



FIELD EDUCATION MANUAL

2006 - 2007

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
Field Education Department

September 2006

To: Faculty, Field Advisors, Field Instructors, Education Coordinators,
Students and Colleagues

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Welcome to the Columbia University School of Social Work *Field Education Manual*. This *Manual* contains all the information necessary for understanding and successfully navigating the field education program at Columbia University School of Social Work. Please use it well. All of the information contained within it is also available on the Field Education webpage:

<http://www.columbia.edu/cu/ssw/field/index.html>

This *Manual* has the description of the necessary skills for each social work student's concentration/method specifically spelled out as Learning Objectives and, on our website, you will find corresponding *Student Evaluation in Field* forms for use at the end of each term. This matter provides great specificity regarding students' learning of core practice skills during their educational experience.

As I write this introductory memo our country's military is still in Iraq, more than 2500 American service personnel have been killed, and almost 20000 wounded, not to mention the loss of civilian life there. The Senate just voted down the increase in the minimum wage.

Currently there are families with relatives overseas who are dealing with separation and possibly loneliness or depression who could benefit from counseling. There are returning military service personnel that could benefit from advocacy on their behalf for resources to meet both their physical and psychological needs. There are citizens, non-citizens, and disenfranchised among us who could benefit from social workers providing clinical services, articulating policy, developing projects, and administering programs especially for those who are poor and will continue to be so.

This field education program will prepare students for their place in these activities whether they are planning to do clinical, programmatic, policy or administrative work in the future. It will prepare them for their place on the international, national or local stage, wherever they initially plan to practice. This is accomplished through the design of our curriculum and the implementation of the skills taught in that curriculum in the Field. And the success of that implementation is due to the incredible work of the field instructors, education coordinators and field advisors connected to CUSSW. To all of you we are very grateful.

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www.columbia.edu/cu/ssw/field/manual/

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COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK MISSION STATEMENT

Columbia University School of Social Work derives its mission from the University's goal to advance knowledge and learning at the highest level and to use that knowledge for human betterment and societal advancement. To that end, the School aims to prepare graduate students for advanced social work practice and professional leadership within a diverse learning environment, to advance knowledge for effective social work practice and education, to enhance the welfare of the citizens and communities of New York City, the nation, and around the world, and to further the goals of the University and the social work profession.

More specifically, the School's educational and research programs draw on the profession's body of knowledge, values and skills in seeking to: strengthen practices, programs, and policies that support and enhance the opportunities, resources, and capacities of all people to achieve their full potential; prevent and alleviate personal, interpersonal and societal problems; redress conditions that limit human development and quality of life; and, promote human rights, social justice and respect for human diversity. Further, the School's faculty, students and graduates seek to enhance the well-being of local, national and international communities and to advance the University and the profession through collaboration, consultation, and public service.

For a listing of the M.S. Program Educational Goals and Objectives, please refer to Appendix E of this *Manual*.

EDUCATIONAL PERSPECTIVE AND THE ROLE OF FIELD EDUCATION

The Columbia University School of Social Work is dedicated to the improvement of human life. Students are provided with the necessary theory and practice skills to assist diverse populations with complex problems. Using an ecological approach, students assess people's needs and coping abilities in their environments. Through the integration of class and field, students train to become clinicians, planners, administrators, policy practitioners, and researchers, with a secondary emphasis in a specific field of practice. In order to meet the needs of our diverse student population, a flexible curriculum with many options is available.

The Field Education program plays a pivotal role in student education. It is in the field education experience that students, utilizing classroom theory and knowledge, test out skills toward developing professional competence and identity. Field education includes skill building, upholding standards of ethics and practice excellence, and developing competent practice. The overall objective of field education is to produce a professionally reflective, self-evaluating, knowledgeable and developing social worker.

Field education is viewed as a unique partnership between the School and its agencies with the purpose of designing, implementing, and monitoring a sound educational program for students. Through ongoing communication, the agency and School personnel work towards the development of a shared educational philosophy and standards regarding field assignments, field education, and student performance. This partnership is dynamic in its orientation, responsive to changes in agency environments, in School curriculum, and in the students it seeks to educate.

CURRICULUM

The Columbia School of Social Work is unique in that it offers a range of options enabling students to create individualized programs that have both breadth and depth, and are tailored to their needs and interests. The curriculum of the Columbia University School of Social Work is differentiated by 1) type of program, 2) advanced method concentration, and 3) field of practice specialization. *Please note, nowhere in the curriculum, class or field, are students given credit for previous life experience.*

TYPES OF PROGRAMS

The **TWO YEAR PROGRAM** begins in the Fall and requires two years in residency consisting of two different field placements, each for two terms of three days a week. Some students take a few courses on a part-time basis prior to entering their first year in residency.

The **EXTENDED PROGRAM** is designed for students with family or job responsibilities who wish to take the regular program over a longer period of time. Students in this program take fewer courses each term and finish the program in either three or four years. Students complete field in the same manner as those in the two-year program.

The **16-MONTH PROGRAM** is a class of students admitted in January for an accelerated course of study. Students complete the first term of field education three days a week in the Spring term, and the second term of field education four days a week in the summer. The second year is completed as in the normal Fall through Spring model.

The **REDUCED RESIDENCY PROGRAM** admits a small number of students with experience in the field of social work. These students begin their academic studies while they continue to work at their jobs. They then enter a year of residency with different assignments and a different supervisor/field instructor at the second year level. Reduced Residency students complete required field education in three or four day-a-week models across the Fall, Spring and Summer terms. This is the only program where it is possible, if all criteria are met, for a student to use their place of employment for their field education.

The **ADVANCED STANDING PROGRAM** is made up of students who have completed an accredited bachelor's degree in social work with an acceptable grade point average of "B" or better and a positive field education experience. These students enter at a second term level and must complete three terms. Advanced Standing Program students begin their program in early August with an intensive four-week program. Fall and Spring terms follow the regular second year program of advanced classes and field education.

TRANSFER PROGRAM students usually begin their course of study at the advanced concentration (second-year) level, and complete the requirements in the normal Fall through Spring model.

FOUNDATION YEAR

All students are Direct Practice students in their first, or foundation, year. In accord with accreditation standards, students take courses which focus on understanding professional purpose, values and ethical implications of social work practice; developing knowledge of the multiple frames of reference that reflect the organization and diversity of the profession; developing basic skill in the practice of social work with individuals, families, groups, organizations and communities; and fostering an appreciation of the role of research for evaluating practice, programs and service delivery. The second term refines the skills of tuning in, engagement, contracting, assessment, intervention in the ongoing phase, and termination. The field experience matches this beginning phase of identification with the profession and the exploration of broad practice activity with individuals, families, groups, organizations and communities, and provides students with in-depth hands-on experience in multi-modality practice.

ADVANCED CONCENTRATION YEAR

In the second, or advanced concentration year, students select an Advanced Practice Method Concentration in one of four areas: Advanced Clinical Practice, Advanced Generalist Practice and Programming, Policy Practice, or Social Enterprise Administration. The choice of the advanced practice method concentration determines the type of second field placement and the series of second-year practice courses, including the research course, for which students will register.

Student also concentrate in one of seven fields of practice (see below).

For more information on courses, see the *School Bulletin*.

ADVANCED PRACTICE METHOD CONCENTRATION

ADVANCED CLINICAL PRACTICE (THIRD AND FOURTH TERMS)

Here the curriculum is geared to a deepening and expanding of clinical practice skills. Differential intervention and working with specific population groups are complemented by the students choice of electives and field of practice specialization. The field placement reflects the student's growing strengths and investment in Clinical Practice in multi-modalities.

ADVANCED GENERALIST PRACTICE AND PROGRAMMING (THIRD AND FOURTH TERMS)

This curriculum focuses on expanding the role of the direct practitioner, particularly in the area of program planning. The course work suggests a generalist practice model whereby the practitioner learns to use such modalities as program development, community organization, administration and supervision in the service of a specific client or population group. The field placement must offer both a direct service and program development component with the assumption that the student will be exposed to either community outreach, supervision or administrative tasks. For students with a primary interest in community organization, a field placement is arranged and the Advanced Generalist Practice and Programming curriculum is supplemented with two community organization courses.

POLICY PRACTICE (THIRD AND FOURTH TERMS)

The curriculum for these students is comprised of advanced policy methods, including policy analysis or development, and may include doctoral level courses. The field education placement includes training in various phases of policy practice, through field education with a social work professional in this area.

SOCIAL ENTERPRISE ADMINISTRATION (THIRD AND FOURTH TERMS)

Students who choose to enter this method concentration will undertake course work that includes an introduction to management, constituency development, program planning, human resource management, supervision and consultation, computer uses and skills, fiscal management, personnel management, program evaluation, and information management. Field assignments mirror course work.

FIELD OF PRACTICE

In addition to choosing an advanced practice method, students select from among seven fields of practice in which to specialize their second year: Aging; Contemporary Social Issues; Family, Youth and Children Services; Health, Mental Health, and Disabilities; International Social Welfare and Services to Immigrants and Refugees; School Based and School Linked Services; and the World of Work. Specializing in a field of practice ensures that students acquire advanced knowledge and skills for practice with a particular target population, problem area, or specialized setting. All students take a field of practice course in their field of practice area; clinical students take an advanced clinical practice course in the field of practice.

Students' field placements in the second year correspond with their field of practice choices. For example, a student in the field of Aging may be placed in a residence for the elderly or a senior center. A student in the field of Health, Mental Health, and Disabilities may be placed in a hospital surgical service or in an out-patient psychiatric clinic.

DUAL DEGREES

The School offers a number of Dual Degree programs for students with an interest in combining social work skills with another discipline. Current Dual Degree programs with other Columbia Schools or affiliates include: Public Health, Public Administration, Business Administration, Law, Urban Planning, Jewish Theological Seminary, Union Theological Seminary and Special Education (in cooperation with Bank Street College of Education). Degree minors are also offered in Business Administration, Law, or Public Administration.

The field placement for Dual Degree students reflects their interest in a working with a specific population and developing skills related to another discipline. For example, students in the Dual Degree with Public Health are often placed in hospitals where assignments in direct practice

and epidemiological research are available. Students in the Dual Degree program with Bank Street are often placed in child development clinics or schools where their interest in special education and social work can be merged. Regular field education requirements are operative.

Students must apply and be admitted to both schools, and generally complete their course work concurrently. For more information on Dual Degrees, see the *School Bulletin* and the *Student Handbook*.

STRUCTURE AND FUNCTION OF THE FIELD EDUCATION DEPARTMENT

The Field Education Department, under the direction of the Assistant Dean and Director of Field Education, is charged with planning, implementing, and evaluating the Field Education program of the School of Social Work. The Field Education Department is responsible for assessing all potential and continuing agencies and working with them to plan programs that are educationally appropriate and mutually beneficial. It consults with agencies about orientation, assignments, resources, and other concerns which affect student learning. It is responsible for planning, implementing and evaluating field education seminars for field instructors new to Columbia and new to student supervision. Through its various advisory committees and workshops, the Department plays a major role in bringing together practitioners invested in a specific field of service, often with faculty. The Field Education staff members work with agencies to enhance communication, mitigate difficulties, advocate for students' field education and sound social work practice, act as a clearinghouse for information and innovative ideas, and advise on School policy.

The Field Education Department is responsible for placing students. In this role the Department assesses all incoming students, particularly in relation to their capacity to function in the field, in order to make the most educationally sound match with a field placement and field instructor. The responsibility for beginning orientation of students, monitoring student performance, communicating student strengths and weaknesses, and processing all related student forms lies with the Field Education Department. The Department staff, in collaboration with the faculty field advisor, serves as a resource to second year students with questions or concerns about their learning in the field and their options for choosing second year placements.

The Department reports regularly to faculty on the state of field education in the School and members of the Department serve on standing committees. The Department is responsible for suggesting or responding to policy or program changes which affect field education. The Department is also called on to interpret these changes to the field education agencies.

SELECTION OF AGENCIES AND FIELD INSTRUCTORS

The selection of agencies and field instructors for field education training is an important part of the School's educational planning. The School carries the responsibility for determining the suitability for student training and works closely with interested agencies and potential field instructors in this process.

PROCESS AND PRINCIPLES OF SELECTING AGENCIES

Potential field placements may be identified in a number of ways. Agencies may request students, or a student, faculty member, alumnus, or community representative may suggest them. After verifying the presence of appropriate assignments and the availability of a qualified field instructor, the Field Education Department will send a letter acknowledging interest along with an “Agency Description Form” and a “Field Instructor Experience Outline”. After the agency completes and returns the material to the School, the Director of Field Education will appoint a Field Education staff member to visit the agency to make a formal assessment. The Field Education staff member will assess the function and services of the agency, possible student assignments, availability of resources for the student, level of practice competence of the field instructor, and special requirements for student placement. The member of the Field Education staff will also interpret school curriculum, Field Education requirements and the School's expectations regarding assignments, supervision and evaluation. The Agency material and assessment results are forwarded to the Director of Field Education who communicates the decision to the agency. If an agency is accepted to serve as a CUSSW field placement, information is also sent to those field instructors who must attend the Seminar in Field Instruction. (For more information on this Seminar, see “Training of Field Instructors”, below.)

CRITERIA FOR SELECTION OF AGENCIES

The following criteria are used in the selection of agencies:

- The agency’s point of view about training is consonant with that of the School. The agency's orientation and objectives must be educational rather than "apprenticeship."
- There should be a correlation between the practice perspectives of the agency and School so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
- The agency must provide a written description of the agency's program, examples of potential student assignments, the availability of interdisciplinary and collateral work, seminars, and other learning opportunities.
- The agency should provide a range of assignments on an ongoing basis that are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
- The agency must provide the student with the necessary space and facilities, including privacy for interviewing, desk and file space, and clerical assistance.
- The agency will be expected to participate with the School in the development, monitoring, and review of a sound educational program.

- Administrative provision for sufficient supervisory and consultative time for student training is required. Supervisors instructing students for the first time are required to attend a 12-session Seminar in Field Instruction (SIFI) offered by the School.
- The agency agrees that no students accepted by the agency for field placements will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

The following criteria are used in the selection of field instructors:

- A field instructor must have a Master's degree in social work and at least three years post-master's experience. (Graduates of our own program, who had exceptional field experiences while at CUSSW, may be granted a waiver and begin working as a field instructor at 2 years post Master's.)
- A field instructor must have interest in and time to fulfill teaching responsibilities of social work trainees.
- Field instructors must demonstrate practice competence or experience in the student's social work method concentration.
- Field instructors should show a willingness to teach in more than one practice modality.
- Field instructors must be familiar with agency policies, programs and procedures and the nature of client needs.
- Field instructors should show a willingness and ability to engage with the School and the student in openly examining issues that may arise in the field setting regarding discrimination and harassment against the student.

The following are expectations of field instructors:

- Field instructors are expected to know of the School's curriculum and practice content and orientation.
- They should have a flexible approach to practice that allows for a range of modalities including work with individuals, families and groups both within the agency as well as outreach to community systems.
- Field instructors should have desire to work collaboratively with the faculty field advisor for the purposes of meeting student educational needs, and to call upon the advisor for consultation and guidance as needed.
- Field advisors must be able to ensure open communication involving the student, field instructor, and field advisor.
- First time field instructors must attend a required 12-session seminar at the School and complete the course's assignment requirements. (See "Training of Field Instructors", below.)

- Field instructors are expected to provide regularly scheduled individual supervisory sessions of 1.5 hours per week. A willingness to forgo extended vacations during the student's placement period.
- Field instructors agree to use process recordings and other recording formats according to the School's guidelines.
- Field instructors make a commitment to submit requested materials to the School, e.g., student evaluations, agency description forms, etc.

TRAINING OF FIELD INSTRUCTORS

SEMINAR IN FIELD INSTRUCTION (SIFI)

All field instructors supervising for the first time are required to attend a 12-session Seminar in Field Instruction taught by faculty of the School. Field instructors who have completed a comparable seminar at another School of Social Work may be exempt from this requirement by the Field Education Department.

The purpose of the Seminar is to train new field instructors to effectively meet the range of educational responsibilities in their role as supervisors of social work students. This Seminar covers: beginning processes in field education (orientation to the agency and supervision, selection of student assignments); transitioning students into assignments; range and use of student recordings; teaching of concepts and methodology; and evaluation processes.

