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2015-2016

FIELD EDUCATION MANUAL

COLUMBIA
School of
SOCIAL WORK



FIELD EDUCATION MANUAL

2015 - 2016

COLUMBIA SCHOOL OF SOCIAL WORK
Field Education Department

September 2015

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

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Welcome to the Columbia 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 School of Social Work. All of the information contained within it is also available on the Field Education webpage: <http://socialwork.columbia.edu/field-educators/>

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.

This field education program will prepare students for their place in social work 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. The success of that implementation is due to the incredible work of the field instructors, education coordinators and advisors connected to CSSW. To all of you we are very grateful.

TABLE OF CONTENTS

This manual is available online at

<http://www.columbia.edu/cu/ssw/field/manual/fe-manual.pdf>

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK MISSION STATEMENT	5
EDUCATIONAL PERSPECTIVE AND THE ROLE OF FIELD EDUCATION	6
CURRICULUM.....	6
Types of Programs	6
Foundation Year	7
Advanced Concentration Year.....	8
Advanced Practice Method Concentration	8
Advanced Clinical Practice (Third and Fourth Terms).....	8
Advanced Generalist Practice and Programming (Third and Fourth Terms)	8
Policy Practice (Third and Fourth Terms)	8
Social Enterprise Administration (Third and Fourth Terms).....	8
Field of Practice	9
Dual Degrees	9
STRUCTURE AND FUNCTION OF THE FIELD EDUCATION DEPARTMENT	9
Selection of Agencies and Field Instructors	10
Process and Principles of Selecting Agencies	10
Training of Field Instructors (SIFI)	12
Orientation to Field Education for Experienced Field Instructors	13
COLLABORATION AMONG THE SCHOOL, FIELD INSTRUCTORS, AND EDUCATIONAL COORDINATORS	13
FIELD EDUCATION AND EDUCATIONAL PLANNING ROLES IN FIELD EDUCATION.....	14
Advisors	15
Assignment of Advisors.....	15
Agency Visits	15

Relationship with the Agencies.....	15
Student Assignments	16
Student Meetings with Advisors.....	16
Evaluation of Student Work	16
Evaluation of Agencies and Students.....	17
The Placement Process	17
Student Disability Issues	18
STUDENTS IN THE FIELD.....	18
Orientation of Students in the Field	18
ASSIGNMENTS	19
Educational Plans	21
RECORDING.....	23
TYPES OF RECORDINGS.....	23
RESPONSIBILITIES OF THE AGENCIES.....	25
Transportation and Reimbursement.....	25
Home Visits	25
Labor Disputes.....	26
RESPONSIBILITIES OF THE STUDENTS.....	26
Dress Code	26
Open Identification of Student Status.....	26
Student Services To Clients.....	26
RESPONSIBILITIES OF THE SCHOOL	26
Insurance.....	26
Title IX.....	27
International Students' Field Education.....	27
Discrimination and Harassment Issues	28

Students Experiencing Difficulty in the Field	28
ADMINISTRATIVE POLICIES AND PROCEDURES FOR FIELD EDUCATION	29
Field Education Days and Hours	29
Required Total Field Hours by Program	29
Evening Hours	29
School, Agency and/or Religious Holidays.....	30
Student Absences Due to Illness	30
Prolonged Absences.....	30
Student Representatives to School Committees or Task Forces	30
Jury Duty	30
School's Policy in Labor Disputes.....	31
Financial Arrangements	31
THE EVALUATION	31
Purposes and Process	31
Mid-term Oral Evaluation	32
End of Term Written Evaluation.....	32
Brief Summer Update	33
Due Dates	33
INTRODUCTION TO FOUNDATION AND ADVANCED CONCENTRATION, PRACTICE BEHAVIORS, AND LEARNING OBJECTIVES	34
Grades.....	36
Field Education Grading Policies	36
Essential Abilities and Attributes for Performance in the School of Social Work.....	377
PRACTICUM FOR FIRST YEAR DIRECT PRACTICE STUDENTS	388
Core Competencies and Practice Behaviors Related to Direct Practice Skills and Knowledge	388
PRACTICUM FOR SECOND YEAR ADVANCED CLINICAL PRACTICE STUDENTS.....	422

Core Competencies, Practice Behaviors and Learning Objectives Related to Advanced Clinical Practice Skills and Knowledge	433
PRACTICUM FOR SECOND YEAR ADVANCED GENERALIST PRACTICE AND PROGRAMMING (AGPP) STUDENTS.....	522
Core Competencies, Practice Behavior and Learning Objectives Related to Advanced Generalist Practice and Programming Skills and Knowledge	522
PRACTICUM FOR SECOND YEAR SOCIAL ENTERPRISE ADMINISTRATION STUDENTS.....	633
Competencies, Practice Behaviors, and Learning Objectives Related to Social Enterprise Administration Skills and Knowledge	633
PRACTICUM FOR SECOND YEAR POLICY PRACTICE STUDENTS.....	710
Core Competencies, Practice Behaviors, and Learning Objectives Related to Policy Practice Skills and Knowledge	711
APPENDIX A: The Code of Ethics of the National Association of Social Workers	798
APPENDIX B Academic Appointments for Field Instructors	976
APPENDIX C Policy Statement on Discrimination and Harassment, Statement of Nondiscriminatory Policies, Discrimination Grievance Procedure, Policy on Sexual Harassment, and Romantic Relationship Advisory Statement	987
APPENDIX D Field Education Fall Feedback Form	1032
APPENDIX E M. S. Program Educational Goals and Objectives.....	1076
APPENDIX F Field Department Directory	1098

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK MISSION STATEMENT

CSSW develops leaders in social work practice and research whose work advances values, knowledge and skills, and programs and policy to enhance well-being and promote human rights and social justice at the local, national and global level.

Columbia 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. Recognizing the importance of New York as a global city, the School seeks academic relationships with many countries and regions.

To that end, the School aims to:

1. prepare graduate students for advanced social work practice and professional leadership within a diverse learning environment;
2. advance knowledge for effective social work practice and education;
3. enhance the well-being of the people and communities of New York City, the nation, and around the world; and
4. further the goals of the University and the social work profession through collaboration, consultation, and public service.

More specifically, the School's educational and research programs draw on social work values and a multi-disciplinary body of knowledge and skills in seeking to:

1. reaffirm the importance of respectful, meaningful, collaborative relationships as a core element of social work practice;
2. strengthen practices, programs, and policies that support and enhance the opportunities, resources, and capacities of people to achieve their full potential;
3. prevent and alleviate personal, interpersonal, and societal problems;
4. redress conditions that limit human development and quality of life; and
5. promote human rights, social justice, and respect for human diversity.

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 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, within 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, and begin their commitment to serve clients, communities, neighborhoods and organizations. 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 School of Social Work is differentiated by 1) type of program and 2) advanced method program concentration. *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 program 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 in part 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 selects one of seven fields of practice that also will be used to determine the type of second field placement (see below).

For more information on courses, see the CSSW Student Handbook.

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 selection. 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 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 which will define in part the population and/or substantive focus, or of their second year field placement: 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. Selecting 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. 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. 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.

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 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 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 CSSW 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 CSSW, 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 advisor for the purposes of meeting student educational needs, and to call upon the advisor for consultation and guidance as needed.
- Advisors must be able to ensure open communication involving the student, field instructor, and 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. And 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 (SIFI)

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 cites in 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.

ADVISORS

The advisor, who is an employee of Columbia School of Social Work and housed under the Office of Advising, 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, the educational coordinator, and when needed the Director of Advising, 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 Advising, in collaboration with the Director of Field Education, assigns advisors to second year students for the academic year. First year students are assigned on the basis of their foundation class. 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. Second year students are also assigned a faculty mentor at the end of the first year.

AGENCY VISITS

In the first year, an advisor is expected to visit an agency each semester to meet with the field instructor and the educational coordinator or the agency director. In the second year the advisor visits once in the fall semester. Students are part of these meetings as they employ a three way methodology. Field Instructors are encouraged to request contact when the need arises.

RELATIONSHIP WITH THE AGENCIES

The 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 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. This is structurally possible in the first year as advisors are assigned to the foundation class.

STUDENT ASSIGNMENTS

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 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

Advisors meet with all first year students assigned to them in September's Preparation for Practice and once a month thereafter in an advising course with a first year syllabus. Advisors meet with their second year students in a group in September and throughout the year in an advising course with a second year syllabus.

EVALUATION OF STUDENT WORK

The 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 required recordings, (which students are required to submit to the advisor monthly) and talking with the student and the field instructor, the 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 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 advisor, Director of Advising 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 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.

