Department of Social Work follows the grievance procedure as established by the School of Health Professions.

For more information about the grievance process, please contact: Denise S Walsh PhD, RN, FAAN Dean, School of Health Professions and Nursing (denise.walsh@liu.edu).

Student Review Committee Determination

Student Name:

Faculty/Staff Present:

Date:

Faculty or student who identified the issue:

Issue/Concern/Problem identified:

Problems to be solved

Action to be taken to solve said problems

Time period for completion of designated actions

Re-evaluation of student performance

Consequence for non-performance