To receive credit for completion of this Seminar:

- The field instructor's class participation and written work must demonstrate his or her ability to meet the administrative expectations for all field instructors as set forth in the Field Education Manual.
- The field instructor must fulfill the SIFI requirements for attendance and assignments in a timely manner. (12 two-hour sessions, maximum of 2 excused absences, and 4 recording requirements.)
- The field instructor's class participation and written work demonstrate an acceptable level of professional knowledge and skills.

In addition, the qualified field instructor will be able to:

- Make an educational assessment of the student that specifically in cites his/her practice strengths, areas that require development, style of learning, and the means agreed upon for meeting mutually established goals.
- Utilize a repertoire of teaching techniques (didactic, discussion, experiential) with particular attention to matching these techniques to teaching goals and the student's style of learning.
- Produce written work of sufficient length and depth to convey the student-field instructor interaction. It should be accompanied by a clear statement of what the field instructor was attempting to do, a self-evaluation of whether these goals were achieved, and a follow-up plan.

- Provide a written evaluation that demonstrates mastery of SIFI content and adherence to guidelines set forth in the Field Education Manual.
- Demonstrate awareness of the professional role and adherence to the NASW Code of Ethics.

ORIENTATION TO FIELD EDUCATION FOR EXPERIENCED FIELD INSTRUCTORS

Field instructors who are new to Columbia, but are experienced in field education through work with another CSWE-accredited School of Social Work, are oriented to the School's curriculum, Field Education policies and practices, etc. by the Field Education Department. Often the School offers an Advanced SIFI (6 sessions) for those who have been doing field education for three years or more. In addition, special Advanced SIFI's in AGPP, Policy, and Social Enterprise Administration (SEA) are offered for those who have already trained in Direct Practice or Clinical Practice and who are supervising AGPP or SEA students for the first time.

COLLABORATION AMONG THE SCHOOL, FIELD INSTRUCTORS, AND EDUCATIONAL COORDINATORS

FIELD INSTRUCTORS' WORKSHOPS

For continuing field instructors the School offers opportunities for training and collaboration such as short term seminars on specific areas of interest or periodic, jointly planned workshops. Columbia field instructors are also invited to the Annual Field Instructors' Meeting sponsored by all New York area schools of social work.

SCHOOL/FIELD COMMITTEES

Field instructors and educational coordinators may participate on a number of School committees. The focus of such committees may include: integration and evaluation of school/field curriculum and programs; the development of new programs for workshops; exchange of information and opportunities for future planning. A common area for such collaboration is in specific fields of practice or method concentration areas. Contact the Associate Director that works with the agency or the Director of Field Education for more information about joining a School committee.

FIELD EDUCATION AND EDUCATIONAL PLANNING ROLES IN FIELD EDUCATION

PRIMARY FIELD INSTRUCTOR

Every student is assigned a social work field instructor in the agency who has been approved by the School. This field instructor carries the responsibility for the student's training in the agency.

The field instructor is expected to hold a one and a half hour weekly individual supervisory conference with the student, select appropriate assignments for the student, monitor and coordinate the student's work in the agency, read the student's recorded material prior to

conferences, assume responsibility for the students' evaluations, and confer with the student's advisor.

SECONDARY FIELD INSTRUCTOR

In some agencies a student may be assigned to second service or community program outside of his/her primary field placement site. This kind of assignment is used to expand the student's training opportunities, e.g., a group on another service, a few cases on an out-patient service if the primary assignment is on an in-patient service, or a clinical practice assignment if the primary assignment is in program development. The primary field instructor can supervise this kind of assignment, or a secondary field instructor, who should be a professionally trained social worker, may supervise it on a regularly planned basis. The secondary field instructor should keep the primary field instructor regularly informed of the student's performance and should collaborate with the primary field instructor in the evaluation process.

TASK SUPERVISOR

In some agencies a student may be assigned to a task supervisor in relation to some specific assignments on which she/he is working. A task supervisor need not be a social worker, but may work in a related discipline, e.g., a psychiatric nurse, a policy analyst, etc. A task supervisor provides guidance to the student in carrying out administrative tasks, e.g., how to find information on a hospital patient, where to locate resources for specific social legislation. The task supervisor participates in the evaluation of the student by collaborating with the primary field instructor. The primary field instructor retains all educational teaching functions, and would supervise the student on these assignments.

PRACTICE CONSULTANT

It is not uncommon for students to meet with representatives of other disciplines, e.g., psychologists, or psychiatrists for consultation on an assignment. Students cannot be supervised by a person in another discipline. However, it is recognized that professionals in related disciplines that function as consultants have much to offer students from their own expertise, and we encourage their use.

GROUP SUPERVISION

Some agencies provide regularly scheduled group supervision to students. The interchange with others that this model of supervision provides can be very useful in expanding the student's learning of practice. We particularly encourage agencies that have several students in placement from our or other schools to provide opportunities for them to meet together. Students can learn about other programs and the range of clients' needs in their agency. The opportunities for teaching areas of practice such as contracting, assessment, differential interventions and modalities are greatly expanded when students can present their work to one another or in similar exchanges with staff.

If group supervision is offered it can be a supplement to one hour of weekly individual Field Education.

FIELD ADVISORS

The field advisor, who is an employee of Columbia University School of Social Work, assists the student, the field instructor, and the agency to meet the educational objectives established for the student's field training experience. The advisor works with the student, the field instructor and the educational coordinator to ensure that the relationship of the student, field instructor and agency is progressing constructively. As an educational consultant, the advisor helps the field instructor and the student identify the educational resources and the teaching content in the field, and facilitates the integration of field and class learning.

Assignment of Advisors

The Director of Field Education assigns adjunct faculty field advisors to students for the academic year. Often they are the advisors to the same agencies for a number of years and have ongoing relationships with the agency executives and field instructors and are familiar with the work of the agencies. Advisors have masters' degrees in social work, have had a minimum of ten years post-masters, agency-based MSW experience and have themselves been field instructors.

Agency Visits

An advisor is expected to visit an agency to meet with the field instructor and the educational coordinator or the agency director. Students are usually part, of at least a portion, of these meetings. The minimum number of visits is one per semester for first year students and Advanced Standing Students, and for the fall term of second year students. In many cases, advisors will visit more frequently than the minimum and field instructors are encouraged to request contact when the need arises.

Relationship with the Agencies

The field advisor works with the field instructor and with the agency educational coordinator or executive to plan for student work assignments and the student's integration into the agency. The field advisor, who is in a position to share information with both parties, facilitates the necessary two-way communication between the agency and the School. As the representative of the School, the advisor is expected to inform the agency of changes in curriculum or issues that would have a bearing on the student's experience in the agency. It is also important for advisors to keep the faculty up-to-date about issues in the agencies that have impact on teaching.

Student Assignments

Field advisors will monitor the assignments given to the student from early in the semester to ensure there is the volume, the diversity, and the depth necessary for a solid educational experience. If there are difficulties with providing certain assignments, the field advisor will work together with the field instructor to develop ways in which they can be provided. The advisor may also meet with the educational coordinator as development of additional assignments may involve other services beyond the one where the student and field instructor are located. The monitoring of the assignments is a yearlong activity as students' learning needs and capabilities change over the year and different assignments become appropriate.

Student Meetings with Advisors

Field advisors meet with all students assigned to them in a group in September. They continue to meet with first year students monthly through April (although there is no meeting in December). Three-way meetings with the field instructor may be held, usually in the agency, and are required before a student is reviewed with the Director of Field Education or is in jeopardy of failing Field Education.

Evaluation of Student Work

The field advisor monitors the student's work throughout the year and is responsible for assigning a pass/fail grade to the student at the end of each semester. By reading the student's process recordings, logs, or other written material, (which students are required to submit to the field advisor monthly) and talking with the student and the field instructor, the field advisor assesses the progress of the learning. The advisor does not read the logs or process in order to comment on it as the field instructor does, but only to ascertain progress. The advisor ensures that the process between the student and the field instructor is one of mutuality and that the student and field instructor take full responsibility for working on the learning goals they have determined together. The advisor offers to the student and the field instructor any ideas about issues or problems in the learning process. The field advisor reads the student evaluation and can discuss it with the student and offer her/his perspective to the field instructor.

The advisor's role as a mediator between the student and the field instructor helps both to move past any obstacles in the educational alliance. The advisor also confers with the field instructor to ensure that there is a full understanding of the criteria for evaluation of the student's educational performance. Effective communication between the advisor, the student and the field instructor is an important factor in identifying gaps or potential failures and alerts all the parties to areas that need improvement and change. If the student is in danger of failing Field Education, or is requesting a change in placement, the field advisor, faculty advisor and student may consult with the Director of Field Education, for ideas about how the situation can be improved.

All students are held accountable according to the Code of Ethics of the National Association of Social Workers.

Evaluation of Agencies and Students

At the end of the school year the advisor talks with the educational coordinator or field instructor about how the educational experience proceeded, and gives any suggestions for the next year. A final agency report, with written recommendations, is given to the Department of Field Education so that planning for the next year can be done knowledgeably. Students also provide the Director of Field Education with their feedback on the placement.

In the spring, the field advisor works with first year students to make agency specific recommendations for the second year Field placement. Discussion of the student's strengths and learning needs along with their preferences for type of agency and experiences are reviewed so that appropriate recommendations can be made. The advisor communicates in writing to the Department of Field Education suggestions about the placement of the second year student. The first year field advisor also writes a transfer summary, which serves as a major source of information for the second year Field Instruction agency about their incoming student.

At the end of each semester, the field advisor assigns the grade for field instruction (P/F). This is based on the student's performance in the field, submission of Method appropriate recordings, and engagement in the monthly email/phone conversations.. For first year students it also includes participation in the monthly advisor group meetings.

THE PLACEMENT PROCESS

The Field Education Department is responsible for matching all students with available field placements. In the spring, all agencies complete a "Request for Students Form" on which they specify the number of students requested, the type of student program desired, the proposed field instructors, and other information that might be helpful to the Department in placing students. This becomes the database from which the Department works in finalizing field placements each summer.

The School uses different procedures to place first year and second year students. First year students submit a resume and a "Field Education Placement Form", which includes the student's background and interests, to the Field Education Department. Every effort is made to ensure a match between a student's educational needs and an agency's needs and learning opportunities. Special attention is given to broadening the incoming students' experiences.

The Field Education Department actively engages second year students in planning their field education placement. In March, the Department holds a Placement Fair where students meet representatives of many agencies who come to present the placement opportunities they have for second year students. The Fair is followed by group meetings that explain program options to students, and suggest how they might go about investigating a field education placement choice. Students consult with their field advisors, and are encouraged to talk to other faculty, students, and the Department staff to find out which placements will most likely meet their learning needs and interests. In early April, field advisors submit "Placement Recommendation Forms" which indicate students' strengths, weaknesses, learning needs, areas for future focus, and four placement recommendations. Working with these variables, the Field Education Department finalizes the placements and notifies students and agencies in May.

STUDENT DISABILITY ISSUES

Columbia University does not discriminate on the basis of disability in admission or access to its programs and activities. Accordingly, the School of Social Work will place its students in field education assignments based only a student's ability to perform the tasks of that assignment and will not discriminate with regard to placements on the basis of disability. The School of Social work expects field education agencies to accept any student assigned by the School and to make reasonable accommodations to meet the needs of disabled students. However, only students who are registered with the University's Office of Student Affairs and Disability Services and receive an accommodation will be placed where that accommodation can be met. (Please see the *CUSSW Student Handbook* for policies and procedures regarding accommodations related to disability.) The School of Social Work will work with agencies to plan and make reasonable accommodation to student's needs, and where appropriate will share the cost of making special provisions for a student. Any issues concerning a student's health or disability will be maintained in strict confidence and will not be reported to any agency unless the student so requests, in writing, for the purpose of making reasonable accommodation for that disability. All students are held to the same criteria for a successful grade in field education.

STUDENTS IN THE FIELD

ORIENTATION OF STUDENTS IN THE FIELD

FIELD EDUCATION ORIENTATION AT CUSSW

The Field Education Department coordinates an orientation to field education in the first Foundation class prior to the student's first day in field placement. The aim of the orientation includes preparing students to learn about the agency's function, social work role, clients' needs and perceptions; to learn about the nature of field training and field education; and to be apprised of field education policies and student's rights in their field education placement and in the School.

Another orientation prior to the beginning of Field is entitled "Preparation for Practice." This orientation provides students with an overview of some of the skills necessary to begin social work practice: how to access entitlements, what to do on a home visit, etc. In addition, students receive the mandatory training on child abuse identification and reporting required for licensure.

During the beginning weeks of field education, students also take the Seminar on Professional Identity which emphasizes professional development. This orientation helps to ease the transition into field education and better ensures that students are adequately prepared to begin their work in the organization. Additional orientation at the actual agency is also important.

ORIENTATION PROGRAM IN THE AGENCY

Orienting students to the agency should be viewed as an ongoing process during the first few weeks in placement, concurrent with the students' moving into their beginning assignments. It is helpful if the student is offered information about agency function, services and procedures, but not overwhelmed with data. The student will especially want to know, "What will I be doing here?" Therefore, information about the kinds of assignments and specific tasks she/he will be carrying out will be useful.

Students should feel welcomed. The student's workspace and access to phone should be identified. Each student should have the opportunity for a private, one-on-one conference with her/his field instructor on the first day in placement.

Students should be made aware of specific agency policies that impact client service. First among these is the agency's procedure regarding abuse and neglect reporting. Also included are the process for establishing eligibility for entitlements, methods of making referrals, and criteria for completing interventions.

STUDENT ARRIVAL AT THE AGENCY

Students will be instructed to arrive at the agency at 9:00 a.m. on the first day of field education. If this time is not suitable, the agency should notify the Field Education Department in advance or the student by mail or by telephone to rearrange arrival time, as well as to give transportation directions. Students are not interviewed but may be invited to visit the agency prior to the first day of field education. Field instructors are expected to be available to greet the students upon their arrival at the agency. Students may, if the same applies to agency staff, be required to have a health physical, be finger printed and cleared through the State's Central Registry, have a drug test, do a writing sample, etc.

ASSIGNMENTS

It is the School's educational philosophy that students need to begin a specific assignment early in their field placement, since this serves as the crux of their learning. Students should not be assigned to meet with clients or other similar tasks on the first day of field education. However, students should begin their first assignment by the third day in the agency. The field instructor should carefully prepare the student for this first assignment.

Assignments serve as the foundation from which all subsequent field teaching grows. The kinds of assignments that the field instructor selects directly affect the quality of education provided to the student and the degree to which the student can hope to meet the service needs of clients.

ASSIGNMENT DEVELOPMENT

It is expected that beginning assignments will be available by the time the student arrives at the agency. After meeting the student, the field instructor should select appropriate assignments for him/her. The field instructor should thoroughly prepare the student for the first contacts (see below). While there may be warranted variations (which should be discussed with the student's advisor), assignments should be gradually added during the following weeks. Students should be carrying their full complement of work about 8-12 weeks into the term.

ASSIGNMENT WORKLOAD: DISTRIBUTION AND VOLUME

In order to learn direct practice skills, first year students need the opportunity to begin their actual work. For direct practice students, this may mean an appreciable number of face-to-face interviews with clients as individuals or as collectives, including families and groups. Students also need opportunities to work with organizational or community representatives on behalf of their clients. Some settings require that students attend regular interdisciplinary meetings or seminars. We recognize the importance of these meetings, but time spent in such activities should not exceed 4-6 hours a week, so that students will have sufficient time for the needed practice experiences.

At full workload, students should spend the following range of time in each activity. The category called Practice Assignments includes those activities appropriate to their Advanced Practice Method Concentration. For example: contact with clients (telephone, interview, group meetings), collateral work, home visiting, program development, outreach, budget analysis, policy articulation, etc.