At the end of each semester, the 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, coursework sites and 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 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. Throughout the Spring the Field Education Department, Director of Advising, Office of

Career Development, advisors, and agency representatives host a number of panel presentations to better inform students of methods and fields of practice. In early April, advisors submit “Placement Recommendation Forms” which indicated students’ strengths, weaknesses, learning needs, areas for future focus, and 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 *CSSW 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 including the Assistant Dean, Director of Field Education and the Associate Directors participate fully in Orientation Week for all entering students. The aim of the Field Education Department’s role in 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 orientation at the actual agency is important and both encouraged and supported by the Field Education Department.

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

* *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.*

PREPARATION OF STUDENTS FOR THEIR ASSIGNMENTS

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 that will enable the student's development across ten core competency areas as defined by the Council on Social Work Education and the practice behaviors that define them (See Evaluation, "Learning Outcomes" in this *Manual*.)

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. A well developed Educational Plan will provide the student opportunities to develop the requisite practice behaviors that define the ten core competencies.

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 Outcomes" 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 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, Advisor Name and Date completed. At the bottom, leave space for three signatures (student, field instructor and 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 Outcomes” 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 advisor by the student. The 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 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 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 required 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 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.

TITLE IX FAMILY LEAVE ACT AND FIELD HOURS

Students who are expecting a child during the Columbia Social Work Academic Program will be required to complete the necessary 600 field hours in the field education practicum per year.

In order to provide accommodations for temporary leave for pregnancy/maternity and possible parenting needs, social work students will be allowed to take up to 6 weeks off (18 days) from their assigned placement. This is dependent on when the leave is set to commence and on the agency's prior approval to have the student return after temporary leave. If the agency is not in agreement, students understand they will need to be replaced at another placement upon return from leave. Students should be aware that while the field department will make every effort to make this transition process as smooth as possible there can be additional delays associated with moving agencies and that the student will be responsible for making up that time.

Students must submit medical clearance and notification of return to agency 2 weeks before returning. This clearance is submitted to the Field Education Department and Advising Department. If students will be away from field for more than six weeks, a leave of absence will be recommended with return to the program in the following appropriate semester.

Students will be required to make up the hours missed during the 6 weeks. (Except the 2 days excused absences currently allowed per semester). This needs to be discussed with and in writing to the advisor, agency and the appropriate Associate/Assistant Director in the Field Education Department.

Whenever possible, students should consider taking a leave of absence and returning to the program to complete the field education practicum. The social work program is determined by a commitment of continuity of services to our clients and communities served. Students should always consider a leave to avoid disruption of services to our communities and agencies.

ALL PLANS NEED TO BE DISCUSSED AHEAD OF TIME WITH THE FIELD EDUCATION DEPARTMENT FOR PRIOR APPROVAL. THERE IS NO GUARANTEE AGENCIES WILL ACCOMMODATE STUDENTS OR THE FIELD DEPARTMENT WILL BE ABLE TO ACCOMMODATE ALL REQUESTS FOR TEMPORARY LEAVE.

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, the Director of Advising, and/or Senior Assistant Dean of Academic Affairs 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.

STUDENTS EXPERIENCING DIFFICULTY IN THE FIELD

There are several ways in which the School supports students who experience difficulty in the field. Students are encouraged to reach out to other agency staff (e.g., task supervisor, educational coordinator), Director of Advising, 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 advisor should be contacted immediately. The 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 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 and/or the Director of Advising.

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. Typically all first year students are in Field Monday, Tuesday, and Friday; second years are in Field Monday, Thursday, and Friday. Alternative field education schedules or hours must be approved by the Field Education Department through the advisor. Students may not change their regularly scheduled field hours without the written authorization of their 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* and complete their first year of field education 3 days per week Spring and Summer semesters. 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 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 advisor.

PROLONGED ABSENCES

Should it become necessary for a student to be absent from Field for a period that exceeds three weeks (or nine days) consecutively, an assessment will be required to determine the impact of these absences on the educational requirements/contract of consistent participation in Field and the ability to return to Field.

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 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 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 advisor and agency in these instances. 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: Federal Work Study. 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 Federal 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 contract must be signed every three years 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 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/field_agencies.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 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 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, PRACTICE BEHAVIORS, AND LEARNING OBJECTIVES

All students are required to demonstrate mastery on ten core competencies specified by the Council on Social Work Education

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. (a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

In the foundation curriculum, each of the ten competencies are further broken down into 41 specific practice behaviors. These practice behaviors represent basic learning areas that all students are expected to accomplish during their Field experience.

For example:

Competency 1: Identify as a professional social worker and conduct oneself accordingly

- Practice Behavior 1
- Practice Behavior 2

Competency 2: Apply social work ethical principles to guide professional practice

- Practice Behavior 1
- Practice Behavior 2
- Practice Behavior 3

In the second year, students choose from among four available advanced practice method concentrations: Advanced Clinical Practice, Advanced Generalist Practice and Programming, Social Enterprise Administration, and Policy Practice. They continue to develop expertise within these same ten competency areas as above. However, the competencies are defined by a set of advanced practice behaviors that are specific to that concentration. Each practice behavior is further broken down into a set of learning objectives, specific tasks/skills that the student should be able to perform after going through the Field experience in their concentration. These specific 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.

For example: Advanced Clinical Practice

Competency 1: Identify as a professional social worker and conduct oneself accordingly

- Advanced Clinical Practice: Practice Behavior 1
 - Learning objective 1
 - Learning objective 2
 - Learning objective 3

- Advanced Clinical Practice: Practice Behavior 2
 - Learning objective 1
 - Learning objective 2
 - Learning objective 3

Competency 2: Apply social work ethical principles to guide professional practice

- Advanced Clinical Practice: Practice Behavior 1
 - Learning objective 1
 - Learning objective 2
 - Learning objective 3

How are practice behaviors and 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 practice behavior/learning objective afforded by that assignment. Field instructors rate each student on each practice behavior/learning objective as *Excellent, Very Good, Good, Poor, Unsatisfactory*. In some cases *Not Assessed* will be the rating if the placement does not afford the student the opportunity to practice a particular practice behavior/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 the foundation curriculum or the area of 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 or the practice behavior in which it is categorized 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, CSSW has a very active system of Advising, ensuring that field instructors are teaching and students are learning. Student Evaluations in Field, prepared by field instructors are then reviewed by advisors before they are accepted by the

Field Education Department. It should be noted that student progress in the practice behaviors/learning objectives is also measured by the advisors who meet with the students in an advising course, receive monthly examples of their recordings to evaluate, and have substantive email and coursework site exchanges and telephone communication about the learning. 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 advisor. Because CSSW 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.

GRADES

Field is a course that is graded, "Pass" or "Fail". A student achieves a grade of "Pass" by meeting the required performance criteria outlined in this Manual and in the student's field placement Performance Improvement Plan (if applicable); by adhering to the National Association of Social Workers' Code of Ethics; by participating in Advising; and by demonstrating the Essential Abilities and Attributes for Performance in the School of Social Work. Advisors are responsible for determining student grades. Advisors' assessments of student performance are made in consideration of the end of term written evaluation completed by the field instructor.

FIELD EDUCATION GRADING POLICIES

Occasionally, students fail to meet the minimum requirements of field education. Students may receive a failing grade or "UW" (unofficial withdrawal) in two circumstances:

1. When in the advisor's assessment a student fails to meet the minimum requirements of field education based on the education plan and professional competencies as outlined in the Field Education Manual.
2. When the student unilaterally withdraws from field education. Any student who withdraws from field without following the official process will receive a grade of "UW" (unofficial withdrawal) in Field Education for the semester and be concurrently withdrawn from their associated practice course(s).

The Departments of Field Education and Advising, in collaboration with the field instructor, identifies students at risk of failing field education as early as possible. When it becomes clear to the student, field instructor, and/or the advisor that a student is at risk of failure for not meeting the minimum requirements of field education, the following may be implemented:

1. A Performance Improvement Plan (PIP) may be developed for the student. The PIP is a plan that specifies challenges in student performance, expected changes in student performance, and supports that will be put in place to assist the student.

2. An assessment may be made by the advisor, Field Education Department and field instructor about replacing the student in an alternative field education agency or setting.

NOTE:

Professional termination from an agency requires communication with student, advisor, field instructor, and Field Education Department. This may be in the form of a three-way meeting, phone conversation or email. The purpose of the meeting is to discuss all the attending issues, and, if necessary, develop a plan for professional termination from students' work in the agency.

When a student receives a failing grade, the student will be required to contact the Director of Advising to discuss academic planning. Student has the right to appeal. See Student Handbook for appeals process

ESSENTIAL ABILITIES AND ATTRIBUTES FOR PERFORMANCE IN THE SCHOOL OF SOCIAL WORK

The following standards, distinguished from academic standards, describe the cognitive, emotional and character requirements necessary to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the Columbia University School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their practice, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating students' practicum performance.

COMMUNICATION SKILLS: The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

SELF-AWARENESS: The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with work with clients and other professionals and must be able to work effectively with others in subordinate positions as well as with those in authority.

PROFESSIONAL COMMITMENT: The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work, which are the dignity and worth of every individual and his/her right to a just share of society's resources.

KNOWLEDGE BASE FOR SOCIAL WORK PRACTICE: The professional activities of social work students must be grounded in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions and evaluation of practice.

OBJECTIVITY: The social work student must be sufficiently objective to systematically evaluate clients and their situations in an unbiased, factual way.

EMPATHY: The social work student must endeavor to comprehend another individual's way of life and values. He/she must be able to communicate empathy and support to the client as a basis for a productive professional relationship.

ENERGY: The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with faculty, field educators, administrators, colleagues and peers.

ACCEPTANCE OF DIVERSITY: The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation and value system.

INTERPERSONAL SKILLS: The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

PROFESSIONAL BEHAVIOR

The social work student must behave professionally by knowing and practicing within the scope of social work, adhering to the profession's code of ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

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.

CORE COMPETENCIES AND PRACTICE BEHAVIORS RELATED TO DIRECT PRACTICE SKILLS AND KNOWLEDGE

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

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

The student's performance will be assessed on the ten core areas of social work competency identified by the Council on Social Work Education:

Excellent	Performance is exceptional and the skill is an integrated part of the student's practice
Very Good	Performance is above expectations for students at this level
Good	Performance generally meets expectations for students at this level
Poor	Performance shows signs of competency, but generally does not meet expectations for students at this level
Unsatisfactory	Performance is unsatisfactory
Not Assessed	Assignment did not provide an opportunity to demonstrate the behavior

1. Professional Identity

The student social worker identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Assess the student social worker's ability to:

- 1.1 Advocate for client access to the social work services.
- 1.2 Practice personal reflection and self-correction to assure continual professional development.
- 1.3 Attend to professional roles and boundaries.
- 1.4 Demonstrate professional demeanor in behavior, appearance, and communication.
- 1.5 View self as being at the start of a life-long learning process as a professional social worker.
- 1.6 Use supervision and consultation.

2. Ethical Practice

The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Assess the student social worker's ability to:

- 2.1 Recognize and manage personal values in a way that allows professional values to guide practice.
- 2.2 Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.
- 2.3 Tolerate ambiguity in resolving ethical conflicts.
- 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

3. **Critical Thinking**

The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Assess the student social worker's ability to:

- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- 3.2 Analyze models of assessment, prevention, intervention, and evaluation.
- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Diversity and Difference in Practice**

The student social worker engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Assess the student social worker's ability to:

- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power.
- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- 4.3 Recognize and communicate an understanding of the importance of difference in shaping life experiences.
- 4.4 View self as a learner and clients as informants.

5. **Human Rights and Social and Economic Justice**

The student social worker advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Assess the student social worker's ability to:

- 5.1 Understand the forms and mechanisms of oppression and discrimination.
- 5.2 Advocate for human rights and social and economic justice.
- 5.3 Engage in practices that advance social and economic justice.

6. Research and Practice

The student social worker engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Assess the student social worker's ability to:

- 6.1 Use practice experience to inform scientific inquiry.
- 6.2 Use research evidence to inform practice.

7. Human Behavior and the Social Environment

The student social worker applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Assess the student social worker's ability to:

- 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- 7.2 Critique and apply knowledge to understand person and environment.

8. Policy Practice

The student social worker engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Assess the student social worker's ability to:

- 8.1 Analyze, formulate, and advocate for policies that advance social well-being.
- 8.2 Collaborate with colleagues and clients for effective policy action.

9. Practice Contexts

The student social worker responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Assess the student social worker's ability to:

- 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- 9.2 Recognize the leadership role that professional social workers play in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engagement, Assessment, Intervention, Evaluation

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10a. Engagement

Assess the student social worker's ability to:

- 10a.1 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
- 10a.2 Use empathy and other interpersonal skills.
- 10a.3 Develop a mutually agreed-on focus of work and desired outcomes.

10b. Assessment

Assess the student social worker's ability to:

- 10b.1 Collect, organize, and interpret client data.
- 10b.2 Assess client strengths and limitations.
- 10b.3 Develop mutually agreed-on intervention goals and objectives.
- 10b.4 Select appropriate intervention strategies.

10c. Intervention

Assess the student social worker's ability to:

- 10c.1 Initiate actions to achieve organizational goals.
- 10c.2 Implement prevention interventions that enhance client capacities.
- 10c.3 Help clients resolve problems.
- 10c.4 Negotiate, mediate, and advocate for clients.
- 10c.5 Facilitate transitions and endings.

10d. Evaluation

Assess the student social worker's ability to:

- 10d.1 Critically analyze, monitor, and evaluate interventions.

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.

CORE COMPETENCIES, PRACTICE BEHAVIORS AND LEARNING OBJECTIVES RELATED TO 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/field_agencies.html

The student's performance will be assessed on specific learning objectives that define key practice behaviors nested within the ten core areas of social work competency identified by the Council on Social Work Education:

Excellent	Performance is exceptional and the skill is an integrated part of the student's practice
Very Good	Performance is above expectations for students at this level
Good	Performance generally meets expectations for students at this level
Poor	Performance shows signs of competency, but generally does not meet expectations for students at this level
Unsatisfactory	Performance is unsatisfactory
Not Assessed	Assignment did not provide an opportunity to demonstrate the behavior

1. Professional Identity

The student social worker identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

1a. Apply professional use of self

Assess the student social worker's ability to:

- 1a.1 Show initiative, resourcefulness, and skill in interceding with organizations and resource systems on behalf of clients.
- 1a.2 Present one's role to clients and colleagues clearly and with confidence.
- 1a.3 Share feelings and reactions in a disciplined and client-oriented way.
- 1a.4 Recognize how one's feelings about the client and/or problem may influence the client-worker relationship and its effect on the intervention process.
- 1a.5 Respond to the need for reinforcing, sustaining, or changing the content of the modality, and duration of service.
- 1a.6 Manage both positive and negative reactions directed towards the student.
- 1a.7 Appreciate the similarities and differences in the roles, objectives, and modes of intervention of other professions and paraprofessional helpers having different training backgrounds, professional value systems, and approaches to helping clients.

1b. Demonstrate professionalism and respect for client systems and colleagues

Assess the student social worker's ability to:

- 1b.1 Be aware of what it means to be a representative of one's own discipline, in possession of a body of knowledge and expertise.
- 1b.2 Speak the truth and fully disclose all information relevant to clients and colleagues.
- 1b.3 Demonstrate the ability to commit to a high standard of personal and professional conduct.
- 1b.4 Demonstrate respect for the inherent dignity and worth of the person/client.
- 1b.5 Approach collaborative activity with an increased sense of professional role and identity.
- 1b.6 Use time in the agency optimally for client and learning needs.
- 1b.7 Organize, prioritize and meet workload demands, including completing all documentation and administration.
- 1b.8 View oneself as a *learner* and those with whom one works as *informants* who are the experts about their own lives and situations.
- 1b.9 Continuously seek additional learning opportunities.
- 1b.10 Practice with authenticity, respect and honesty by behaving in an honorable manner and holding self accountable to high professional standards.
- 1b.11 Collaborate in an interdisciplinary manner in conveying the social work perspective.
- 1b.12 Be prompt, flexible and organized and attend scheduled meetings on time and adequately prepared.
- 1b.13 Manage the necessary administrative tasks required by the agency or client situation.
- 1b.14 Manage structural challenges or other agency-based dilemmas in a professional manner.
- 1b.15 Organize and present material clearly and concisely, both orally and in writing, to individuals, families, groups, organizations, communities and colleagues.

1c. Make appropriate use of supervision to guide and further develop clinical practice

Assess the student social worker's ability to:

- 1c.1 Work independently and seek consultation as needed.
- 1c.2 Attend scheduled supervisory conferences/meetings on time and be adequately prepared.
- 1c.3 Maximize the use of supervision by preparing, in advance, an agenda outlining issues and topics of concern.
- 1c.4 Prepare recordings and other required materials adequately and submit them in a timely manner.
- 1c.5 Use process recordings, supervision and administrative meetings as educational tools.
- 1c.6 Discuss problems with the field instructor/supervisor in a mutual search for solutions when issues arise in work with clients.