SAMPLE WORKLOAD DISTRIBUTION - WEEKLY (21 HOURS)

Practice Assignments	12-16 hours [*]
Individual Supervision (minimum of 1.5 hours) or mix of Individual (minimum 1 hour) and Group Supervision	2 hours
Recording [†]	1-2 hours
Staff Meetings, seminars, team conferences, group supervision in-service trainings, etc.	4-6 hours

PREPARATION OF STUDENTS FOR THEIR ASSIGNMENTS

^{*} *At full load, second year students would usually spend more time than first year students carrying out practice assignments.*

[†] *It is understood that students will have to spend additional time, beyond the 21 hours of placement, to complete required process recordings.*

It is important to prepare students carefully as they move into every assignment and each new facet of their work. It is assumed that students will be given the needed data to begin the assignment. For example, field instructors need to assist students in anticipating clients' reactions, so they can reach out to them in helpful ways. It is equally important to assist students in preparing for a telephone call to a client or for a meeting with an organizational representative. Preparation can also include developing an interview plan, drafting a beginning contract, suggesting ideas for further exploration, discussing ways of demonstrating interest and concern, etc.

EDUCATIONAL PLANS

Students and their field instructors create an Educational Plan that outlines their strategies and goals for implementing a sound, year-long educational experience.

OVERVIEW

During the first three weeks of Field, as part of supervision, students and field instructors should develop the Educational Plan. The Plan covers six specific areas, outlined below. Use each area as the heading of a paragraph or two and be as specific as possible in your description.

Attention should be paid to the sections in the *Field Education Manual* that describe the appropriate assignments expected for each student according to their year and method. (See Evaluation, "Learning Objectives" in this *Manual*.) The Manual also describes minimum standards for supervision and suggests several options for recording. Use the Manual fully in developing the Educational Plan for Field.

Since the Plans are due to field advisors by the third week of field they should serve students and field instructors well in doing the mid-term oral evaluation in November. The Plan will also provide the basis for the written evaluation of the student at the end of each term. Further, by noting the field instructor's and the agency's willingness to develop and adhere to an instructionally appropriate Educational Plan, the Field Department can ensure the continued appropriate use of a particular field site.

PLAN FORMAT

At the top of the Education Plan, note: Student Name, Year, Direct Practice or Advanced Practice Concentration Method, Agency, Field Instructor Name, Field Advisor Name and Date completed. At the bottom, leave space for three signatures (student, field instructor and field advisor). In the middle, follow the outline.

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. ASSIGNMENTS:

Describe the types of assignments the student will be afforded. (See Field Education and Educational Planning, “Assignments”; and Evaluation, “Learning Objectives” specific to the student’s Advanced Practice Method Concentration, in this *Manual*.) Describe 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, policy work is always on a macro level, etc.

2. PROFESSIONAL AND INTERDISCIPLINARY RELATIONSHIPS:

Describe the staff with whom the student is expected to interact and with whom she/he will work in order to complete assignments.

3. MEETINGS:

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

4. SUPERVISION:

Include a description of the field instructor (see *Criteria for Field Instructors* in this *Manual*). Individual supervision is usually weekly for an hour and a half, but may be adjusted to an hour, if group supervision is also provided. Describe how this supervisory requirement will be met and what other opportunities exist for additional supervision. If a component of this placement is an assignment that requires a secondary field instructor or task supervisor, describe that person and be specific about his/her qualifications, range of responsibility and availability.

5. RECORDINGS:

Describe the type of Recordings (i.e. Process Recordings, Logs, Reflective Journals, etc.) that will be used. See “Recording” below, and the relevant recording sections according to the student’s Advanced Practice Method Concentration in the *Field Education Manual*. Be specific about the format these recordings will follow, the frequency with which they are to be submitted, how they will be used in supervision.

6. WORK SCHEDULE:

Identify the student’s specific 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. Explain the agency policy on student responsibility for making up any hours of placement which are missed.

IMPLEMENTATION

The above six areas should be covered in discussions between the Student and the field instructor. The student, based on these discussions will write up the Educational Plan, which will then be reviewed by the field instructor, signed by both, and brought to the field advisor by the

student. The field advisor will approve the plan, or return it for revision. The final document will be filed with the Field Education Department.

RECORDING

RECORDING EXPECTATIONS

From an educational perspective, recording is viewed as a major learning tool. It also serves as a form of accountability and should help students improve their provision of service and organize their work. All students are expected to write curriculum appropriate records throughout their student training. Field instructors may designate some variations in recording expectations, based on student learning needs or agency requirements. However, the School provides overall parameters for its recording expectations for students in the field. The Field Education Department provides all students and faculty field advisors with a separate manual entitled *Handbook for Student Social Work Recording*, which is available on our webpage (<http://www.columbia.edu/cu/ssw/field/documents/Process-Recordings.pdf>).

Students in first year Direct Practice and second year Advanced Clinical Practice are expected to write 2 - 3 process records weekly. As an adjunct to these records, students can maintain logs of their remaining contacts, and also should meet agency requirements for summary recording and statistics.

Students concentrating in Advanced Generalist Practice and Programming are also expected to write select, weekly process recordings on individuals, families and groups and meet the AGPP writing requirements on Logs and Reflective Journals as determined by their field instructor and faculty field advisor.

Students in Social Enterprise Administration and Policy Practice are expected to maintain a weekly log. More in-depth writing should be done on "critical incidents," i.e., particularly important events which call on the student's interactive skills. Also included as recordings for these students are Logs and Reflective Journals as required.

Students are to be given the indicated time and space at the agency to complete their weekly recording requirements.

TYPES OF RECORDINGS

Please see the *Handbook for Student Social Work Recording*, available online: <http://www.columbia.edu/cu/ssw/field/documents/Process-Recordings.pdf>.

To protect client privacy, actual names are never used and uniquely identifying client characteristics are masked.

PROCESS RECORDS

Process Records can be written on:

1. Client interviews.
2. Group meetings.
3. Telephone contacts.
4. Contacts with system representatives (e.g., teacher, nurse, landlord, team meetings, etc.)

Process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview, group meeting, etc.), and should help the student to reflect and think about a piece of work.

A process recording can be in the narrative or "verbatim" form of recording. A recording should include brief identifying data (e.g., 4th interview with Mrs. G. on October 11th); a description in chronological order of what happened in the interview/meeting including actions, observations, interaction, and select dialogue; and a section on the student's own reactions, impressions, assessment, questions, and/or future plans.

REFLECTIVE JOURNAL

This is designed to be used in an ongoing fashion. Its purpose is to help AGPP, SEA, and Policy Practice students integrate the varied dimensions of social work in which they are called upon to perform.

PROGRAM ASSESSMENT FILE

Students use this assignment to help plan, begin, and periodically monitor the development and implementation of programs or projects.

SUMMARY RECORDS

Many agencies have their own formats for intake, bio-psycho-social, transfer (closing or periodic) and progress summaries. Those required of the agency's social workers may appropriately be required of students, but do not replace the student's recording obligations to the School.

USE OF RECORDS

Students should submit records to the field instructor sufficiently in advance of their supervisory conference. We view it as imperative that field instructors carefully read students' records prior to the conference. The record becomes the basis for discussion and learning in the conference itself. Both field instructor and student are urged to prepare agendas that are specifically related to the records. Field instructors may wish to write marginal comments for their own use on student records, but are urged to give them to the student prior to the conference.

All recordings are viewed as learning tools. They are the property of the student and do not belong to the agency or in permanent agency records. If students use recordings for school assignments, all identifying data must be fully disguised.

TAPE OR VIDEO RECORDINGS

After students are comfortable in their field setting, some may use tape or video recordings with the permission of clients and field instructor. We view this as another learning tool, but some process recording on other contacts is still expected weekly.

These may be made only with expressed permission of all participants in the discussion and with the prior approval of the agency.

RESPONSIBILITIES OF THE AGENCIES

It is the responsibility of the agency's educational coordinator or field instructor to inform the School immediately of any changes in field placement arrangements and if any of the following changes occur:

1. Changes in agency address or phone number.
2. Changes in agency director and/or educational coordinator.
3. Proposed changes in field instructors.
4. Major adjustment proposed in student schedules.
5. Pending strikes and labor/management disputes.
6. Any extraordinary tension in the agency that may affect student learning.
7. Absence of the field instructor from the agency for more than one week.
8. Student absences for more than three days per term.

TRANSPORTATION AND REIMBURSEMENT

The agency is expected to reimburse students for expenses incurred as part of the required field education assignment. In no instance may a student use their own vehicle to transport agency clients. Students may, if they have the appropriate license, drive the agency owned vehicle.

HOME VISITS

Home visits are a regular part of most placements. Even if they are not, a home visit may be clinically indicated in certain situations. Agencies will be expected to take appropriate measures to ensure the safety of students. At a minimum, the same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. The Director of Field Education should be consulted if safety is a concern.

LABOR DISPUTES

It is the responsibility of the agency to notify the Field Education Department and field advisor immediately of anticipated work slow down, stoppage, or strike. (See School's Policy in Labor Disputes below.)

RESPONSIBILITIES OF THE STUDENTS

DRESS CODE

Students must follow the same dress code that is required of agency staff. Agency policies including, but not limited to dress, tattoos, and/or piercings must be adhered to by CUSSW students.

OPEN IDENTIFICATION OF STUDENT STATUS

It is the policy of the school that students must identify themselves as students or interns in their work with clients and other agency representatives.

STUDENT SERVICES TO CLIENTS

While on field education assignments, students at the School of Social work, will serve any client served by the field education agency. No student may refuse an assignment to serve a client. Any student who feels that he or she will experience difficulty on a field education assignment because of a client's problems, personality, characteristics, or disability is encouraged to discuss such concerns with faculty members or Field Educators.

RESPONSIBILITIES OF THE SCHOOL

INSURANCE

All students registered for field education are covered in their field placement by the School's liability insurance.

INTERNATIONAL STUDENTS' FIELD EDUCATION

As outlined earlier in this manual, one of the major functions of field education is to teach professional social work skills. Most of the literature on Adult Learning Theory and the skills needed for teaching does not reflect a cross-cultural perspective. Field instructors turn to the school, and particularly the Field Education Department, for help in working with international students and understanding the cultural dimension in instruction. Special workshops and seminars are often offered on these topics; field instructors will be notified by mail when such opportunities arise.

DISCRIMINATION AND HARASSMENT ISSUES

As stated in Columbia University policy (see Appendix C), the University is committed to the principle that individuals are to be treated as human beings rather than as members of a category that represents only one aspect of their identity. Students who feel they may have been harassed or discriminated against in their field setting based on race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status may contact the School's Assistant Dean/Director of field education and/or Associate Dean and may consult or may file a complaint with:

- the OEO/AA Office if the accused is a University employee (full- or part-time faculty or staff) or student;
- the Ombuds Office;
- their own Dean;

- the Dean of the school of the accused if the accused is a student;
- the Department of Security if the situation may involve criminal activity.

If appropriate, such complaints can be handled confidentially.

All University students are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the University's policies and related laws. Within the School of Social Work, a student's concerns regarding discrimination or harassment will be addressed separately from any issues regarding the student's performance. Thus, such complaints will be addressed under University procedure and not through the Committee on Students (COS).

STUDENTS EXPERIENCING DIFFICULTY IN THE FIELD

There are several ways in which the School helps students who experience difficulty in the field. The major effort is through intensive field education and field advising. Students are encouraged to reach out to other agency staff (e.g., task supervisor, educational coordinator), faculty advisor, practice teacher, or Field Education Department staff member for help on practice issues.

When a field instructor has attempted to work with a student around a set of practice and learning issues and has seen little progress in resolving them, the field advisor should be contacted immediately. The field advisor will intervene with both the student and field instructor, sometimes jointly, to clarify the problem and suggest ways to resolve it.

If the problem continues, the field advisor is encouraged to bring the matter to the Associate Director of Field responsible for the agency at which the student is placed. If there is no resolution at that level, then any and all problems should be brought to the Director of Field Education. If the student, the field advisor, and the student's academic advisor agree (1) on the nature of the problem and (2) on the possible solution (i.e., a change in assignment or an extension of placement), then a meeting of these three with the Director of Field Education may be held to resolve the matter. Such a meeting, referred to as an "Administrative COS" would be held in lieu of a first meeting with the Committee on Students for the purpose of consultation. If the problem remains unresolved, a second meeting is scheduled with the Committee on Students.

THE COMMITTEE ON STUDENTS

The Committee on Students is a School vehicle composed of Faculty, Second Year Students and the Director of Field Education for addressing difficult situations students experience in their field education and in other components of their social work education.

Students should refer to the appropriate section in the *Student Handbook* for additional information on the Committee on Students. A student may choose to initiate the Committee on Students process and has the prerogative of skipping the four-way meeting above and taking their issue directly to the Committee on Students.

Before a field advisor may present a student to the Committee on Students, a three way meeting among the student, the field instructor, and the field advisor must be held unless there are extenuating circumstances to preclude such a meeting. One such circumstance would be the immediate dismissal of a student from the placement by the agency itself. Both the field instructor

and field advisor will have read several recent process or other recordings to assess the student's practice fully and specifically. The meeting should be an attempt to clearly define and communicate each party's concerns, and to establish a plan and a timeline for resolution which can be presented to the Committee on Students by the field advisor.

When a student is unable to progress, or in instances where the student is given a failing grade in field or in class, or has violated professional ethics, the Committee reviews the details of student performance, possible reasons for difficulty, and the educational opportunities afforded the student. Based upon this review, the Committee recommends whether the student should be permitted to continue her/his education or not.

It is the responsibility of the field advisor to convey to the field instructor and other appropriate agency personnel all discussion and decisions of the Committee on Students related to the student. If there are additional questions they should be referred to the Director of Field Education.

ADMINISTRATIVE POLICIES AND PROCEDURES FOR FIELD EDUCATION

FIELD EDUCATION DAYS AND HOURS

Field education placements are usually made for three eight-hour days, less an hour for lunch or dinner, for a total of 21 hours per week. Mondays are reserved for field education for all students and all students are generally in the field on Friday. One other full day is scheduled based on the requirements of the agency and the class schedule of the student. Alternative field education schedules or hours must be approved by the Field Education Department through the faculty field advisor. Students may not change their regularly scheduled field hours without the written authorization of their field advisor. Students must make up any time falling below the required hours (see "Required Total Hours for Students," below) because of unexcused holidays, illness, or emergencies. Cumulative planned overtime cannot be carried over from term to term, but in instances of prolonged illness or other emergencies, exception may be made by the Director of Field Education.

REQUIRED TOTAL FIELD HOURS BY PROGRAM

TWO YEAR AND EXTENDED PROGRAM students are assigned three days a week, 300 hours per term for four consecutive terms, for a total of 1200 hours.

16-MONTH PROGRAM students enter field education in *January*, complete their first Spring term of field education by three days a week, and four (4) days a week in the Summer term for the regular total of 600 hours in their first year. They join the second year class in the Fall for the regular Fall to Spring model to complete the 600 additional hours.

ADVANCED STANDING PROGRAM students are assigned three days a week for the Fall and Spring for a total of 600 hours.

TRANSFER PROGRAM students are assigned three days a week for the Fall and Spring for a total of 600 hours.

REDUCED RESIDENCY PROGRAM students complete field education requirements in either four (4) days a week in extended Fall and Spring terms, or three days a week in extended Fall, Spring and a modified Summer term. 900 hours of field education must be completed to satisfy degree requirements.

DUAL DEGREE AND MINOR PROGRAM students also complete 21 hours of field education per week, 300 hours each term for a four-term total of 1200 hours.

EVENING HOURS

Students may be expected to work at their placement at least one evening per week. This is usually necessary to meet client needs. Students should adjust their schedules accordingly to accommodate the evening hours but not exceed 21 hours of field education per week.

SCHOOL, AGENCY AND/OR RELIGIOUS HOLIDAYS

Students do not attend field education on agency holidays but do attend on some school holidays (i.e., Election Day) if their agency is open on their usual day in the field. During winter and spring break (one week each) and Thanksgiving, students do not attend field education.

It is the policy of the University to respect its members' observance of their major religious holidays. When scheduling conflicts prove unavoidable, no student will be penalized due to religious reasons but will make up the hours missed at another time within the term. If a suitable arrangement cannot be worked out between the field instructor and the involved students, the instructor should consult the field advisor or Director of Field Education. If a student has difficulty meeting the field education hour requirements because of a large number of holidays, the field instructor should seek help from the Field Education Department to discuss an alternative plan. In planning the student assignment, the field instructor should review the Field Education Calendar sent along with the notice of student placement. Ultimately, it is the student who is responsible for completing the required number of hours.

STUDENT ABSENCES DUE TO ILLNESS

If a student is legitimately absent from field education because of actual illness or personal reasons (e.g., death in the family) she/he does not need to make up that time. However, any time missed beyond the two days/term limit must be made up by students. Plans for making up extended absences (e.g., prolonged illness) should be discussed with the faculty field advisor.

STUDENT REPRESENTATIVES TO SCHOOL COMMITTEES OR TASK FORCES

One half-day per month of released time from field education is reserved for students elected or appointed to School decision-making bodies. This time is credited for field education. School policy permits scheduling an All Student Day each term for which students will be released from field education responsibilities if they attend.

JURY DUTY

Students called for Jury Duty may go to the Records Room (Room 531) and request a form for postponement to a date not during the academic year.

SCHOOL'S POLICY IN LABOR DISPUTES

It is the responsibility of the agency to notify the Field Education Department and field advisor immediately of anticipated work slow down, work stoppage, or strike. Although no policy can anticipate every situation which may arise during the course of a strike, the main provisions of the School policy are as follows:

1. When social work staff is involved in a bona fide strike against an agency, students are to be withdrawn for the duration of the strike on the premise that a sound learning experience no longer exists.
2. When a strike occurs in an agency involving personnel other than social workers, the School will make its decision about withdrawing students on the basis of whether a proper learning climate exists. Any student who in good conscience asks not to be forced to continue placement during the course of the strike must carry out his/her professional responsibility to clients, communicating fully his/her knowledge of the clients to the field instructor.
3. Where students have been withdrawn because of a strike and a matter of client jeopardy is involved, the field advisor takes responsibility in conference with the agency field instructor and the student in deciding how the work should be completed.

The Director of Field Education will be available to consult with the field advisor and agency in these instances. Field advisors should arrange to meet with students in these settings as quickly as possible to discuss students' concerns about their clients, their need to communicate with their agencies and identification of their interests in participating in alternative learning experiences.

FINANCIAL ARRANGEMENTS

In an effort to ease the financial burden of graduate education, the School makes use of a special program for financially eligible students: College Work Study/Direct Contract. This program reimburses students for hours spent in field education placements. Agencies must agree to participate in the program, and must attest to the student's attendance in the field. Agencies are not responsible for financing, bookkeeping, or handling of money in the program.

Each new agency is asked to sign a College Work Study contract where appropriate. The agency is asked to assign a person(s) who will be responsible for signing the student payroll cards. A renewal contract must be signed every year whether or not students placed are financially eligible. Any questions or problems with either program should be brought to the attention of the Director of Student Financial Aid.

THE EVALUATION

PURPOSES AND PROCESS

The following reflects the evaluation policies of the School. Field instructors should follow this structure. Any deviation from this format or process should be directed to the student's faculty field advisor, who will in turn seek consultation from the Field Education Department.

Every student should have a mid-term oral evaluation conference and a written evaluation at the end of each term. No student is to be requested to write her/his own evaluation. The

writing of the evaluation is the responsibility of each field instructor, who will appropriately ask for student input and have an evaluation conference before, or at, the time it is finalized.

PURPOSES

1. The major purposes of an evaluation follow:
 - a) It provides an opportunity for the student and field instructor to "take stock": to evaluate what the student has learned and where she/he is now, as well as to consider what extenuating circumstances affected professional learning.
 - b) It provides an opportunity for the student and field instructor to pull together and conceptualize what skills and learning needs they should focus on in the future.
2. The Evaluation document is a form of accountability between the agency, the School and the student, and becomes a permanent part of the student's record.

MID-TERM ORAL EVALUATION

A mid-term oral evaluation conference should take place sometime between the sixth and ninth week of field each term. The field instructor is expected to set aside a part of the regularly scheduled weekly conference during one of these weeks for this oral evaluation. The student should be notified in advance so she/he can prepare for the conference as well. It is a time for the student and field instructor to discuss how the student began, how she/he is progressing in the various areas of performance and learning, and what specific skills need to be developed in the remainder of the term. Extenuating circumstances that may have affected the student's learning should also be discussed (e.g., insufficient volume or suitability of assignments).

During the oral evaluation conference, both student and field instructor should share the initiative in evaluating performance. Assessments should be supported by practice illustrations and conference notes. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference.

END OF TERM WRITTEN EVALUATION

It is the field instructor's responsibility to conduct an evaluation conference with the student and, based on the discussion, to write a draft of the final evaluation. The student should be given some time to read, reflect, and assimilate the content. The field instructor and student should then meet together to review the evaluation. If the student raises objections or differences and the field instructor agrees, then changes should be made in the evaluation.

Please use the appropriate *Form* and refer to the relevant criteria for each end-of-term evaluation. The Table of Contents gives page numbers for criteria, listed by concentration and term. *Field Education Evaluation Forms* for each Concentration and Term are available on the Field Education Department webpage at:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html.

The *Form* is a checklist. It does, however, provide ample room for, and does require that you give, examples of your student's work to support the ratings you assign. Any evaluations received that do not contain adequate supporting documentation will be returned to the field instructor. It is educationally essential that we provide students with a thorough and complete evaluation of their Course in Field.

Lastly, the field instructor closes the evaluation by making a recommendation for the grade in Field Education, either Pass or Fail. It then becomes the advisor's ultimate responsibility to determine and grant the grade.

Upon completion, please send one original and two copies of the completed Evaluation to:

Columbia University School of Social Work
Field Education Department
1255 Amsterdam Avenue, Rm. 511
New York, NY 10027

One copy is kept by the Field Education Department, one is sent to the student's file and the other forwarded to the student's advisor.

Students sign the evaluation to indicate that they have read and reviewed it. Signing it does not mean that they agree with it. Students may write an Addendum to their evaluation which will be shared with the field advisor and placed in the student's file. All changes should be included in the final evaluation draft. Students should see their evaluation in its final form.

BRIEF SUMMER UPDATE

Field instructors of Reduced Residency Students, who remain in placement for part or all of the Summer term, should write a brief update for the Summer term, in addition to the usual full Fall and Spring evaluations.

DUE DATES

Evaluations are due one week before the end of field education each term. These dates can be found on the Field Education Calendar, a copy of which is mailed to all field instructors. It can be accessed online at: http://www.columbia.edu/cu/ssw/field/calendars_schedules/index.html

INTRODUCTION TO FOUNDATION AND ADVANCED CONCENTRATION LEARNING OBJECTIVES

All first year students are considered Direct Practice students. In the second year they will choose from among four available Advanced Practice Method Concentrations: Advanced Clinical Practice, Advanced Generalist Practice and Programming, Social Enterprise Administration, and Policy Practice. Each is detailed in the following pages according to their Learning Objectives. These Learning Objectives, regardless of Concentration, represent basic learning issues that students in that Concentration are expected to accomplish during their Field experience. Each learning objective states a specific task/skill that the student should be able to perform after going through the Field experience in their Concentration. These learning objectives define the purpose of the learning activity and limit the scope of the learning experience. They serve as the basis for

selecting specific learning activities, and assessment methods to measure student achievement. Each objective describes the goals of the learning experience in performance terms, i.e., “to do” something that is an observable action.

How are learning objectives in the Field measured? And by whom? They are measured by field instructors. field instructors design the student assignments and measure student achievement of each Learning Objective afforded by that assignment. field instructors rate each student on each Learning Objective as *Exceeding*, *Meeting*, or *Not Meeting* the Learning Objective. In some cases *Not Applicable* will be the rating if the placement does not afford the student the opportunity to practice a particular Learning Objective. Field instructors not only meet with their students on a regular, weekly, formal supervisory basis, but also interact with their students at agency meetings, staff meetings, case conferences, etc. They also directly observe the student’s work. In addition, all students are required to produce recordings appropriate to their Concentration which are also evaluated by the field instructor. (See the *Handbook of Student Recording* on the Field Education Department webpage.) At the end of each term each field instructor measures student progress on each of the applicable Learning Objectives and also provides an overall holistic, integrated impression of the student’s progress.

Because of this serious educational responsibility to both teach and measure progress in skill acquisition, and because of their role as “Gate Keepers” to the profession, field instructors are required to complete the Seminar in Field Education described above. After completing the Seminar, field instructors are strongly encouraged to attend Advanced Seminars to continue honing their skills. And because of the School’s overall responsibility to afford to students the essential activities of learning necessary to become professional social workers, CUSSW has a very active system of Field Advising, ensuring that field instructors are teaching and students are learning. Student Evaluations in Field, prepared by field instructors are then reviewed by field advisors before they are accepted by the Field Education Department. It should be noted that Student progress in the Learning Objectives is also measured by the field advisors who meet with the students on a monthly basis, (second years September through January), receive monthly examples of their Recordings to evaluate, and have monthly, substantive email exchanges about the learning to augment the monthly face-to-face meetings. Therefore they know the students’ acquisition of skills and learning quite well. Therefore, field instructors who do not take the evaluation process seriously, or do not provide adequate documentation to support their evaluation of the student’s acquisition of skills and knowledge, have their documents returned to them for revision and expansion by the field advisor. Because CUSSW has a particularly dedicated and talented cadre of field instructors, this is not usually the case. End of term evaluations are taken seriously and are a splendid learning tool for both student and Instructor.

PRACTICUM FOR FIRST YEAR DIRECT PRACTICE STUDENTS

The Practicum for First Year Direct Practice students, which covers *all* students in T7100 (Foundations of Social Work Practice) and T7102 (Direct Practice with Individuals, Families and groups), *regardless* of type of degree program, includes direct work with individuals, families and groups in the context of institutions/organizations and communities. It rests on a practice perspective that views the human being and the environment as parts of an ecological system in which each part reciprocally shapes the other. Hence, students are expected to maintain a dual focus in their assessments and interventions on a) the person(s) and b) the relevant elements of the physical and social environment in order to improve the transactions and the reciprocity between them.

LEARNING OBJECTIVES RELATED TO FIRST TERM DIRECT PRACTICE SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* available on the *Field Education Department* webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html

Skills in Pre-Encounter, Engagement, Exploration and Contracting with a Client (Individual, Family or Group)

By the end of the First Term the student should be able:

- 1.01 to identify biological, psychological, social, organizational, and cultural influences that may be acting upon the client
- 1.02 to establish an environment of acceptance by conveying concern and respect
- 1.03 to explain agency services adequately
- 1.04 to define the student's function as a helping pre-professional
- 1.05 to help most voluntary clients to elaborate their concerns, expectations, and views of the problem
- 1.06 to have beginning skills of focusing, and responding
- 1.07 to begin reach for ambivalent feelings about receiving help
- 1.08 to note most nonverbal behavior including appearance and interaction with others in the environment
- 1.09 to reach out to non-voluntary clients, with improved ability to view negative responses as other than personal rejection
- 1.10 to work towards overcoming personal responses to severe physical, mental, or emotional handicaps, serious illness, variant life-styles, and other forms of difference

Skills in Assessment

By the end of the First Term the student should be able:

- 2.01 to weigh the factors in the presenting problem/need in order to set objectives and plan action
- 2.02 to assess the case as an ongoing process within each session
- 2.03 to write impressions at the end of each session, and develop formal, written statements as needed

Skills in Ongoing Work and Termination

By the end of the First Term the student should be able:

- 3.01 to encourage the open discussion of feelings, recognize nonverbal messages, provide relevant information, and credit clients' coping efforts
- 3.02 to identify problematic transactions within a family or group, elicit differing views on the transactions among members, point out commonalities, and encourage the development of mutual aid
- 3.03 to gather data for clarifying the environmental difficulty (e.g., client inability or unwillingness to deal with resource systems, organizational unresponsiveness to client needs, or a combination of these)
- 3.04 to provide necessary information, locate obstacles and/or undertake intervention on the client's behalf
- 3.05 to utilize team practice, if it exists at the setting, and to find a role as a team member while weighing different points of view
- 3.06 to prioritize and sequence tasks appropriately

Skills in Organizational and Community Practice

In working with agency, institution or community representatives by the end of the First Term the student should be able:

- 4.01 to seek out sources of data on other discipline's or organization's policies, practices, formal and informal systems, exceptions to policies, decision making processes, etc.
- 4.02 to anticipate representative's perceptions, strains, organizational restraints, procedures, power differences, views of outsiders, etc.
- 4.03 to identify how these influences may affect representative's response to student's agency, discipline, worker or client
- 4.04 to present data, issue, or request in a way that other person can hear
- 4.05 to represent own role or discipline with clarity, confidence, and brevity
- 4.06 to engage other person's self-interest (e.g. good intentions, desire to look good, desire to avoid trouble, fear of being reported, etc.
- 4.07 to express concern for other person's perspective and position
- 4.08 to effectively interpret client's needs to others
- 4.09 to identify mutual objective, if feasible
- 4.10 to assess environmental factors (and support systems) and their impact and usefulness in locating resources for clients
- 4.11 to formulate strategies that are appropriate and effective. Broad strategies include such categories as: collaboration, mediation, negotiation, advocacy, adversarial interventions
- 4.12 to demonstrate differential use of such skills as: redefining and reframing the problem, problem solving, trade-offs, offering a solution, developing position statements, using leverage, being persistent, using persuasion, engaging in joint action, bargaining, etc.
- 4.13 to communicate effectively (both verbally and in writing) with organizational representatives

Skills Related to Student as Learner and Use of Supervision

In working with the field instructor and the field advisor by the end of the First Term the student should be able:

- 5.01 to identify issues and questions to be discussed related to client needs, agency operations and his/her own learning needs, as demonstrated by agendas for conferences, and comments and reactions on process recording
- 5.02 to use the record increasingly for self-evaluation and as the major focus of the conference
- 5.03 to be receptive to constructive criticism and be able to take risks in new ways of learning designed to improve practice
- 5.04 to demonstrate a beginning ability to carry over from conference to client (individual, family, group, institution or community) and from case to case
- 5.05 to be able to make appropriate use of other learning opportunities, participating in seminars, team presentations, etc.