2. Ethical Practice

The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

2a. Identify and address ethical dilemmas typically encountered in advanced clinical practice in the specialized field of practice.

Assess the student social worker's ability to:

- 2.a.1 Demonstrate commitment to promoting the well-being of all people.
- 2.a.2 Provide appropriate assurances of the right to privacy/confidentiality to all clients.
- 2.a.3 Know the NASW Code of Ethics and apply it to practice and professional situations.
- 2.a.4 Identify and confront ethical dilemmas as they arise in practice.
- 2.a.5 Tolerate ambiguity in resolving ethical conflicts.

3. Critical Thinking

The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

3a. Critically analyze specific client and/or organizational issues from a multi-systemic and strengths-based perspective grounded in current theories that explain underlying causes.

Assess the student social worker's ability to:

- 3.a.1 Take into account relevant biological, psychological, and environmental forces and their dynamic interplay when conducting assessments or planning interventions.
- 3.a.2 Identify, assess and critique current modes of intervention and identify which are appropriate under what circumstances.
- 3.a.3 Identify and assess different conceptual frameworks and models for the improvement of social policy and programs.
- 3.a.4 Produce process recordings that reflect connections between assessment and interventions.
- 3.a.5 Demonstrate consistent ability to transfer knowledge and skills from one case or situation to another.

4. Diversity and Difference in Practice

The student social worker engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

4a. Identify and address a broad range of variables (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that can affect the person(s) seeking help, the service provider, and the helping relationship.

Assess the student social worker's ability to:

4.a.1 Take issues of diversity into consideration in assessment, intervention, and evaluation.

4.a.2 Identify a broad range of variables (e.g., age, ethnicity, culture, immigration status, race, gender, socioeconomic status, sexual orientation, ability, disability) that affect the person seeking help, the service provider and the helping relationship.

5. Human Rights and Social and Economic Justice

The student social worker advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

5a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide assessment, treatment, and evaluation planning.

Assess the student social worker's ability to:

5.a.1 Analyze how oppression and/or discrimination may influence the assessment, treatment or evaluation process.

5.a.2 Understand the forms and mechanisms of oppression and discrimination and how they may impact clients' lives and/or situations.

6. Research and Practice

The student social worker engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

6a. Identify and apply empirically-based assessment and evidence-based intervention and prevention strategies in best practice for psychosocial problems faced by individuals, families, groups, and communities in the context of the specialized field of practice.

Assess the student social worker's ability to:

- 6.a.1 Adopt evidence-based assessment, intervention, and evaluation procedures while maintaining awareness that clinical practice is a dynamic, ongoing process.
- 6.a.2 Use research findings to inform the development of evidence-based policies and programs.

7. Human Behavior and the Social Environment

The student social worker applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

7a. Synthesize and differentially apply theories and/or research of human behavior and social environments to guide advanced clinical practice

Assess the student social worker's ability to:

- 7.a.1 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.
- 7.a.2 View problems and interventions with dual emphasis on person(s) and situation.
- 7.a.3 Attend to client interests, capacities, and physical/psychological states in reaching informed decisions regarding interventions.
- 7.a.4 Take into account the unique cultural nuances of clients in one's work and the need for culturally appropriate practices.

8. Policy Practice

The student social worker engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

8a. Critically analyze the relationship between social policy, organizational structures, and the impact on the organization and implementation of clinical social work services.

Assess the student social worker's ability to:

- 8.a.1 Articulate the relationship between social policy and organizational structures, and their impact on the organization and implementation of clinical social work services at the agency.
- 8.a.2 Analyze programs and policies and their impact on clinical services to clients.

9. Practice Contexts

The student social worker responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

9a. Effectively negotiate ethical, political, and other contextual issues that may impinge on clinical practice.

Assess the student social worker's ability to:

- 9.a.1 Understand the agency's mission, goals and objectives (e.g., integrates information from a variety of sources such as the organization's mission statement, website, program brochures, conversations with organizational personnel, etc.).
- 9.a.2 Identify a problem in service, define its organizational dimensions, assess the nature of the forces maintaining the problem, and consider solutions to the problem and their relative feasibility.
- 9.a.3 Analyze the historical responses to providing help to these populations as well as the evolution of social service programs and the current state of available services and service delivery.
- 9.a.4 Be aware of the organization's operations and the distinction between client need and organizational structures and practices.
- 9.a.5 Analyze the influence of the agency's structure, physical and social environment on clients, and professional roles and tasks. Raise appropriate questions regarding the impact with the field instructor.

10. Engagement, Assessment, Intervention, Transition, Termination, Evaluation

The student social worker (a) engages; (b) assesses; (c) intervenes, transitions, and terminates; and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10a. Apply advanced engagement skills

Assess the student social worker's ability to:

- 10a.1 Respond empathically to a wide range of people and issues.
- 10a.2 Provide client-centered services with emphasis on encouraging client input.
- 10a.3 Project role, purpose, and function of the organization to clients and others.
- 10a.4 Establish and maintain a relationship with client that fosters communication and is reflective of clients' needs.
- 10a.5 Respect client interest and capacity when eliciting client participation and agreement.
- 10a.6 Manage psychological or cultural ambivalence and resistance of clients.
- 10a.7 Inform the client of the indications and contraindications for involvement or lack of involvement in the overall process.
- 10a.8 Develop and maintain authentic working relationships with clients by discussing relevant legal, policy and ethical factors (e.g., informed consent, confidentiality, reporting, etc.) critical to the relationship.

10b. Apply advanced assessment and case formulation skills

Assess the student social worker's ability to:

- 10b.1 Define the problem, clarify the factors involved, and suggest next steps with the client(s).
- 10b.2 Identify clients' personal strengths and limitations and environmental supports and obstacles.
- 10b.3 Adopt a range of expanding interview techniques and differentials in working with clients.
- 10b.4 In work with families, identify the family structure, relationship and communication patterns and assess them in light of the family's stage of development, life tasks, and goals.
- 10b.5 Produce skillful formal assessments and fulfill the agency's assessment requirements.
- 10b.6 Identify resources and potentials in the client, community, agency, social networks, and the physical environment.
- 10b.7 Explore facts and feelings sensitively, responsively, and dynamically.

- 10b.8 Within families and groups, recognize and respond to both verbal and nonverbal content and process sessions and make an effort to interrupt dysfunctional patterns of communication.
- 10b.9 Selectively explore obstacles and resistances displayed by clients during the assessment process, and when appropriate share these observations with clients.
- 10b.10 Plan steps toward feasible solutions and go as far as possible to carry them out.

10c. Apply advanced intervention skills

Assess the student social worker's ability to:

- 10c.1 Based on the assessment, work collaboratively with field instructor/supervisor/co-facilitator to formulate intervention plans: feasible and agreed upon goals (short and/or longer term), modality and service duration, and entry points.
- 10c.2 Discuss the impact of the client-worker relationship appropriately with clients.
- 10c.3 Use multiple techniques in client involvement, such as supportive psycho-educational counseling, modeling, accompaniment, and mutual-aid processes.
- 10c.4 Elicit and stay with emotionally charged materials and move beyond the process of venting to help with cognitive, affective, and behavioral mastery.
- 10c.5 Encourage clients to re-establish, strengthen, or, where indicated, relinquish ties to their social networks.
- 10c.6 Where social network ties are missing, consider with the client the possibilities for developing new ties to self-help groups and other networks, mutual-aid systems, and resource-exchange entities.
- 10c.7 Where these are not available, consider the possibilities for establishing such networks within the agency, the neighborhood, or catchment area.
- 10c.8 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.
- 10c.9 Recognize and help with the family's struggles with issues of fusion and separation, independence, and conflicts about change and goals.
- 10c.10 Distinguish between the needs of the individual and the group.
- 10c.11 Direct members' attention in family and group sessions to dysfunctional patterns and evasions of tasks, maladaptive coalitions and alignments, and failures in needed reciprocity.
- 10c.12 Encourage the family or group to move toward mutual aid, reinforcing their attempts to help one another, and supporting their moves toward reciprocity and interdependence.
- 10c.13 Recognize family situations in which moving toward mutual aid, reciprocity, and interdependence may not be possible, and help families to seek alternative solutions.
- 10c.14 Demonstrate initiative and involvement in efforts to influence agency processes on behalf of clients' needs.