Skills in Job Organization

By the end of the First Term the student should be able:

- 6.01 to take responsibility for meeting deadlines, completing records and statistics, and notifying others of schedules
- 6.02 to have all written material meet agency standards of clarity and legibility
- 6.03 to set priorities for the use of time (e.g., length of interviews, attendance at meetings, and writing reports)

LEARNING OBJECTIVES RELATED TO SECOND TERM DIRECT PRACTICE SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* on the Field Education Department webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html

Skills in Pre-Encounter, Engagement, Exploration, and Contracting

By the end of the Second Term, the student will be able:

- 1.01 to analyze the factors that may be acting upon the client and can consider the likely responses of the client to their influence and to the student's entrance into the life space of the client
- 1.02 to understand the agency's objectives and to consider them with respect to the client's need
- 1.03 to ask the client about reactions and feelings rather than assuming these are similar to his/her own
- 1.04 to relate to a wider range of nonverbal communications, and to manage difficult behavioral manifestations such as testing
- 1.05 to communicate role and function clearly to clients and to others (e.g., team members)
- 1.06 to reach out differentially to involuntary clients and usually elicit reactions to the agency's service and the student's function, drawing out expectations of help
- 1.07 to encourage clients to express their reluctance in seeking and accepting help, and take steps toward helping them to resolve their ambivalence
- 1.08 to explore more dynamically and relevantly, engaging the client's active participation and following cues with responses that free the client to go further
- 1.09 to develop with the client a mutual understanding of the problem and the client's strengths and limitations
- 1.10 to help each member of a family or group to participate, and to give special attention to those having difficulty in communicating
- 1.11 to share thinking about the problem/need with the client and elicit client concerns about the contract
- 1.12 to be working towards overcoming personal responses to severe physical, mental, or emotional handicaps, serious illness, variant life styles, and other forms of difference

Skills in Assessment

By the end of the Second Term the student should be able:

- 2.01 to assess the case as an ongoing process within each session, write impressions at the end of each session, and develop formal, written statements as needed
- 2.02 to consider a wide range of biological, psychological, social and cultural variables, apply them to the dynamic transactions between client, environment, and student
- 2.03 to individualize from client to client, look at the developments in a case, evaluate the work to date, and re-assess this with new or needed information as guides to next steps

Skills in Ongoing Work

By the end of the Second Term the student should be able:

- 3.01 to identify and relate to a wide range of feelings, including highly charged areas
- 3.02 to universalize feelings, recognize incongruities between verbal and nonverbal messages, and begin to use these observations
- 3.03 to identify clients' ego strengths and positive factors in the environment and help clients to use them
- 3.04 to recognize resistances, understand their sources, have an ability to use recurring themes from session to session
- 3.05 to identify and respond to patterns in the transactions within a family or group, encouraging mutual aid and reflection on the consequences of the transactions
- 3.06 to identify situational strengths and mobilizes resources, social networks, etc.
- 3.07 to encourage the client's independent activity and help the client deal with personal or situational obstacles
- 3.08 to assess the structure and function of the team (if there is one in the setting), work collaboratively with objectivity and self-discipline in the exchange of views, and express thoughts clearly and non-defensively

Skills in Termination

By the end of the second term, the student will be able:

- 4.01 to be sufficiently aware of feelings about separation in the termination or transfer process
- 4.02 to assess the importance of the relationship, the extent of helpfulness, and personal feelings of loss, relief, or guilt
- 4.03 to summarize with the client the meaning of their joint effort, the extent of progress, and the work still to be done

Skills in Organizational and Community Practice

By the end of the second term, the student will be able:

- 5.01 to seek out sources of data on other discipline's or organization's policies, practices, formal and informal systems, exceptions to policies, decision making processes, etc.
- 5.02 to anticipate representative's perceptions, strains, organizational restraints, procedures, power differences, views of outsiders, etc.
- 5.03 to identify how these influences may affect representative's response to their agency, discipline, worker, or client
- 5.04 to present data, issue, request in a way that other person can hear
- 5.05 to represent own role or discipline with clarity, confidence, and brevity
- 5.06 to engage other person's self-interest (e.g., good intentions, desire to look good, desire to avoid trouble, fear of being reported, etc.)
- 5.07 to express concern for other person's perspective and position
- 5.08 to effectively interpret client's needs to others
- 5.09 to identify mutual objective, if feasible
- 5.10 to assess environmental factors (and support systems) and their impact and usefulness in locating resources for clients. Such factors include: quality, accessibility, receptivity, and inadequacy
- 5.11 to identify and assess type of problem or unmet needs; identify sources, extent, and consequences of problem or need; identify different perceptions and vested interests in the situation; assess power distribution in relation to problem; etc.

Skills in Collaboration

By the end of the Second Term, the student should be able:

- 6.01 to formulate strategies that are appropriate and effective. Broad strategies include such categories as: collaboration, mediation, negotiation, advocacy, adversarial interventions
- 6.02 to demonstrate differential use of such skills as: redefining and reframing the problem, problem solving, trade-offs, offering a solution, developing position statements, using leverage, being persistent, using persuasion, engaging in joint action, bargaining, etc.

Skills Related to Student as Learner and Use of Supervision

In working with the field instructor and field advisor by the end of the Second Term the student should be able:

- 7.01 to display initiative, an open and self-critical stance toward learning, and be ready to modify feelings and attitudes that obstruct the helping process
- 7.02. to demonstrate awareness of patterns of learning (e.g., intellectual, experiential, hindsight, etc.)
- 7.03 to increasingly link theory with practice, with an ability to transpose concepts into specific action

Skills in Job Organization

By the end of the Second Term the student should be able

- 8.01 to take greater initiative for planning to meet all administrative requirements, monitoring case needs and initiating consultations, case reviews, etc.

PRACTICUM FOR SECOND YEAR ADVANCED CLINICAL PRACTICE STUDENTS

The Advanced Clinical Practice Practicum presents an opportunity to both deepen and extend the first year Direct Practice learning and provide for the acquisition of new learning related to a specific Field of Practice, which should provide the graduating student with a base for responsible professional practice and for continuing professional development. Advanced Clinical Practice expands on individual as well as group and family work although the emphasis is one decided upon by the student and matched with the placement opportunities in the Field. In class students learn a variety of counseling and therapy models, as well as specific interventions, which they are then, as appropriate to the site, instructed to implement with clients.

LEARNING OBJECTIVES RELATED TO THIRD TERM ADVANCED CLINICAL PRACTICE SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* on the Field Education Department webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html

Skills in Engagement, Exploration, and Contracting

By the end of the third Term, the student will be able:

- 1.01 to respond empathetically to a wide range of people and problems
- 1.02 to offer the service while encouraging client participation and competence
- 1.03 to demonstrate increased ability to project role, purpose, and function to clients and others as well as the agency's purpose and function
- 1.04 to establish and maintain a working relationship with most clients, fostering communication and conveying a sense of hope
- 1.05 to identify various dimensions of clients' life situations: developmental stage and life tasks, physical health and illness, ego capacities, differential clinical features, social, economic, and cultural factors, lifestyles, and functional and dysfunctional features of the environment
- 1.06 to explore selectively and is usually clear about what not to explore
to recognize obstacles and resistances and display a readiness to share these observations with clients
- 1.07 to gather specialized data in family sessions about family structure and communication, data dealing with common needs and tasks, as well as individual expectations and perceptions
- 1.08 to define the problem, to clarify the factors involved, and to suggest next steps with the client(s)
- 1.09 to elicit client participation and explicit agreement in accord with client capacity and interest
- 1.10 to respond to the need for reinforcing, sustaining, or changing the content of the modality, and duration of service

Skills in Assessment

By the end of the Third term the student should be able:

- 2.01 to order case data and to formulate a problem definition
- 2.02 to take into account relevant biological, psychological, and environmental forces and their dynamic interplay
- 2.03 to view problems and interventions are viewed in transactional terms with dual emphasis on person(s) and situation
- 2.04 to identify clients' personal strengths and limitations and environmental supports and obstacles
- 2.05 to identify, in work with families, the family structure, relationship and communication patterns and to assess them in light of the family's stage of development, life tasks, and goals
- 2.06 to be aware of the service organization's operations and be able to identify disjunction between client need and organizational structures/practices
- 2.07 based on the assessment, to formulate interventive plans: feasible and agreed upon goals (short and/or longer term), modality and service duration, and entry points
- 2.08 to be aware that the assessment must be empirically tested and that it is a dynamic, ongoing process
- 2.09 to produce Recordings that reflect connections between assessment thinking and interventions
- 2.10 to produce skillful formal assessments and fulfill the particular agency's assessment requirements

Skills in Ongoing Work

By the end of the Third term the student should be able:

- 3.01 to reflect an expanding repertoire of interviewing techniques and their differential, flexible use, including the use of experiences to develop client competence
- 3.02 to elicit and stay with emotionally charged materials and move beyond ventilation to help with cognitive, affective, and behavioral mastery
- 3.03 to display increased awareness of how her/his feelings about the client and/or problem may influence and/or impact the client-worker relationship and effect the interventive process
- 3.04 to help members in work with families or groups to express their view of the family problem(s) or the group's common concerns and the members' goals and expectations
- 3.05 to recognize and respond to both verbal and nonverbal content and process within family and group sessions and make an effort to interrupt dysfunctional patterns of communication
- 3.06 to work with a co-therapist on planning the nature, direction and substance of their collaboration
- 3.07 to discuss and search for mutual solutions to any problems that erupt in the relationship

Skills in Termination and Transfer

By the end of the Third term the student should be able:

- 4.01 to plan for termination sufficiently in advance so that careful consideration can be given both to own feelings and those of the client(s)
- 4.02 to seek to elicit and then to handle the feelings of the client in their negative and positive aspects, and to do this over the course of several sessions
- 4.03 to engage the client in a review of the work with an evaluation of achievements in light of the original objectives
- 4.04 to identify the accomplishments and areas of continuing concern with the client(s)
- 4.05 to seek to learn from the client what did and did not help, and the reasons for these differing effects
- 4.06 to analyze and evaluate what helped and what did not
- 4.07 to seek to involve the client in referral, whether early in the case or at termination
- 4.08 to seek the involvement of the client(s) in the process of examining need and selecting appropriate services (where choice is available)
- 4.09 to take responsibility for initiating the process with the agency, planning with the client for the first contact, and following up to assure that the linkage has been effected
- 4.10 to consider, where appropriate, the need to accompany the client
- 4.11 to provide any needed transfer or referral services at termination

Skills in Organizational and Community Practice

By the end of the Third term, the student will be able:

- 5.01 to show initiative, resourcefulness, and skill in interceding with other organizations and resource systems on behalf of clients
- 5.02 to engage the client in the indications and contraindications for involvement in the process
- 5.03 to pay attention to client interests, capacities, and physical/psychological states and to organizational processes in reaching informed decisions in this area
- 5.04 to use various techniques for client involvement: educative-cognitive, supportive, modeling, accompaniment, and mutual-aid processes
- 5.05 to identify specific problems, practice issues and service delivery and program development concerns as reflected in the particular agency
- 5.06 to be clear about agency's policies, services, and relationship to the community
- 5.07 to take account of the influence of the agency's structure and functions on the professional role and professional tasks, observing the physical and social environment within the agency and their effects on clients, and raising appropriate questions with the field instructor
- 5.08 to intercede within the agency on clients' behalf

Skills in Collaboration

By the end of the Third term, the student should be able:

- 6.01 to approach collaborative activity with an increased sense of professional role and identity
- 6.02 to be aware of what it means to be a representative of one's own discipline, in possession of a body of knowledge and expertise

- 6.03 to recognize and demonstrate appreciation for the similarities and differences in the roles, objectives, and modes of intervention of other professionals and paraprofessionals with different background experiences and value systems
- 6.04 to translate social work language into language understandable to all members of the work-group
- 6.05 to seek to heighten team/work-group awareness of clients' needs

Skills Related to Student as Learner and Use of Supervision

By the end of the Third term, the student will be able:

- 7.01 to use the field education conference productively as an educational vehicle
- 7.02 to prepare questions and issues in advance by agenda, and utilize the conference for mutual exploration and exchange of ideas
- 7.03 to present her/his point of view and defend it responsibly, to accept the instructor's criticism, praise, and when indicated, direction

Skills in Job Organization

By the end of the Third term, the student will be able:

- 8.01 to handle the necessary administrative tasks required by the agency
- 8.02 to use time in the agency optimally for client and learning needs
- 8.03 to understand the agency function and utilize agency programs
- 8.04 to be promptness, flexible, and organized
- 8.05 to organize and present material verbally and to write clearly and concisely

Skills Related to Ethical Practice

By the end of the Third term, the student will be able:

- 9.01 to demonstrate the ability to promote the well-being of clients
- 9.02 to demonstrate the ability to transmit knowledge and skill to others
- 9.03 to alert every person to their right to privacy/confidentiality
- 9.04 to speak the truth and fully disclose all relevant information
- 9.05 to demonstrate the ability to commit to a high standard of personal and professional conduct
- 9.06 to demonstrate the ability to respect the inherent dignity and worth of the person/client

LEARNING OBJECTIVES RELATED TO FOURTH TERM ADVANCED CLINICAL PRACTICE SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* on the Field Education Department webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html.

Student Progress in the Fourth term includes all practice skills described above for the Third term with these additions:

Skills in Engagement, Exploration, and Contracting

By the end of the Fourth term, the student will be able:

- 1.01 to respond empathetically to a wide range of people and problems
- 1.02 to offer the service while encouraging client participation and competence
- 1.03 to demonstrate increased ability to project role, purpose, and function to clients and others as well as the agency's purpose and function
- 1.04 to establish and maintain a working relationship with most clients, fostering communication and conveying a sense of hope
- 1.05 to identify various dimensions of clients' life situations: developmental stage and life tasks, physical health and illness, ego capacities, differential clinical features, social, economic, and cultural factors, lifestyles, and functional and dysfunctional features of the environment
- 1.06 to explore selectively and is usually clear about what not to explore to recognize obstacles and resistances and display a readiness to share these observations with clients
- 1.07 to gather specialized data in family sessions about family structure and communication, data dealing with common needs and tasks, as well as individual expectations and perceptions
- 1.08 to define the problem, to clarify the factors involved, and to suggest next steps with the client(s)
- 1.09 to elicit client participation and explicit agreement in accord with client capacity and interest
- 1.10 to respond to the need for reinforcing, sustaining, or changing the content of the modality, and duration of service
- 1.11 to manifest self-confidence and clarity in presentation of role and function
- 1.12 to successfully handle early ambivalence and psychological/cultural resistances
- 1.13 to explore facts and feelings sensitively, responsively, and dynamically
- 1.14 to share feelings and reactions in a disciplined and client-oriented way

Skills in Assessment

By the end of the Fourth term, the student will be able:

- 2.01 to order case data and to formulate a problem definition
- 2.02 to take into account in assessments the relevant biological, psychological, and environmental forces and their dynamic interplay

- 2.03 to view problems and interventions are viewed in transactional terms with dual emphasis on person(s) and situation
- 2.04 to identify clients' personal strengths and limitations and environmental supports and obstacles
- 2.05 to identify, in work with families, the family structure, relationship and communication patterns and to assess them in light of the family's stage of development, life tasks, and goals
- 2.06 to be aware of the service organization's operations and be able to identify disjunction between client need and organizational structures/practices
- 2.07 based on the assessment, to formulate interventive plans: feasible and agreed upon goals (short and/or longer term), modality and service duration, and entry points
- 2.08 to be aware that the assessment must be empirically tested and that it is a dynamic, ongoing process
- 2.09 to produce Recordings that reflect connections between assessment thinking and interventions
- 2.10 to produce skillful formal assessments and fulfill the particular agency's assessment requirements
- 2.11 to identify resources and potentialities in the person and in the community, agency, social networks, and the physical environment

Skills in Ongoing Work

By the end of the Fourth term, the student will be able:

- 3.01 to reflect an expanding repertoire of interviewing techniques and their differential, flexible use, including the use of experiences to develop client competence
- 3.02 to elicit and stay with emotionally charged materials and move beyond ventilation to help with cognitive, affective, and behavioral mastery
- 3.03 to display increased awareness of how her/his feelings about the client and/or problem may influence her/his feelings about the impact of the client-worker relationship and its effect on the interventive process
- 3.04 to help members in work with families or groups to express their view of the family problem(s) or the group's common concerns and the members' goals and expectations
- 3.05 to recognize and respond to both verbal and nonverbal content and process within family and group sessions and make an effort to interrupt dysfunctional patterns of communication
- 3.06 to work with a co-therapist, planning on the nature and direction and substance of their collaboration
- 3.07 to discuss them with the co-therapist in a mutual search for solutions if problems erupt in the relationship
- 3.08 to demonstrate greater clarity in selection of appropriate modality, interventive approach and techniques, and service duration
- 3.09 to use her/his expanded knowledge base and skills repertoire in a consistent fashion based on client need
- 3.10 to discuss the impact of the client-worker relationship appropriately with clients
- 3.11 to recognize and help with the family's struggles with issues of fusion and separation, of independence, of conflicts about change and goals
- 3.12 to notice discrepant needs between the individual and the group

- 3.13 to direct members' attention in family and group sessions to dysfunctional patterns and evasions of tasks, maladaptive coalitions and alignments, and failures in needed reciprocity
- 3.14 to help the family or group to move toward mutual aid, reinforcing their attempts to help one another, and supporting their moves toward reciprocity and interdependence
- 3.15 to recognize situations where this may not be possible and helps families to seek alternative solutions
- 3.16 to handle with increased comfort both positive and negative feelings directed toward the student

Skills in Termination and Transfer

By the end of the Fourth term, the student should be able:

- 4.01 to plan for termination sufficiently in advance so that careful consideration can be given both to own feelings and those of the client(s)
- 4.02 to seek to elicit and then to handle the feelings of the client in their negative and positive aspects, and to do this over the course of several sessions
- 4.03 to engage the client in a review of the work with an evaluation of achievements in light of the original objectives
- 4.04 to identify the accomplishments and areas of continuing concern with the client(s)
- 4.05 to seek to learn from the client what helped and what did not, and what the reasons for the differing effects might be
- 4.06 to analyze and evaluate what helped and what did not
- 4.07 to seek to involve the client in referral, whether early in the case or at termination
- 4.08 to seek the involvement of the client(s) in the process of examining need and selecting appropriate services (where choice is available)
- 4.09 to take responsibility for initiating the process with the agency, planning with the client for the first contact, and following up to assure that the linkage has been effected
- 4.10 to consider, where appropriate, the need to accompany the client
- 4.11 to provide any needed transfer or referral services at termination
- 4.12 to handle the conflicted feelings that may be involved in the termination process

Skills in Organizational and Community Practice

By the end of the Fourth term, the student will be able:

- 5.01 to show initiative, resourcefulness, and skill in interceding with other organizations and resource systems on behalf of clients
- 5.02 to engage the client in the indications and contraindications for involvement in the process
- 5.03 to pay attention to client interests, capacities, and physical/psychological states and to organizational processes in reaching informed decisions in this area
- 5.04 to use various techniques for client involvement: educative-cognitive, supportive, modeling, accompaniment, and mutual-aid processes
- 5.05 to identify specific problems, practice issues and service delivery and program development concerns as reflected in the particular agency
- 5.06 to be clear about agency's policies, services, and relationship to the community

- 5.07 to take account of the influence of the agency's structure and functions on the professional role and professional tasks, observing the physical and social environment within the agency and their effects on clients, and raising appropriate questions with the Field Instructor
- 5.08 to be able to intercede within the agency on clients' behalf
- 5.09 to move from case advocacy to considering the possibility of class advocacy--that is, to securing similar services for other agency clients with similar needs
- 5.10 to help clients re-establish, strengthen, or, where indicated, relinquish ties to their social networks
- 5.11 to consider with the client, where such ties are missing, the possibilities for developing new ties to self-help groups and other networks, mutual-aid systems, and resource-exchange entities
- 5.12 to consider, where these are not available, the possibilities for establishing such networks within the agency, the neighborhood, or catchment area
- 5.13 to demonstrate initiative and involvement in efforts to influence agency processes on behalf of clients needs
- 5.14 to identify a problem in service, to define it in its organizational dimensions, to assess the nature of the forces maintaining the problem, and to consider alternative solutions to the problem and their feasibility
- 5.15 to plan steps toward a feasible solution, and go as far as possible to carry them out

Skills in to Collaboration

By the end of the Fourth term, the student should be able:

- 6.01 to approach collaborative activity with increased sense of professional role and identity
- 6.02 to be aware of what it means to be a representative of one's own discipline, in possession of a body of knowledge and expertise
- 6.03 to recognize and demonstrate appreciation for the similarities and differences in the roles, objectives, and modes of intervention of other professions and a range of paraprofessional helpers having different background experiences and value systems
- 6.04 to translate social work language into language understandable to all members of the work-group
- 6.05 to seek to heighten team/work-group awareness of clients' needs
- 6.06 to understand collaborative endeavors and to maintain objectivity concerning the group members
- 6.07 to show skill in learning/teaching activities within the educator/leader role and the learner role as indicated by the setting and the needs of the situation

Skills Related to Student as Learner and Use of Supervision

By the end of the Forth term, the student should be able:

- 7.01 to use the field education conference productively as an educational vehicle
- 7.02 to prepare questions and issues in advance by agenda, and utilize the conference for mutual exploration and exchange of ideas
- 7.03 to present her/his point of view and defend it responsibly, to accept the instructor's criticism, praise, and when indicated, direction

- 7.04 to work independently a good part of the time, but be clear about when consultation is needed
- 7.05 to seek out needed help from the instructor and others, and utilize the substance of the consultation in work with the client(s)
- 7.06 to examine and evaluate her/his own work with some accuracy based upon a realistic sense of practice strengths and weaknesses
- 7.07 to demonstrate awareness of learning needs and gaps in knowledge by seeking out or taking advantage of opportunities for further development (e.g., reading, agency seminars, consultation, etc.)
- 7.08 to demonstrate consistent ability to transfer knowledge and skill from one case to another

Skills in Job Organization

By the end of the Fourth term, the student is able:

- 8.01 to handle the necessary administrative tasks required by the agency
- 8.02 to use time in the agency optimally for client and learning needs
- 8.03 to understand the agency function and utilize agency programs
- 8.04 to be promptness, flexible, and organized
- 5.05 to organize and present material verbally and to write clearly and concisely
- 8.06 to look more critically at the agency programs and planning, and to make appropriate suggestions for constructive change

Skills Related to Ethical Practice

By the end of the Fourth term, the student will be able:

- 9.01 to demonstrate the ability to promote the well-being of clients
- 9.02 to demonstrate the ability to transmit knowledge and skill to others
- 9.03 to alert every person to their right to privacy/confidentiality
- 9.04 to speak the truth and fully disclose all relevant information
- 9.05 to demonstrate the ability to commit to a high standard of personal and professional conduct
- 9.06 to demonstrate the ability to respect the inherent dignity and worth of the person/client

PRACTICUM FOR SECOND YEAR ADVANCED GENERALIST PRACTICE AND PROGRAMMING (AGPP) STUDENTS

The Advanced Generalist Practice and Programming Concentration affords the student the opportunity to learn and practice a number of skills in the Field. All students will continue to work clinically with one or more of the following: individuals, families, groups, organizations or communities with the goal of moving the intervention from “Case” to “Cause”. Based on this experience, all AGPP students have assignments that include Programming (planning, developing, implementing, evaluating). In addition, AGPP students have assignments, as appropriate to the Field site and student interest, in Community Organizing (with clients, communities, committees), Supervision (of volunteers, students, undergraduates), and Administrative Tasks (committee work, report writing, information management, conference planning).
Integrate the following:

Program planning and development is the formal process through which human service organizations plan for innovation and growth to meet identified needs of clients, target populations, or community groups. Program planning begins with problem identification or task definition and includes documenting priority needs or gaps in service, specifying goals and objectives, designing a program to meet those needs, gathering resources to support the program, and establishing a system for evaluation of the program.

LEARNING OBJECTIVES RELATED TO THIRD AND FOURTH TERM ADVANCED GENERALIST PRACTICE AND PROGRAMMING SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* on the Field Education Department webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html

Skills in work with individuals

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 1.01 to demonstrate skill in initial engagement and contracting
- 1.02 to conduct a focused, purposeful interview
- 1.03 to develop and sustain mutually agreed upon tasks
- 1.04 to partialize client problems
- 1.05 to develop a comprehensive service plan including tasks for others in relation to client needs
- 1.06 to explore clients' concerns, including staying with and waiting out difficult feelings and responding emphatically
- 1.07 to identify and engage obstacles in the worker/client transactions
- 1.08 to engage client in mutual review of work during termination
- 1.09 to mobilize resources needed to achieve goals
- 1.10 to advocate on behalf of client
- 1.11 to monitor and evaluate the impact of worker's interventions and progress made toward achieving goals

Skills in Work with Families

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 2.01 to identify when work with family members is indicated
- 2.02 to outreach to and engage family members
- 2.03 to work with the family as a system to identify a shared focus for work
- 2.04 to foster and/or develop the natural problem-solving skills of families

Skills in Work with Groups

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 3.01 to develop a group service by identifying a common task, obtaining organizational sanction, and offering a service
- 3.02 to develop and maintain a group-relevant contract for work
- 3.03 to identify and help with interpersonal obstacles (e.g., scapegoating, status differentials)
- 3.04 to balance the needs/tasks of individual members with the needs/tasks of the group

Skills in Needs Assessment

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 4.01 to identify a client/community problem and related service needs
- 4.02 to develop an appropriate methodology for documenting the extent of the problem and service need, including specifying location/sources of data (internal and external to the agency); methods by which data will be collected, e.g., interviews with key informants, surveys, literature search; and analysis of client data (records, aggregate data)
- 4.03 to develop an appropriate time-table and carry out the needs assessment/data collection and analysis including: conducting research on related legislation and regulation; collecting data through interviews with key informants; collecting data about services available, and service delivery within the agency through observation, analysis of records, etc.
- 4.04 to analyze the data collected and write a report indicating type of problems identified, services needed, and extent of need (assessment)

Skills in Priorities Setting

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 5.01 to carry out research and exploration concerning alternative methods for priority setting and assess their relative merits
- 5.02 to assist in choosing a feasible priority-setting method for program selection
- 5.03 to assist in conducting the chosen priority-setting method, utilizing knowledge about service needs, community resources, and interpersonal skills, as well as technical skills

Skills in Program Design

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 6.01 to assess degree of need or possible priorities among identified needs of a selected population which might be served by your agency
- 6.02 to specify goals and objectives related to selected populations and identified needs
- 6.03 to specify alternative interventive strategies for meeting those needs
- 6.04 to select appropriate strategies and operationalize them in programmatic form (e.g., activities, practice methods, etc.)
- 6.05 to relate the program design appropriately to available resources (e.g., staff power, time available, facilities, money, etc.)
- 6.06 to relate progress to other available programs, agencies, or services in the community

Skills in Working Collaboratively with Other Groups or Agencies

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 7.01 to identify constituencies for the program in agency and community
- 7.02 to participate in joint planning sessions or research
- 7.03 to organize staff teams or community groups to carry out needs assessment, program designing, and proposal writing or program implementation

Skills in Research on Potential Funding Sources

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 8.01 to locate and utilize appropriate sources of information about available funding support
- 8.02 to follow through on writing proposals or participating in proposal writing with others, utilizing knowledge gained through research, needs assessment, etc.

Skills in Program Monitoring/Evaluation

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 9.01 to carry out research and exploration of alternative methods for program evaluation or monitoring system
- 9.02 to develop a program evaluation strategy appropriate to agency context, program goals and activities/design, and expected outcomes
- 9.03 to establish overall program plan (including timing, resources needed, etc.), and initiate evaluation

Skills in Community Organizing

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 10.01 to assess the identifiable geographic and/or functional community (e.g., demographic profile, institutional and informal resources, and cultural, physical, socioeconomic, political environment)
- 10.02 to analyze the situation within which one is working in order to identify key issues which are viable foci for organizing
- 10.03 to identify relevant constituencies. Motivate, recruit, educate, and ultimately bring together persons appropriate to the particular organizing effort
- 10.04 to develop familiarity with available data sources relevant to identified issues, and develop facility in gathering information deemed relevant to the issue at hand
- 10.05 to establish appropriate long and short-term goals, assess various strategic possibilities, and develop these strategies within the context of the values and resources or the sponsoring organization, the leadership, the larger society, and the worker's own skills and capabilities
- 10.06 to facilitate the work of the group by maintaining focus on the task at hand, the change objective, and the relationships among participants
- 10.07 to facilitate the education of group members regarding the functioning and maintenance of the organization, including how to evaluate its own group process and its effectiveness
- 10.08 to develop flexibility in using a variety of organizer roles including teacher, enabler, resource person, and activist, with the ability to be self-corrective in one's organizational work. Of particular importance is the organizer's skill in balancing one's personal need for expression with the primary role of community leadership
- 10.09 to facilitate the development of an appropriate organizational structure and process, including policy and procedure as necessary
- 10.10 to develop appropriate resources for ongoing organizational work including funding, professional services, staffing patterns, relationships with other organizations, relationships with the media, printing, etc.

Skills Related to Student as Learner and Use of Supervision

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 11.01 to identify, specify, and implement the administrative, supportive, and educational components of the supervisory relationship
- 11.02 to identify authority dimensions of the supervisory relationship and to manage constructively the authority components of the relationship
- 11.03 to identify supervisee tasks, translate tasks into a coherent job description, and pace the quantity of work incorporating both organizational needs and supervisee characteristics
- 11.04 to effectively commence the supervisory relationship and develop a supervision contract which integrates the task requirements with a specification of appropriate responsibilities and obligations of each party
- 11.05 to assist the supervisee in the appropriate development of work priorities and task planning
- 11.06 to anticipate, identify, and engage supervisory problems in a constructive yet task-focused fashion

- 11.07 to identify and specify behavioral criteria for performance feedback and evaluation, and effectively incorporate these criteria into the ongoing character of the relationship
- 11.08 to build and maintain a relationship which is characterized by full and open communication, mutual access, and the maintenance of role-appropriate behavior on the part of both participants

Skills in Administrative Tasks

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 12.01 to make initial contact with and effectively enter into the task group if it is ongoing; to make appropriate contact with her or his specified group role if the student begins with the group
- 12.02 to articulate, clarify, and negotiate, if necessary, the respective responsibilities of the student's designated role and the tasks associated with that role
- 12.03 to assist individual group members in the identification of their specific roles and the group as a whole in determining its purpose, strategy for action, and delegation of responsibilities for members
- 12.04 to assess, in an ongoing fashion, the range of process barriers which the group may be encountering and to intervene in role-appropriate ways to offer means and procedures by which the group may solve problems and continue with its designated task
- 12.05 to assess accurately and maintain the boundaries of one's role vis a vis the group, while functioning in ways which are aimed at maximizing group effectiveness; to maintain an appreciation of process issues which transcend one's role and may be beyond one's ability to affect

Skills in Report Writing

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 13.01 to identify the problem and relevant issues associated with the required reporting task
- 13.02 to obtain and organize relevant information associated with the reporting task, including appropriate coordination with necessary agency staff as required by the assignment in question
- 13.03 to present appropriate data, analysis, and recommendations in written form, reflecting conciseness, clarity, and organization

Skills in Information Management

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 14.01 to understand basic purposes, functions, and limitations of organizational information systems

- 14.02 to determine tasks and problems for which formal information systems hold promise of improved management efforts
- 14.03 to construct a simple information system appropriate for addressing a particular management task or problem
- 14.04 to identify and locate sources of organizational information and link these to the system designed
- 14.05 to anticipate and address problems of system implementation and solicit appropriate assistance to develop strategies for resolving these anticipated problems

Skills in Conference Planning

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 15.01 to collaborate with relevant agency staff to determine conference purposes and planning tasks necessary for the development of a detailed conference plan
- 15.02 to work independently and organize one's to accomplish planning tasks in a timely and appropriate manner
- 15.03 to coordinate both logistic and substantive tasks with appropriate agency and extra-agency personnel as dictated by conference plan
- 15.04 to identify and secure necessary resources dictated by conference plan

Skills in Procedure Development

By the end of the third term with some consistency, and by the end of the fourth term with great consistency, all AGPP students should be able:

- 16.01 to demonstrate an understanding of organizational structure and process associated with a procedures-development task
- 16.02 to conceptualize the purpose or result of the procedure to be developed and to identify, specify, and organize in developmental order the staff activities required to accomplish the task
- 16.03 to present in coherent and concise written form the procedures developed

Skills Related to Students as Learner and Use of Supervision

In working with the field instructor and field advisor by the end of the Third and Fourth term the student should be able:

- 17.01 to display initiative, an open and self-critical stance toward learning, and be ready to modify feelings and attitudes that obstruct the helping process
- 17.02 to demonstrate awareness of patterns of learning (e.g., intellectual, experiential, hindsight, etc.)
- 17.03 to increasingly link theory with practice, with an ability to transpose concepts into specific action

Skills in Job Organization

By the end of the Third in many cases and Fourth term most of the time the student should be able:

- 18.01 to take greater initiative for planning to meet all administrative requirements, monitoring case and program needs and initiating consultations as appropriate

Skills Related to Ethical Practice

By the end of the Third and Fourth terms, the student will be able:

- 19.01 to demonstrate the ability to promote the well-being of clients
- 19.02 to demonstrate the ability to transmit knowledge and skill to others
- 19.03 to alert every person to their right to privacy/confidentiality
- 19.04 to speak the truth and fully disclose all relevant information
- 19.05 to demonstrate the ability to commit to a high standard of personal and professional conduct
- 19.06 to demonstrate the ability to respect the inherent dignity and worth of the person/-client

PRACTICUM FOR SECOND YEAR SOCIAL ENTERPRISE ADMINISTRATION STUDENTS

The Social Enterprise Administration Practicum is an opportunity for students to develop, broaden and deepen their understanding of the content of their Foundation Year with regard to the functions of Social Enterprise Administration; it is the time for them to develop their administrative skills and capabilities. The primary emphasis of the second year of field practicum is the development of an understanding of the substance of administrative activity within the human service organization and the mastery of the technical components of administrative practice including: “task group” responsibility, program development, organization reporting and/or procedures design, strategic planning activities, constituency development, fiscal analysis and management, information management, and staff supervision.