10d. Apply advanced transition and termination skills

Assess the student social worker's ability to:

- 10d.1 Plan terminations in advance, giving careful consideration to both student and client emotions.
- 10d.2 Engage the client in a review of the work with an evaluation of achievements in light of the original objectives and areas of continuing concern with the client(s).
- 10d.3 Discuss with client(s) what helped and what did not, and what the reasons for the differing effects might be.
- 10d.4 Involve the client in referral, whether early in the case or at termination, examining need and selecting appropriate services (where choice is available).
- 10d.5 Provide necessary aid relevant to transfer or referral services at termination.
- 10d.6 Initiate the referral process with the agency, planning with the client for the first contact, and following up to assure that the linkage has been effected.
- 10d.7 Accompany, where appropriate, the client to another agency or when accessing a service other than the one provided by the host agency.

10e. Apply advanced case evaluation skills

Assess the student social worker's ability to:

- 10e.1 Analyze and evaluate what helped and what did not.
- 10e.2 Accurately examine and evaluate one's work with clients and organizations to arrive at a realistic assessment of one's practice strengths and weaknesses.

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.

CORE COMPETENCIES, PRACTICE BEHAVIOR AND LEARNING OBJECTIVES RELATED TO 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/field_agencies.html

The student's performance will be assessed on specific learning objectives that define key practice behaviors nested within the ten core areas of social work competency identified by the Council on Social Work Education:

Excellent	Performance is exceptional and the skill is an integrated part of the student's practice
Very Good	Performance is above expectations for students at this level
Good	Performance generally meets expectations for students at this level
Poor	Performance shows signs of competency, but generally does not meet expectations for students at this level
Unsatisfactory	Performance is unsatisfactory
Not Assessed	Assignment did not provide an opportunity to demonstrate the behavior

1. Professional Identity

The student social worker identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

1a. Apply professional use of self

Assess the student social worker's ability to:

- 1a.1 Utilize professional knowledge appropriate to the characteristics of the setting, the issues for work, the populations served and the roles assumed (e.g., knowledge of social work values and ethics, diversity, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice).
- 1a.2 Engage in ongoing search for valid and relevant knowledge and skills upon which to base helping efforts (e.g., dedicating self to lifelong learning).
- 1a.3 Develop self understanding by considering how one's own life experiences affect one's development and influence practice (e.g., recognize personal strengths as well as adaptive and maladaptive patterns of thinking, feeling and behaving that might enhance or interfere with the work).
- 1a.4 Exercise self-control and self-discipline to direct the work with professional purpose, knowledge, values, ethics, and agreed upon service delivery goals (e.g., manage thoughts, feelings, words, gestures and behavior under conditions where other people might well be overwhelmed by powerful emotions and impulses).
- 1a.5 Reflect upon interventions and consider alternatives.
- 1a.6 Be self-reflective concerning own feelings and reactions and impact on the work.
- 1a.7 Demonstrate professional self-awareness.
- 1a.8 Modify work as learning proceeds.
- 1a.9 Be aware of gaps in own knowledge.
- 1a.10 Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.
- 1a.11 Understand how one's own values, beliefs, world views and biases might affect relationships with persons from different backgrounds.
- 1a.12 Professionally transmit knowledge and skill to clients and colleagues.

1b. Demonstrate professionalism and respect for client systems and colleagues

Assess the student social worker's ability to:

- 1b.1 Sustain disciplined, professional relationships with colleagues in the agency.
- 1b.2 Sustain disciplined, professional relationships with members of the service community.
- 1b.3 Function as a member of a team and of the agency.
- 1b.4 Organize, prioritize, and meet workload demands.
- 1b.5 Understand and meet administrative requirements including documentation.
- 1b.6 Be thoughtful and thorough in the presentation of the material in the recording.
- 1b.7 View oneself as a *learner* and those with whom one works as *informants* who are the experts about their own lives and situations.
- 1b.8 Attend scheduled conferences/meeting.
- 1b.9 Prepare for conferences/meetings.

- 1b.10 Arrive to conferences/meetings on time.
- 1b.11 Take an active role in the learning process.
- 1b.12 Be receptive to constructive criticism.
- 1b.13 Be open to addressing problems of organizational structure, client issues, agency-based dilemmas, etc., when encountered in the workplace.
- 1b.14 Carry learning over from one situation or case to another.
- 1b.15 Be aware of own role in learning process.
- 1b.16 Seek additional learning opportunities and appropriately utilize other sources of supervision and consultation (e.g., colleagues, task supervision, and workshops).
- 1b.17 Submit required recordings in a timely manner.
- 1b.18 Practice with authenticity, respect and honesty by behaving in an honorable manner and holding self accountable to high professional standards (e.g., share information that is supported by valid and reliable evidence, acknowledge the contribution of others and crediting sources of information used to support positions, openly state professional recommendations, willingly acknowledge mistakes and errors, resist temptations to cheat, lie, or misrepresent facts, report fraud or exploitation).
- 1b.19 Speak the truth and fully disclose all relevant information related to clients, agency activities, programs, etc.

2. Ethical Practice

The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

2a. Identify and address the ethical and value dilemmas associated with advanced generalist practice with individuals, groups, organizations, and communities whose interests may diverge both within and across systems.

Assess the student social worker's ability to:

- 2.a.1 Be aware of the legal and ethical prohibitions against discrimination.
- 2.a.2 Identify ethical questions and dilemmas that arise in the various aspects of the work.
- 2.a.3 Familiarize self with how the agency and staff attempt to resolve ethical dilemmas.
- 2.a.4 Workers may differ from one's own moral and ethical standards.
- 2.a.5 Articulate various ethical positions and principles that are related to an ethical question or dilemma.
- 2.a.6 Make ethical decision after careful examination of legal and ethical principles that apply to specific situations encountered in the work.
- 2.a.7 Tolerate ambiguity in resolving ethical conflicts.
- 2.a.8 Alert every person to their right to privacy/confidentiality.
- 2.a.9 Demonstrate commitment to promoting the well-being of all people.
- 2.a.10 Demonstrate respect for the inherent dignity and worth of the person/client.

3. Critical Thinking

The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

3a. Critically adapt practice evidence or contextual information to understand and/or meet specific population assets and needs

Assess the student social worker's ability to:

- 3.a.1 Engage in critical thinking to adapt effectively to the wide range of people, issues, and contexts of the work (e.g., carefully examining and evaluating beliefs and actions).
- 3.a.2 Identify and analyze community resources and strengths.
- 3.a.3 Identify and analyze community needs, attending to issues of social and distributive justice, power, privilege, and oppression.
- 3.a.4 Take into consideration strengths and capacities when analyzing the social problems and considering solutions.
- 3.a.5 Think critically to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- 3.a.6 Identify, assess and critique current modes of intervention and identify which are appropriate under what circumstances.
- 3.a.7 Analyze theoretical and empirical frameworks that explain the causes and consequences of life experiences and the implications for policy and service delivery.

4. Diversity and Difference in Practice

The student social worker engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

4a. Identify and address issues (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that may impact the development and execution of AGPP practice.

Assess the student social worker's ability to:

- 4.a.1 Understand how service users' experiences with institutions, and their values, beliefs and worldviews might influence their lives and their use of human services and programs.
- 4.a.2 Be familiar with how human services agencies and programs adapt practices to address concerns and needs of diverse groups.

4.a.3 Work to transcend powerful psychological and social forces that maintain patterns of prejudice, ethnocentrism, and discrimination by understanding, respecting, valuing, and joining with people regardless of the degree of similarity or difference from oneself.

5. Human Rights and Social and Economic Justice

The student social worker advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

5a. Identify strengths and limitations of evidence-based and best practices for use across multiple populations and systems, taking into account issues of power and privilege to guide AGPP practice.

Assess the student social worker's ability to:

5a.1 Understand the forms and mechanisms of oppression and discrimination.

5a.2 Advocate for human rights and social and economic justice.

5a.3 Engages in anti-oppressive practices that advance social and economic justice.

5a.4 Identify and apply appropriate anti-oppressive, culturally-relevant and evidence-based models and/or best practices guidelines across multiple system levels.

5b. Use knowledge of the effects of oppression, discrimination, and historical trauma on social work populations to guide the development, implementation and evaluation of social services and/or programs.

Assess the student social worker's ability to:

5b.1 Develop, implement, and evaluate social service programs with an understanding of the effects of oppression, discrimination and historical trauma on service users.

5b.2 Demonstrate the capacity to convey knowledge of oppression, discrimination, and historical trauma and its impact on client systems to colleagues.

6. Research and Practice

The student social worker engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

6a. Utilize evidence to make recommendations or decisions about hypotheses about possible planned change methods.

Research-Informed Practice

Assess the student social worker's ability to:

- 6a.1 Seek out best practice interventions or service-delivery strategies for specific problems and populations.
- 6a.2 Analyze qualitative and quantitative data gathered through a variety of methods (e.g., intake interviews, key informant interviews, focus groups, community forums, surveys, questionnaires, etc.).