By the Fourth term students should have some responsibility in one or more of the following fiscal areas: fiscal analysis, financial monitoring or reporting, budget research, budget development and preparation. In carrying out assignments, it is expected that students will work with agency staff having fiscal responsibility for the organization. Students are expected to acquire an overall understanding of fiscal procedures of the organization, as well as the technical and budgeting aspects of financial management.

Students should have some responsibility in the area of information management through data retrieval, analysis or reporting. This might include working on the development, modification or implementation of a Management Information System; carrying out program evaluations; and/or preparing for and participating in program or systems audits related to external accountability procedures.

Finally, if it is possible and practical, students should have some supervisory responsibility for at least one or more students, support staff, volunteers, or para-professional staff members. The assignment should provide opportunity for the practice of the full range of supervisory skills and functions.

LEARNING OBJECTIVES RELATED TO THIRD TERM SOCIAL ENTERPRISE ADMINISTRATION SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* on the Field Education Department webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html

Skills in Beginning Development as a Social Enterprise Administrator

By the end of the Third term the student should be able:

- 1.01 to demonstrate a beginning understanding of administration and management of their agency as a human service organization

Skills in Social Planning and Social Development

By the end of the Third term the student should be able:

- 2.01 to define the social issues and problems that their agency must address

- 2.02 to assess how those problems and issues are expressed in terms of individual and community needs
- 2.03 to determine how their agencies have dealt with the issues, problems and needs in the past
- 2.04 to understand how policies and legislative mandates are implemented through program design
- 2.05 to state measurable objectives for tackling those issues
- 2.06 to formulate alternative courses of action for the implementation of those objectives
- 2.07 to employ formal criteria for selecting the best or preferred implementation alternative
- 2.08 to assess their agencies internal capability for implementing the selected alternative
- 2.09 to outline an implementation plan that attends to fiscal, political and community acceptability constraints, among others
- 2.10 to develop the monitoring steps for keeping the program on course, or taking corrective action during or after implementation
- 2.11 to understand group process and the ability to work with task groups and committees
- 2.12 to demonstrate a knowledge of organization procedures and skills in developing appropriate procedures to resolve problems
- 2.13 to prepare reports such as legislative statements, service unit program reports, agency internal position papers, problem analysis
- 2.14 to represent the agency in the community and serve as the liaison to other groups representing the agency
- 2.15 to organize and staff a group of consumer agencies providing the same or like services as those the agency is providing

Skills Related to Ethical Practice

By the end of the Third term, the student will be able:

- 3.01 to demonstrate the ability to promote the well-being of clients
- 3.02 to demonstrate the ability to transmit knowledge and skill to others
- 3.03 to alert every person to their right to privacy/confidentiality
- 3.04 to speak the truth and fully disclose all relevant information
- 3.05 to demonstrate the ability to commit to a high standard of personal and professional conduct
- 3.06 to demonstrate the ability to respect the inherent dignity and worth of the person/client

LEARNING OBJECTIVES RELATED TO FOURTH TERM SOCIAL ENTERPRISE ADMINISTRATION SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* on the Field Education Department webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html.

Skills in Professional Identity Development

By the end of the Fourth term the student should be able:

- 1.01 to identify with the breadth of managerial activities required of the human service executive

Skills in Computer Application in Human Services Management

By the end of the Fourth term the student should be able:

- 2.01 to demonstrate competence in computer applications in the management of human services
- 2.02 to evaluate the strengths and weaknesses of administrative and clinical software packages
- 2.03 to perform a computer needs assessment of their agency
- 2.04 to choose the appropriate computer technology to complete specific tasks or goals
- 2.05 to communicate and research social work topics and resources using the World Wide Web
- 2.06 to incorporate social work ethics into the use of computer technology
- 2.07 to evaluate the appropriateness of new computer-related technologies for social work

Skills in Financial Management

By the end of the Fourth term the student should be able:

- 3.01 to analyze their agency's financial statement and comment on its financial condition.
- 3.02 to establish a management control system for their agency
- 3.03 to conduct a cost analysis of a human service program within their agency and determine its unit cost
- 3.04 to determine a pricing structure for a human service program within their agency
- 3.05 to utilize differential costs in conducting make/by, keep/stop, and expand/reduce decisions
- 3.06 to perform revenue and expenditure forecasts
- 3.07 to differentiate between grants and contracts and their appropriate uses

Skills in Human Resource Management and Supervision

By the end of the Fourth term the student should be able:

- 4.01 to understand the impact of their organization's service goal on the human resource management function

- 4.02 to understand the processes involved in recruiting and maintaining staff for their organization
- 4.03 to understand leadership styles and their relationship to work motivation and job satisfaction
- 4.04 to understand the role of the supervisor and its administrative, educational and supportive dimensions
- 4.05 to understand the nature of training programs and their role in employee development and organizational effectiveness
- 4.06 to demonstrate skill in creating job descriptions and carrying out performance appraisals
- 4.07 to understand procedures involved in supervising troubled workers and understand the supervisor's role in relation to an EAP program
- 4.08 to understand the nature of the employer-trade union relationship and the collective bargaining agreement
- 4.09 to understand the body of legislation relevant to the employment "contract"

Skills related to the ability to identify and assess organizations, communities, and social policies and convey methods that can be used to intervene in service delivery.

By the end of the Fourth term the student should be able:

- 5.01 to assess and analyze the role and competence of organizations in the US and specifically, their organization
- 5.02 to interpret the motivations of individual actors in the context of organizational behavior and vice versa
- 5.03 to define their organization's mission in terms of system dynamics
- 5.04 to identify and appropriately label the power structures within their organization and the surrounding community
- 5.05 to describe various approaches to coalition formation to resolve community problems
- 5.06 to identify varying sources of power including statutory, information, economic and political
- 5.07 to describe strategies that call for the differential diagnosis of their organization/community's problems and identify the appropriate first steps toward a problem strategy
- 5.08 to describe the phases of negotiation and their place in change strategies

Skills in Program Evaluation

By the end of the Fourth term the student should be able:

- 6.01 to describe the main types of program evaluation
- 6.02 to be prepared for continual evaluation checks, or self-evaluations as they are conducted within their agency, to reinforce service delivery
- 6.03 to demonstrate skills in basic evaluative designs

Skills Related to Ethical Practice

By the end of the Fourth term, the student will be able:

- 7.01 to demonstrate the ability to promote the well-being of clients
- 7.02 to demonstrate the ability to transmit knowledge and skill to others
- 7.03 to alert every person to their right to privacy/confidentiality

- 7.04 to speak the truth and fully disclose all relevant information
- 7.05 to demonstrate the ability to commit to a high standard of personal and professional conduct
- 7.06 to demonstrate the ability to respect the inherent dignity and worth of the person/client

PRACTICUM FOR SECOND YEAR POLICY PRACTICE STUDENTS

The Policy Practice practicum stresses preparation for work in policy analysis and advocacy. Placements are designed to provide students with direct experience in the definition and measurement of social problems, the development and evaluation of policy alternatives, and the process of policy adoption. The field practicum provides opportunities to apply analytic methods to the collection, analysis, interpretations, and presentation of data, and to activities in support of policy adoption.

Specifically, when teaching students any one aspect of the policy process, it would be important for the field instructor to help the student locate that aspect within the larger process. Specific assignments may relate sequentially to one substantive policy issue or to several different policy issues, and should provide students with the opportunity to engage in increasingly complex analytic work as their skills increase. Although students may be assigned to more than one substantive project during the course of the year, these assignments should be coordinated to allow students to reflect on the strengths and limitations of multiple analytic methods and approaches.

LEARNING OBJECTIVES RELATED TO THIRD AND FOURTH TERM POLICY PRACTICE SKILLS AND KNOWLEDGE

These Learning Objectives are organized to match the *Student Field Education Evaluation Form* on the Field Education Department webpage:

http://www.columbia.edu/cu/ssw/field/forms/student_evaluations.html

Skills in the Definition of Social Policy Issues

By the end of the third term with some consistency and by the end of the fourth term with great consistency, all Policy Practice students will be able:

- 1.01 to track and critically assess existing evidence (news coverage and agency, government and scholarly documents) of a social problem over time, noting how the "condition" came to be defined or framed as a particular "problem"
- 1.02 to track the legislative response to a social problem at the city, state or national level
- 1.03 to observe and critically analyze viewpoints represented at community or other meetings to describe key stakeholders in the community, government, and other sectors
- 1.04 to conduct interviews with key stakeholders to gather and compare alternative perspectives on the extent and consequences of a social problem and preferred policy solutions
- 1.05 to complete a stakeholder analysis that identifies key individuals and organizations, their interests in the problem and specific solutions, and their bases of legitimacy and power

Skills in Identifying and Analyzing Prior Efforts to Solve a Policy Issue

By the end of the third term with some consistency and by the end of the fourth term with great consistency, all Policy Practice students will be able:

- 2.01 to understand the role of historical research
- 2.02 to be familiar with sources of information related to policies and programs
- 2.03 to access and synthesize information about these efforts
- 2.04 to identify and articulate key issues
- 2.05 to present their findings

Skills in Locating, Collecting, And Analyzing Data Relevant to a Social Policy Problem

By the end of the third term with some consistency and by the end of the fourth term with great consistency, all Policy Practice students will be able:

- 3.01 to develop and/or conduct a survey and analyze the data to understand community social services needs
- 3.02 to conduct and analyze interviews with key informants about the impact of a social issue on the community
- 3.03 to locate and analyze data on the prevalence of a specific social problem, the demographic background of the population affected and the scope and boundaries of the problem for a specific catchment area
- 3.04 to collect and analyze government data such as expenditures for a social program over time and trends in program participation, and nonparticipation

Skills in Identifying and Analyzing Alternative Policy Program Options

By the end of the third term with some consistency and by the end of the fourth term with great consistency, all Policy Practice students will be able:

- 4.01 to solicit and incorporate diverse points of view from a variety of stakeholders
- 4.02 to describe key elements of different policy or program alternatives, including objectives, service targets, anticipated effects, organizational and staffing requirements, costs, and evaluation approaches
- 4.03 to identify alternative criteria for evaluating social policies and understand how each criterion represents competing values, interests and viewpoints
- 4.04 to present the analyses
- 4.05 to understand the factors that promote and discourage use of systematic analysis in the selection of policy alternatives

Skills in Assessing the Feasibility of Alternative Policy Options

By the end of the third term with some consistency and by the end of the fourth term with great consistency, all Policy Practice students will be able:

- 5.01 to research implementation difficulties encountered during prior program development or reform efforts, using key informant interviews and/or program documents

- 5.02 to critically review a policy or program proposal to identify potential implementation challenges and possible solutions to them
- 5.03 to consider implementation issues such as organizational and staffing needs, existing capacity, possibilities for capacity building, and areas of potential staff, community, and other support and resistance
- 5.04 to conduct survey and/or key informant interviews to evaluate staff, community and political support/opposition to the proposed alternatives
- 5.05 to complete a cost benefit analysis comparing two or more policy alternatives

Skills in Preparing and Presenting Policy Proposals

By the end of the third term with some consistency and by the end of the fourth term with great consistency, all Policy Practice students will be able:

- 6.01 to prepare and present a review of proposed legislation, rule changes, or program plans
- 6.02 to prepare a briefing report providing background and analysis of a problem or policy reform
- 6.03 to prepare a policy analysis memo comparing the costs and benefits of alternative policy options and recommending a course of action
- 6.04 to prepare and present public testimony at legislative or budget hearings
- 6.05 to present policy analysis and/or recommendations at meetings e.g., community, NGO's, organizations and/or conferences
- 6.06 to prepare a press release
- 6.07 to prepare and present testimony in support of a policy or program recommendation
- 6.08 to prepare and present a project proposal to a committee or task groups, a community group or board, or a government agency

Skills in Implementing and Evaluating Policy Recommendations

By the end of the third term with some consistency and by the end of the fourth term with great consistency, all Policy Practice students will be able:

- 7.01 to draft a legislative proposal or administrative recommendation
- 7.02 to present and submit an op-ed article or letter to the editor with permission of CUSSW and the field instructor
- 7.03 to track and critically analyze the progress of a legislative or administrative reform
- 7.04 to identify and contact groups and individuals to solicit support for a policy or reform
- 7.05 to contact legislative or bureaucratic decision makers to explain/advocate for a policy
- 7.06 to organize and facilitate community education and advocacy efforts
- 7.07 to evaluate the process and outcomes of proposed policy or programs
- 7.08 to evaluate and present existing programs

Skills Related to Ethical Practice

By the end of the Third and Fourth terms, the student will be able:

- 8.01 to demonstrate the ability to promote the well-being of clients
- 8.02 to demonstrate the ability to transmit knowledge and skill to others
- 8.03 to alert every person to their right to privacy/confidentiality
- 8.04 to speak the truth and fully disclose all relevant information
- 8.05 to demonstrate the ability to commit to a high standard of personal and professional conduct
- 8.06 to demonstrate the ability to respect the inherent dignity and worth of the person/client

APPENDIX A

CODE OF ETHICS *of the* NATIONAL ASSOCIATION OF SOCIAL WORKERS

(As adopted by the Delegate Assembly of August 1996.)

Overview

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections. Section one, "Preamble," summarizes the social work profession's mission and core values. Section two, "Purpose of the Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. Section three, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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:

- The Code identifies core values on which social work's mission is based.
- The Code summarizes broad ethical principles that reflect the professions core values and establishes a set of specific ethical standards that should be used to guide social work practice.
- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The Code provides ethical standards to which the general public can hold the social work profession accountable.
- The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.[‡] In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or Sanctions based on it.

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

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be 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.

[‡] For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

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 audio-taping 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. 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' culture 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. Occasionally, 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, 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 service 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 a 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 or when laws or regulations require disclosure without a client's consent. 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, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on client consent.

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

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

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

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under SAL, 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 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 service performed. Consideration should be given to the client's 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 all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues 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, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when it serves the well-being of clients.

2.02 Confidentiality with Colleagues

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 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 advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep informed of colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, 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 to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when other professionals' specialized knowledge or expertise is needed to serve clients fully, or when social workers believe they are not being effective or making reasonable progress with clients and 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 current supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues where 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, in order to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not engage in any sexual harassment of 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 which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which interferes with practice effectiveness, should consult with that colleague 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 Reporting Unethical Conduct

(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) 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.

(c) 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 service 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 specifically by whom the service was provided 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. In order to minimize possible confusion and conflict, social workers should discuss with potential clients the nature of their 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 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 of Ethics.

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 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 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, age, religion, sex, sexual orientation, marital status, political belief, 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 of 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 organization.

(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 other persons 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, consultations, 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 in order 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 utilize evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should consider carefully 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 General 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 persons, with special regard for vulnerable, disadvantaged, oppressed, and exploited persons 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 or any other preference, personal characteristic or status.

APPENDIX B

ACADEMIC APPOINTMENTS FOR FIELD INSTRUCTORS

All Columbia University School of Social Work field instructors who have completed the Seminar in Field Education (SIFI) are eligible to receive Academic Appointments according to the following schedule:

Those who are doing field education, having completed the SIFI, are assigned the title Adjunct Lecturer.

Those who are entering their fourth year of field education (not necessarily consecutive years) for CUSSW are assigned the title Adjunct Assistant Professor.

Those entering their ninth year of field education (not necessarily consecutive years) for CUSSW are assigned the title of Adjunct Associate Professor.

Those directors of agencies/departments, with significant training opportunities for students, and who possess a doctorate, have been assigned the title of Adjunct Professor.

And finally, in those agencies where the social worker who is the Educational Coordinator actually coordinates a comprehensive student program (for multiple students), that person is assigned the title of Adjunct Assistant Professor in the first year, and Adjunct Associate Professor in the fourth year.

Adjunct status enables one to secure a CUSSW identification card which gives access to the Columbia University facilities including the Library and gym and affords one a discount at the Columbia Bookstore.

APPENDIX C

POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT, STATEMENT OF NONDISCRIMINATORY POLICIES, DISCRIMINATION GRIEVANCE PROCEDURE, POLICY ON SEXUAL HARASSMENT, AND ROMANTIC RELATIONSHIP ADVISORY STATEMENT

POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT

The following statement was adopted by the University Senate on April 27, 1990.