Practice-Informed Research

Assess the student social worker's ability to:

- 6b.1 Understand how theory and the practice context inform data collection methods (e.g., use of clinical interviews, standardized assessment tools, literature reviews, focus groups, surveys, key informant interviews, etc.).
- 6b.2 Organize descriptive information into a form that allows for efficient retrieval and examination (e.g., psychosocial summaries, case records, family system's summaries, focus group reports, community meeting reports, task group or staff meeting minutes).

7. Human Behavior and the Social Environment

The student social worker applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

7a. Synthesize and differentially apply theories and/or research on human behavior and social environments to guide AGPP practice.

Assess the student social worker's ability to:

- 7.a.1 Utilize a strengths-based and person-in-environment conceptual framework to inform the information gathering process in a way that attends to the interplay between capacities, resources and challenges at the individual, family, group and community levels.
- 7.a.2 Understand the ways in which biological, psychological, developmental, socioeconomic, environmental, and cultural factors as well as issues of power, privilege and oppression may affect an individual, family, group or community.
- 7.a.3 Appreciate the significance of racial, ethnic, cultural, religious, gender, age, ability and sexual orientation factors in understanding groups of people within the community context.
- 7.a.4 Appreciate the significance and impact of oppression, discrimination and poverty on individual, family, and community life.

8. Policy Practice

The student social worker engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

8a. Critically analyze the relationship between social policy, organizational structures, and stake holders (federal, state and local) and the impact on the organization and implementation of advanced generalist practice and programming.

Assess the student social worker's ability to:

- 8.a.1 Identify, understand, and analyze the social policies that most directly influence the operation and activities of the agency.
- 8.a.2 Identify, understand and analyze the social policies that most directly affect the individuals, families, groups, and/or communities served by the agency.
- 8.a.3 Be aware of the difference between an agency policy and a social policy, and of the interplay between these two types of policy.
- 8.a.4 Understand how social policies are formed and change over time.
- 8.a.5 Understand how to analyze and interpret the agency's policies and programs as it relates the implementation and delivery of social services.

9. Practice Contexts

The student social worker responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

9a. Effectively negotiate ethical, political, and other contextual issues involved in the development, implementation, and/or evaluation of programs, organizations, and social services.

Assess the student social worker's ability to:

- 9.a.1 Understand the agency's mission, goals and objectives (e.g., integrates information from a variety of sources such as the organization's mission statement, website, program brochures, conversations with organizational personnel, etc.).
- 9.a.2 Understand the agency's organization and administrative structure (e.g., integrates information from organization chart, etc.).
- 9.a.3 Explore financial and budgetary information to understand the organization's funding mechanisms and operating budget.
- 9.a.4 Review personnel information to understand the agency's expectations and organizational culture (e.g., policies and procedures manual, employee handbook, etc.).

- 9.a.5 Observe organizational behavior to understand power, politics, and control issues and how these relate to larger social constructions of power and control factors.
- 9.a.6 Analyze how the agency's history, structure and administrative procedures affect service delivery and impacts structural oppression.
- 9.a.7 Be aware of how the agency is perceived in the community, particularly in light of issues of power, privilege and oppression.
- 9.a.8 Identify ways in which the agency relates to and interacts with other agencies within the overall social service community.
- 9.a.9 Understand various ways to define community and the impact of the community on the social well-being of members.
- 9.a.10 Understand the assets, resources, social conditions, needs and problems faced by those the agency serves.
- 9.a.11 Understand how social conditions have given rise to the programs and services provided (or not provided) by various human services agencies.
- 9.a.12 Understand how various theories concerning the cause of social problems and social biases influence the development of social policies and social programs.
- 9.a.13 Understand how political power and influence can determine whether a particular condition comes to be defined as a social problem.
- 9.a.14 Be aware of the fundamental beliefs about change that may inform and guide the agency's services and programs and the actions of its social workers.
- 9.a.15 Be aware of the various practice frameworks (perspectives, models, and theories) that are used to plan and guide intervention and agency program development.
- 9.a.16 Analyze the historical responses to providing help to these populations as well as the evolution of social service programs and the current state of available services and service delivery.

10. Engagement, Assessment, Intervention, Transition, Termination, Evaluation

The student social worker (a) engages; (b) assesses; (c) intervenes, transitions, and terminates; and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10a. Apply advanced engagement and other relational skills

Assess the student social worker's ability to:

- 10a.1 Engage in preparatory reviewing to ensure an understanding of the purpose of the activity at hand and how it relates to the concerns and capacities of the individuals, families, groups, organizations, and community vis-à-vis the agency mission, goals, function, etc.
- 10a.2 Engage in preparatory exploring to secure as much information and knowledge as possible about the nature of the issues at hand, the key players, and relevant socio-demographic, community, cultural, and social justice factors.

- 10a.3 Engage in preparatory empathy to elicit the feelings, thoughts and concerns (both positive and negative) that all those involved in the activity may bring with them to the encounter.
- 10a.4 Engage in preparatory self-exploration to identify personal attributes, values, beliefs, worldviews, and personal and professional identities in relation to power, privilege and oppression that can be used positively in the encounter or that may interfere with the work.
- 10a.5 Create an atmosphere for collaborative work by using empathy and other interpersonal skills to gain respect and trust.
- 10a.6 Establish initial purpose by seeking a clear, detailed understanding of the reason for the encounter, what needs to be accomplished and the process that will take place.
- 10a.7 Outline roles by clarifying how the parties will be working together as collaborative participants in the process, keeping in mind various cultural orientations of engagement and issues of power, privilege and oppression.
- 10a.8 Discuss legal, policy and ethical factors to ensure that all potential relevant factors are covered as a critical element in the development of authentic working relationships (e.g., informed consent, confidentiality, reporting, etc.).
- 10a.9 Attend to multiple aspects of identity (race, gender, class, ability, language, sexual orientation) and issues of power, privilege and oppression that are important to consider in terms of how the work will be understood and approached and communicated about.
- 10a.10 Seek clarification to gather more information about particular aspects of the situation and elicit a more complete expression of what is being conveyed verbally and non-verbally, keeping in mind various cultural presentations of and issues of power, privilege and oppression.
- 10a.11 Reflect content by communicating an understanding of the informational part of the messages.
- 10a.12 Reflect feelings by accurately capturing the primary emotion and mirroring it back.
- 10a.13 Reflect meaning by responding to both the emotional and informational or ideational elements of a message.
- 10a.14 Partialize to help break down several aspects and dimensions of the situation into more manageable units in order to address them more readily
- 10a.15 Go beyond by using empathic understanding to extend what has actually been said to bring essential features into greater awareness.
- 10a.16 Clarify issues to ensure a mutual understanding of the work and an agreement of how to proceed.

10b. Apply advanced assessment and case formulation skills across system levels

Assess the student social worker's ability to:

- 10b.1 Seek feedback to encourage discussion about the initial purpose, roles, policies, etc.
- 10b.2 Understand the importance of systematic information gathering to inform selection of micro, mezzo, and macro level interventions (e.g., assessment, intervention planning, advocacy, community practice, program development, program evaluation, organizational development and community practice).

- 10b.3 Ask questions to elicit facts, ideas, feelings, and opinions concerning the person/s, the issue, the situation, and potential for change.
- 10b.4 Develop questioning routes to gather information relevant to direct practice interventions and for qualitative and quantitative data gathering for assets and needs assessments, program evaluation, advocacy and community resource profiling.
- 10b.5 Establish goals and objectives to clarify how the work is to proceed and what is to be accomplished (e.g., goals and objectives for change in direct practice with individuals, families and groups and process and outcome objectives for program and organizational development and evaluation).
- 10b.6 Formulate a tentative assessment through analysis and synthesis of available data to generate a working hypothesis and culturally relevant place to begin the work with attention to factors of power, privilege and oppression.

10c. Apply advanced intervention skills working with and across multiple system levels

Assess the student social worker's ability to:

- 10c.1 Work with the involved parties to initiate and implement action steps (e.g., helps review "homework" assigned between sessions, "tasks" assigned at last task group meeting, "agenda items" from last staff meeting).
- 10c.2 Identify progress and obstacles (e.g., recognizes that the work does not necessarily proceed as planned and that careful attention to what has been accomplished and what may have gotten in the way furthers the process).
- 10c.3 Utilize a range of skills to support goal achievement (e.g., focusing, educating, advising, representing, responding with immediacy, reframing, reviewing, supporting, negotiating, mediating, advocating, etc.).
- 10c.4 Document the work to ensure continuity and sustainability (e.g., prepares case/family/group notes, meeting minutes, project logs, etc.).
- 10c.5 Develop an action plan to identify targets of change; capacities and challenges; applicable theories and models, evidence-based interventions, advocacy and policy initiatives; steps to take; time-frames; resources needed, etc.
- 10c.6 Collaborate with various stakeholder groups to develop, implement, and ultimately increase the likelihood of agency and/or programmatic change to promote social and economic justice, capacity building, and/or a desired change.