As a great center of learning, Columbia University prides itself on being a community committed to free and open discourse and to tolerance of differing views. We take pride, too, in preparing the leaders of our society and exemplifying the values we hope they will uphold. These commitments are subverted by intolerance, bigotry, and harassment. Even in recent history, we must recognize race, ethnicity, religion, gender, sexual orientation, disability, and other irrelevancies have all occasioned attacks by the ignorant, the foolish, the sick, the evil. Instead of enjoying our differences and the richness they bring to our shared lives, some have chosen to make those differences the targets of anger and hate. As a community, we are committed to the principle that individuals are to be treated as human beings rather than dehumanized by treatment as members of a category that represents only one aspect of their identity.

This University resolutely condemns conduct that makes such targets of our differences. The free exchange of ideas central to the University can take place only in an environment that is based on equal opportunity for admission to academic and other programs and to employment, and on freedom from behavior that stigmatizes or victimizes others. All decisions concerning an individual's admission to or participation in any University program must be based on that individual's qualifications, free of stigmatizing consideration of race, color, national or ethnic origin, religion, disability, gender, sexual orientation, marital status, age, citizenship, or Vietnam era or disabled veteran status. Nor will Columbia tolerate any behavior that harasses members of the community on the basis of any of these qualities. Such behavior will be regarded as a violation of the standards of conduct required of any person associated with the University and will subject the person guilty of it to the full range of internal institutional discipline, including permanent separation. While mediation and consensual resolution are of course to be encouraged, we also recognize the right of all persons who believe themselves to have been the targets of such behavior to institute a formal grievance. Coercion to require them to overlook or retract their complaints fosters discrimination and harassment and is equally intolerable in our community.

It is not enough to be prepared to respond when ugliness appears. Members of a community such as ours must work preventively as well, to ensure that all our dealings with each other are marked by decency and characterized by civility. Columbia is committed to do what it can to engender mutual respect, understanding, and empathy. The University acknowledges a special responsibility to develop sensitivity to the concerns of those who are most vulnerable to discrimination and harassment.

STATEMENT OF NONDISCRIMINATORY POLICIES

The University is publishing the following statements in accordance with certain federal, state, and local statutes and administrative regulations:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX may be referred to Zenobia White-Farrell, Associate Director of the University's Office of Equal Opportunity and Affirmative Action (402 Low Memorial Library, Mail Code 4333, 535 West 116th Street, New York, NY 10027, telephone 212-854-5511), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, NY 10278.

Columbia University admits students of any race, color, national and ethnic origin, and age to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate against any person on the basis of race, color, national and ethnic origin, or age in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, the New York Human Rights Law, Article 15, Executive Law Section 296 prohibits discrimination against any person in employment because of age, race, creed, color, national origin, disability, sex, marital status, and genetic predisposition or carrier status.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder, the University does not discriminate against any person on the basis of disability in admission or access to, or employment or treatment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973, as amended, requires affirmative action to employ and advance in employment qualified workers with disabilities. The Americans with Disabilities Act of 1990 also prohibits discrimination in public accommodation and in employment against qualified persons with disabilities. It requires the University to provide qualified applicants and employees with reasonable accommodations that do not impose undue hardship or pose a direct threat of harm to themselves or others.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance.

Section 313 of the New York Education Law, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, religion, creed, sex, color, marital status, age, or national origin. The New York City Human Rights Law, Title 8, Section 8-107, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of their age, race, creed, color, national origin, gender, disability, marital status, sexual orientation, or alienage or citizenship status. It also prohibits educational institutions from discriminating against persons in any of the above categories in the provision of certain accommodations, advantages, facilities, or privileges.

On December 1, 1978, the Columbia University Senate passed a resolution announcing its general educational policy on discrimination, which reaffirms the University's commitment to nondiscriminatory policies and practices. The Senate reaffirmed this policy on April 27, 1990, by expanding the categories protected from discrimination and adding protection against harassment as well. Currently, the policies protect against discrimination and harassment on the basis of race, color, gender, religion, national and ethnic origin, age, disability, marital status, sexual orientation, and status as a Vietnam era or disabled veteran.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, (38 U.S.C. 4212), prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has been designated to coordinate compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this office, which may informally investigate complaints and offer advice and counsel on questions relating to equal opportunity and affirmative action, including information about applicable formal grievance procedures and agencies where complaints may be filed.

DISCRIMINATION GRIEVANCE PROCEDURE

The University's Discrimination Grievance Procedure is available to enrolled students who feel that they have been the victims of sexual harassment or discrimination on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, marital status, age, disability, citizenship, or Vietnam era or qualified special disabled veteran status. A copy of the Procedure is available in *FACETS*, the University student handbook

(<http://www.columbia.edu/cu/facets/>), and in the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall; telephone: (212) 854-5511.

A complaint under this Procedure is initiated through a written complaint filed with the Equal Opportunity and Affirmative Action Office. Staff in that office will assist with filing the complaint and are also available for confidential counseling and informal investigation of discrimination claims.

SEXUAL HARASSMENT

Sexual harassment occurs when someone subjects another person to unwanted sexual activity or attention on the basis of sex. Repeated unwelcome sexual comments, suggestions, or pressures also may constitute sexual harassment if they make a person's learning or working environment intimidating hostile, or offensive. Sexual harassment can range from coerced sexual relations or physical assault to constant joking or repeated sexually oriented remarks or behavior.

Here are four specific forms that sexual harassment can take:

- Coercion into sexual activity by threats of punishment (such as lower grades, spreading rumors, etc.) What is at stake can go far beyond one grade or a single recommendation or research opportunities; it can mean denial of access to a particular discipline or even a career.
- Solicitation of sexual activity or other sex-related behavior by promise of rewards. This form of harassment suggests there will be a reward for complicity. Put bluntly, it may amount to an attempt to offer higher grades, fellowships, or job opportunities in exchange for sexual favors.
- Inappropriate, offensive, but essentially sanction-free, sexually oriented advances. In this case, sexual harassment can take the form of repeated, uninvited requests for social or sexual encounters, often accompanied by touching. These advances are unwelcome and uncomfortable, although they carry with them neither direct nor implied threats or rewards.
- Generalized sexual remarks or behavior. This may or may not be directed at a particular individual. While a single statement probably will not constitute sexual harassment, a pattern of such statements can, if their cumulative effect results in making the working or learning environment intimidating, hostile, or offensive. It can also occur from distributing or posting sexually oriented pictures posters, magazines, or other visual materials, including those sent electronically.

If you think you are being sexually harassed, first, don't ignore the problem. If you are comfortable doing so, confront your harasser. Be polite but firm. Present the facts as you see them. Describe how you feel about what has happened, make it clear that the behavior is unwelcome, and say that you want it to stop. If you are reluctant to have this conversation face-to-face, put it in a letter, preferably delivered by registered mail, and keep a copy. Tell someone you trust what happened to you, and tell him or her right away (for support, advice, and future reference).

If that does not work, or if you are reluctant to have any dealings at all with your harasser, you may—and should—go to your dean or students office, the office of Equal Opportunity and Affirmative Action, the Ombuds Officer, or a member of the University Panel on Sexual Harassment. A list of current panelists is provided on page 132. The University's Discrimination Grievance Procedures may be used to redress sexual harassment complaints against students faculty, or staff. The Sexual Misconduct alternative procedure is available for students' complaints of physical sexual assault against other students.

Sexual harassment is particularly reprehensible in an academic community where Columbia's institutional integrity can be threatened by misuse of authority, sexual coercion, or intimidation of students. Following federal guidelines, Columbia University has adopted the following formal policy on sexual harassment.

POLICY STATEMENT ON SEXUAL HARASSMENT

Federal law, including Title VII of the Civil Rights Act of 1964, provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment the Federal Equal Employment Opportunity Commission (EEOC) has issued Guidelines on the subject. While the EEOC Title VII Guidelines apply only to faculty and other employees, Title IX, administered by the U.S. Education Department's Office for Civil Rights (OCR), also protects students from sexual harassment. Accordingly, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other

employees, and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed may choose to seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall, (212) 854-5511, or the Ombuds Office, 660 Schermerhorn Extension or 101 Bard Hall, (212) 854-1234. If these steps do not resolve the problem, the applicable University grievance procedure should be used. The University Discrimination Grievance Procedure is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.

CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as informal mediators. Their goal is the protection and counsel of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member. Members of the Panel provide a safe, impartial, non-adversarial setting in which the problem can be considered or solved through confidential counseling and, when requested, mediation between the complainant and the alleged harasser. The Panel thus provides guidance and protection for the accused as well, identifying false or mistaken accusations, misunderstandings, or unconscious behavior. Panel members are also a link through which the University can take account of, and take appropriate action against, those on campus who are behaving illegally. The Panel on Sexual Harassment is a timely, protective, and compassionate arm of the University, one that not only sensitizes and educates the University community but also demonstrates the University's commitment to fair treatment of all its members.

PANEL MEMBERSHIP LIST

Names and contact information for members of the Columbia Panel on Sexual Harassment can be found in Appendix E of *FACETS*, the University student handbook (<http://www.columbia.edu/cu/facets/>).

ROMANTIC RELATIONSHIP ADVISORY STATEMENT

Faculty and staff members are cautioned that consensual romantic relationships with student members of the University community, while not expressly prohibited, can prove problematic. A faculty or staff member involved in such a relationship with a student is expected to remove him/herself from academic or professional decisions concerning the student. The Provost has, however, authorized some departments to adopt more restrictive policies. Individuals with questions about the position of their department are encouraged to raise them with their department head.

Should a romantic relationship with a student lead to a charge of sexual harassment against a faculty or staff member, the University will pursue it in accordance with its Sexual Harassment Policy and applicable grievance procedure. Questions about this Advisory Statement may be directed to Associate Director Zenobia White-Farrell, Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall, (212) 854-5511. For the complete statement, please see Appendix E of *FACETS*, the University student handbook (<http://www.columbia.edu/cu/facets/>).

APPENDIX D

STUDENT FEEDBACK ON FIELD

The following two forms are distributed to students in October and May, respectively.

Columbia University School of Social Work
Field Education Feedback Form
October

Dear Students:

This *Feedback Form* gives students the opportunity to tell the Field Education Department about the essentials of *your* experience so far. This form can be anonymous. However, if you are having difficulties in Field PLEASE give me your name and evening phone number so that one of us in the Department can call you directly. Another evaluation of all aspects of Field Education will be distributed in May.

1. I currently have the Field Work experience necessary to meet my Practice Course assignments:
 Yes No
2. I receive one and a half hours of individual supervision per week:
 Yes No
3. There are additional training opportunities for me at my placement:
 Yes No
4. My field advisor meets with me monthly:
 Yes No
5. My field advisor has visited my Placement, or has a date scheduled to do so:
 Yes No
6. a. I have had problems at my Placement:
 Yes No
 b. If Yes: My field advisor has been helpful in resolving the problems:
 Yes No
7. I would rate the field instructor's teaching of me as:
 Excellent Good Fair Poor
8. As active and helpful I would rate my field advisor as:
 Excellent Good Fair Poor
9. As an educational experience I would rate my field work overall so far as:
 Excellent Good Fair Poor
 (Over for Comments)

Columbia University School of Social Work
Field Education Feedback Form
May

1. Overall my Field placement is excellent.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
2. I am increasing my competence as a social work practitioner.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
3. I have meaningful tasks for which I am responsible.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
4. I have work space, equipment and supplies.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
5. My placement works to ensure a safe and healthy work environment.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
6. I have had assignments at my placement that have supported my educational goals.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
7. I'm increasing my competence as a cross-cultural social work practitioner.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
8. The agency staff understand my role and have facilitated my work.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
9. I was given sufficient orientation at the agency.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
10. I am able to apply classroom learning at the placement.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
11. I am able to use field experience in classroom learning.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
12. My field instructor provides regular supervision.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
13. My field instructor demonstrates skills and knowledge and helps me apply classroom learning.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
14. My field instructor reviews my work with me and gives me appropriate professional feedback.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
15. My field instructor encourages me to grow as a professional.
 Strongly Agree Agree Neutral Disagree Strongly Disagree
16. My field instructor was available for emergencies.
 Strongly Agree Agree Neutral Disagree Strongly Disagree

17. I have had opportunities for additional training at/through the placement.
_____ Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree
18. My field advisor was helpful in dealing with placement-related issues.
_____ Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree
19. My field advisor gave me regular feedback.
_____ Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree
20. My field advisor was available when I needed her/him.
_____ Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree
21. I feel my field advisor was an advocate for my education.
_____ Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree
22. I would recommend this placement to another student.
_____ Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree

APPENDIX E

M.S. PROGRAM EDUCATIONAL GOALS AND OBJECTIVES

Goal 1. Prepare graduate students to be competent, ethical advanced social work practitioners.

Objectives:

1. Explain the historical and contemporary mission, purpose, structures, and issues relevant to the social work profession.
2. Demonstrate knowledge of and practice in accord with the social work profession's value base and ethical standards and principles.
3. Understand and apply principles and processes of critical thinking to social work practice.
4. Demonstrate respectful and appropriate use of knowledge and skills related to the histories, experiences, needs, strengths, and beliefs of persons from diverse backgrounds in practice.
5. Explain how structures and processes of oppression and discrimination affect the daily lives and opportunities of individuals, social groups, and societies, and apply advocacy and social change strategies to strengthen client capacities and service systems and advance social and economic justice.
6. Analyze theoretical and empirical knowledge about biological, psychological, and socio-cultural aspects of human development, behavior and change across the life course.
7. Use a systems perspective to apply knowledge about how various system sizes, e.g., families, groups, organizations, and communities, influence human development, interactions, behavior and opportunities in practice.
8. Apply the knowledge and skills of a generalist perspective in practice with systems of all sizes.
9. Explain the impact of social policies on client systems, social workers and service delivery in organizations and demonstrate skills to formulate and influence social policies and social work services.
10. Describe the principles and methods of scientific research and evaluate the credibility and relevance of research findings for practice.
11. Monitor and evaluate the process and outcomes of social work practice.
12. Use appropriately differential communication skills with clients, colleagues, and communities.
13. Make appropriate use of consultation and supervision in practice.
14. Function as social workers within the structure of organizations and systems and seek necessary change.
15. Explain and critique the core features and structures of a specific field of social work practice or substantive area.
16. Use theoretical frameworks supported by evidence-based knowledge in a specialized advanced social work practice method.
17. Use theoretical frameworks supported by evidence-based knowledge in a specific field of social work practice or substantive area.

GOAL 2. Advance the development and application of scientific and professional knowledge for social work practice and education

Objectives:

1. Disseminate knowledge through faculty publications and presentations.
2. Support disciplinary and interdisciplinary knowledge development and application through institutional policies and activities.
3. Promote research and educational collaborations with government, community, and social service agencies.
4. Contribute to research and scholarship on social work education, e.g., curriculum and teaching innovations, cutting-edge educational technologies.

GOAL 3. Serve as a resource for and collaborator with local, national and international communities and with the university community.

Objectives:

1. Contribute faculty expertise to research and training partnerships designed to assess social welfare needs and strengthen the capacity of communities to meet these needs.
2. Develop and implement new technologies to facilitate the dissemination and exchange of knowledge and services with communities.
3. Provide a full range of social services to over 400 social welfare agencies and entities through supervised field education.
4. Sponsor public events and activities for social workers and other professionals in the community and university.
5. Contribute to and provide leadership in university-wide and interdisciplinary educational and research collaborations in traditional and emerging fields.
6. Contribute to University-wide governance through the development and implementation of administrative, educational and research policies.
7. Support the University's commitment to diversity in educational and research endeavors.

GOAL 4. Serve and strengthen the social work profession locally, nationally, and internationally.

Objectives:

1. Provide faculty leadership in local, national, and international professional organizations and their functions.
2. Sponsor public presentations by eminent scholars and educators on topics relevant to the profession and its purposes.
3. Graduate students who will assume leadership roles in the profession in the United States and abroad.
4. Support the profession's commitment to a diverse professional workforce through efforts to recruit and retain a diverse student body, faculty, administration, and staff.

APPENDIX F

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The Associate Directors are organized by Fields of Practice. Additional Associate and Assistant Directors cover placements in New Jersey, Westchester, Rockland County and Connecticut.