10d. Apply advanced transition and termination skills

Assess the student social worker's ability to:

- 10d.1 Review the work and accomplishments, attending to both process and progress as it relates to established goals and objectives.
- 10d.2 Handle emotional component of ending the working relationship.
- 10d.3 Create a collaborative transition plan.
- 10d.4 Facilitate agreed-upon tasks of the transition plan.
- 10d.5 Prepare transition documentation (e.g., status or final reports, transfer summaries, etc).
- 10d.6 Recognize that ending the work between oneself and parties with whom one has been working needs to be initiated in a timely fashion and handled in a sensitive manner.

10e. Apply advanced program evaluation skills

Assess the student social worker's ability to:

- 10e.1 Seek out and use tools and instruments that can measure progress and evaluate the effectiveness of an intervention, program, policy, or procedure.
- 10e.2 Seek out and use tools and instruments that can measure and evaluate one's own performance and practice.
- 10e.3 Be aware of how "effectiveness" is evaluated in the agency.
- 10e.4 Plan for evaluation to select the most appropriate method for measuring progress toward goal attainment and development of data collection tools.
- 10e.5 Evaluate own work in a self-reflective manner.
- 10e.6 Examine and critique one's own performance in an objective and non-defensive manner with a willingness to explore multiple aspects of identity and power, privilege and oppression factors.

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.

COMPETENCIES, PRACTICE BEHAVIORS, AND LEARNING OBJECTIVES RELATED TO 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/field_agencies.html

The student's performance will be assessed on specific learning objectives that define key practice behaviors nested within the ten core areas of social work competency identified by the Council on Social Work Education:

Excellent	Performance is exceptional and the skill is an integrated part of the student's practice
Very Good	Performance is above expectations for students at this level
Good	Performance generally meets expectations for students at this level
Poor	Performance shows signs of competency, but generally does not meet expectations for students at this level
Unsatisfactory	Performance is unsatisfactory
Not Assessed	Assignment did not provide an opportunity to demonstrate the behavior

1. Professional Identity

The student social worker identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

1a. Demonstrate professionalism and respect for stakeholders, including client systems, colleagues, partners, communities, and organizations

Assess the student social worker's ability to:

- 1.a.1 Apply professional use of self.
- 1.a.2 Identify with the breadth of managerial activities required of the human service executive.
- 1.a.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- 1.a.4 Transmit knowledge and skills to others.
- 1.a.5 Display professionalism and respect for client systems and colleagues.
- 1.a.6 Speak the truth and fully disclose all relevant information.
- 1.a.7 Demonstrate a commitment to a high standard of personal and professional conduct.
- 1.a.8 Organize, prioritize and meet workload demands.
- 1.a.9 Understand and meet administrative requirements including documentation.
- 1.a.10 View oneself as a *learner* and those with whom one works as *informants* who are the experts about their own lives and situations.
- 1.a.11 Carry learning over from one situation or case to another.
- 1.a.12 Be self-reflective regarding personal feelings and reactions and the impact on practice.
- 1.a.13 Seek additional learning opportunities.
- 1.a.14 Submit required recordings and documentation in a timely manner.
- 1.a.15 Demonstrate commitment to promoting the well-being of all people.
- 1.a.16 Demonstrate respect for the inherent dignity and worth of the person/client.

2. Ethical Practice

The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

2a. Identify and analyze the ethical and value dilemmas as they arise within or across systems.

Assess the student social worker's ability to:

- 2a.1 Identify and analyze ethical and value dilemmas as they arise within or across systems.
- 2a.2 Incorporate social work ethics into the use of computer technology.
- 2a.3 Identify the potential sources of ethical dilemmas in organizational life and strategies for confronting those dilemmas.
- 2a.4 Alert every client to their right to privacy and confidentiality.
- 2a.5 *(If international placement)* Utilize practice approaches specific to the host country.

2b. Engage in the development and critique of management functions and service delivery that uphold ethical standards and social work values.

Assess the student social worker's ability to:

- 2b.1 Engage in the development and critique of management functions and service delivery that upholds ethical standards and social work values.

3. Critical Thinking

The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

3a. Critically evaluate data in the context of the organization or community that pertain to management issues in order to inform decision making.

Assess the student social worker's ability to:

- 3.a.1 Critically evaluate data (e.g., at the organization or community level, pertaining to management issues, or other published research) to inform decision making.
- 3.a.2 Evaluate the strengths and weaknesses of administrative and clinical software packages.
- 3.a.3 Choose the appropriate computer technology to complete specific tasks or goals.
- 3.a.4 Use current and available technology to research social work topics and communicate findings.
- 3.a.5 Evaluate the appropriateness of new computer-related technologies for social work.
- 3.a.6 Analyze an agency's financial statement and comment on its financial condition.

- 3.a.7 Assess and analyze the role and effectiveness of organizations in the US, and specifically their management and structure.
- 3.a.8 Identify and assess different conceptual frameworks and models for the improvement of this field's policy and programs.
- 3.a.9 Identify, assess and critique current modes of intervention and identify which are appropriate under what circumstances
- 3.a.10 Analyze theoretical and empirical frameworks that explain the causes and consequences of individual experiences and the implications of such policy and service delivery.

4. Diversity and Difference in Practice

The student social worker engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

4a. Identify issues (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that may impact the development and execution of practices within an SEA context.

Assess the student social worker's ability to:

- 4a.1 Understand institutional policies and procedures that inherently promote or seek to eliminate structural inequities and exclusion.
- 4a.2 Apply culturally appropriate evidence-based practice approaches across multiple organizational systems.

4b. Consider and address management practices related to social and structural inequities from an inclusive perspective.

Assess the student social worker's ability to:

- 4b.1 Consider and address management practices related to social and structural inequities from an inclusive perspective.

5. Human Rights and Social and Economic Justice

The student social worker advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

5a. Analyze, design, implement, and/or evaluate programs in order to promote human rights and social and economic justice and counter discrimination.

Assess the student social worker's ability to:

5.a.1 Analyze, design, and/or evaluate programs to include the standpoints of non-dominant culture, racial, gender, and economic groups, and the clients directly served by the programs.

5.a.2 Identify varying sources of power including statutory, information, economic and political.

6. Research and Practice

The student social worker engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

6a. Use evidence-based practice in the design and/or implementation of social and community programs and agency management.

Assess the student social worker's ability to:

6.a.1 Utilize evidence-based practice and other practice- and research-based evidence in the design and/or implementation of social service intervention across organizational systems.

6.a.2 Utilize differential costs in conducting make/buy, keep/stop, and expand/reduce decisions.

7. Human Behavior and the Social Environment

The student social worker applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

7a. Synthesize and differentially apply theories and/or research on human behavior and social environments to guide SEA practice

Assess the student social worker's ability to:

- 7.a.1 Synthesize and differentially apply theories and/or research of human development and social environments to guide Social Enterprise Administration practice.
- 7.a.2 Interpret the motivations of individual actors in the context of organizational behavior and vice versa.
- 7.a.3 Describe various approaches to coalition formation to resolve community problems.
- 7.a.4 Describe the role of organizations in developing sustainable solutions to social welfare needs.

8. Policy Practice

The student social worker engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

8a. Critically analyze the relationship between social policy, organizational structures, and the interests of all stakeholders and the impact on the organization and implementation of social programs.

Assess the student social worker's ability to:

- 8a.1 Articulate the relationship between social policy, organizational structures and the interests of all stakeholders and the impact on the organization and implementation of social work services.
- 8a.2 Understand the body of legislation relevant to the employment “contract.”
- 8a.3 Analyze the field’s policies and programs.

8b. Design and implement social programs that respond to the social and economic needs of stakeholders through diverse and innovative methods utilizing an entrepreneurial lens.

Assess the student social worker's ability to:

- 8b.1 Using an entrepreneurial lens, design and implement social programs that respond to the social and economic needs of stakeholders.

9. Practice Contexts

The student social worker responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

9a. Effectively negotiate ethical, political, and other contextual issues involved in design, implementation, and/or evaluation of management processes, programs, organizations, and/or social services.

Assess the student social worker's ability to:

- 9.a.1 Effectively negotiate ethical, political and other contextual issues involved in design, implementation and evaluation of management processes, programs, organizations and/or social services.
- 9.a.2 Understand the impact of an organization's service goal on the human resource management function.
- 9.a.3 Understand the nature of training programs and their role in employee development and organizational effectiveness.
- 9.a.4 Understand the nature of the employer-trade union relationship and the collective bargaining agreement.
- 9.a.5 Define an organization's mission in terms of system dynamics.
- 9.a.6 Identify and appropriately label the power structures within an organization and the surrounding community.
- 9.a.7 Understand the agency's mission, goals and objectives (e.g., integrate information from a variety of sources such as the organization's mission statement, website, program brochures, conversations with organizational personnel, etc.).
- 9.a.8 Analyze the historical responses to providing help to the populations within a field of practice as well as the evolution of social service programs and the current state of available services and service delivery.
- 9.a.9 Describe the scope/epidemiology of how Social Enterprise Administration issues are examined (incidence, prevalence, risk, protective factors).
- 9.a.10 Identify the connections among issues related to Social Enterprise Administration and describe how interlocking issues and policies may complicate effective responses to each.
- 9.a.11 Identify and analyze current critical issues relative to Social Enterprise Administration in social work.

10. Engagement, Assessment, Intervention, Evaluation

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10a. Engage with staff members, community constituents, and/or organizations and their representatives

Assess the student social worker's ability to:

- 10a.1 Engage with staff members, community constituents, or organizations.
- 10a.2 Discuss legal, policy and ethical factors to ensure that all potential relevant factors are covered as a critical element in the development of authentic working relationships (e.g., informed consent, confidentiality, reporting, etc.).

10b. Assess the development and performance of employee, organizational, or community functioning.

Assess the student social worker's ability to:

- 10b.1 Assess employee performance and/or aspects of organizational or community functioning.
- 10b.2 Perform a computer needs assessment of an agency.
- 10b.3 Understand the processes involved in recruiting and maintaining staff for an organization.
- 10b.4 Create job descriptions and performance appraisals.
- 10b.5 Understand procedures involved in supervising troubled workers and understand the supervisor's role in relation to an EAP program.
- 10b.6 Understand the role of the supervisor and its administrative, educational and supportive dimensions.

10c. Plan, design, and/or manage social agencies and enterprises at the individual program level, the agency/organizational level, and the systems level

Assess the student social worker's ability to:

- 10c.1 Plan, design, or manage social service structures at the individual program level, the agency/organizational level and the system level.
- 10c.2 Demonstrate competence in computer applications in the management of human services.
- 10c.3 Understand leadership styles and their relationship to work motivation and job satisfaction.
- 10c.4 Understand the processes involved in recruiting and maintaining staff for their organization.

- 10c.5 Describe the phases of negotiation and their place in change strategies.
- 10c.6 Describe strategies that call for the differential diagnosis of their organization or community's problems and identify the appropriate first steps toward a strategy for solution.
- 10c.7 Perform revenue and expenditure forecasts.

10d. Apply advanced program evaluation skills

Assess the student social worker's ability to:

- 10d.1 Describe the main types of program evaluation.
- 10d.2 Evaluate social service programs.
- 10d.3 Be prepared for continual evaluation checks or self-evaluations as they are conducted within the agency to reinforce service delivery.
- 10d.4 Demonstrate skills in basic evaluative designs.

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.

CORE COMPETENCIES, PRACTICE BEHAVIORS, AND LEARNING OBJECTIVES RELATED TO 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/field_agencies.html

The student's performance will be assessed on specific learning objectives that define key practice behaviors nested within the ten core areas of social work competency identified by the Council on Social Work Education:

Excellent	Performance is exceptional and the skill is an integrated part of the student's practice
Very Good	Performance is above expectations for students at this level
Good	Performance generally meets expectations for students at this level
Poor	Performance shows signs of competency, but generally does not meet expectations for students at this level
Unsatisfactory	Performance is unsatisfactory
Not Assessed	Assignment did not provide an opportunity to demonstrate the behavior

1. Professional Identity

The student social worker identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

1a. Apply professional use of self

Assess the student social worker's ability to:

- 1a.1 Transmit knowledge and skill to others and from one situation to another.
- 1a.2 Commit to a high standard of personal and professional conduct.
- 1a.3 Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.
- 1a.4 View oneself as an ongoing learner and continuously evaluate one's performance as a policy practitioner.
- 1a.5 Understand the wide range of tasks and responsibilities inherent in formulating, establishing, or changing policy.

1b. Demonstrate professionalism and respect for client systems and colleagues

Assess the student social worker's ability to:

- 1b.1 Speak the truth and fully disclose relevant information in all stages of policy practice.
- 1b.2 Display professionalism and respect for colleagues and organizational systems.
- 1b.3 Respect the inherent dignity and worth of all people, and specifically those with whom research is being conducted as experts about their own lives and situations.
- 1b.4 Understand and meet administrative and organizational requirements, including documentation, in a timely and professional manner.
- 1b.5 Transfer knowledge and skills both between and within organizational systems.
- 1b.6 Be aware of what it means to be a student learner.
- 1b.7 Take initiative in the overall learning process and seek additional opportunities to develop further knowledge and skills.
- 1b.8 Complete and submit required reflective journals in a timely manner.

2. Ethical Practice

The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

2a. Identify and analyze ethical issues and values underlying policy choices

Assess the student social worker's ability to:

- 2a.1 Analyze the ethical issues and values underlying policy choices.
- 2a.2 Alert every client to their right to privacy and confidentiality.
- 2a.3 Apply ethical social work principals to avoid hegemonic notions of cultural superiority.

2b. Engage in the development and critique of policy that upholds ethical standards and social work values

Assess the student social worker's ability to:

- 2b.1 Demonstrate commitment to promoting the well-being of clients.
- 2b.2 Engage in the development and critique of policy that upholds ethical standards and social work values.

3. Critical Thinking

The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

3a. Critically analyze policy problems using analytical approaches such as the application of microeconomic principles and effectively communicate results

Assess the student social worker's ability to:

- 3a.1 Identify and assess different conceptual frameworks and models for the improvement of policies and programs.
- 3a.2 Identify, assess and critique current modes of intervention and identify which are appropriate under what circumstances.
- 3a.3 Analyze theoretical and empirical frameworks that explain the causes and consequences of policies and programs and the implications for the target group they are designed to serve.
- 3a.4 Interpret and apply microeconomic and other data sets in analyzing a broad range of policy issues.
- 3a.5 Understand the implication of the use of microeconomic principles in all stages of policy initiatives.

4. Diversity and Difference in Practice

The student social worker engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

4a. Identify and address a broad range of variables (e.g. age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental disability, socioeconomic status) that affect the development of social welfare policies.

Assess the student social worker's ability to:

- 4.a.1 Identify the range of variables (e.g., age, ethnicity, culture, immigration status, race, gender, socioeconomic status, sexual orientation, ability, disability) that affect the development or implementation of social welfare policy or alternatives.
- 4.a.2 Articulate advanced understanding of the impact of social welfare policy on diverse populations.

5. Human Rights and Social and Economic Justice

The student social worker advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

5a. Analyze, design, implement, and/or evaluate policies in order to promote human rights and social and economic justice and counter discrimination.

Assess the student social worker's ability to:

- 5.a.1 Use knowledge of the historical effects of oppression, discrimination, and economic and social disparities on populations to guide the development and implementation of social welfare policies.
- 5.a.2 Apply the knowledge of historical oppression, discrimination, and economic and social disparities in all levels of social policy practice (i.e. policy briefs, reports, fact sheets, trainings).

6. Research and Practice

The student social worker engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

6a. Locate, Collect, and Analyze data relevant to a social policy problem

Assess the student social worker's ability to:

- 6a.1 Identify and assess different conceptual frameworks and models of interventions and implementations as applicable to the policy assignment by, for example, locating data, developing a survey, conducting interviews and analyzing the information to understand the issues for the clients and communities and the reasons for policies to be developed.
- 6a.2 Conduct and analyze interviews with key informants about the impact of social issues on the community.
- 6a.3 Locate and analyze data on the prevalence of a specific social problem, the demographics of the population affected and the scope and boundaries of the problem for specific catchment areas.
- 6a.4 Use research findings to inform the development of evidence-based policies and programs.

6b. Develop and/or use existing research-based evidence in policy analysis or development

Assess the student social worker's ability to:

- 6b.1 Track and critically assess existing evidence (current events, agency and government data, and literature reviews) of a social problem over time, noting how the "condition" came to be defined or framed as a particular "problem."
- 6b.2 Conduct interviews with key stakeholders to gather and compare alternative perspectives on the extent and consequences of a social problem and preferred policy solutions.

7. Human Behavior and the Social Environment

The student social worker applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

7a. Apply knowledge of human behavior and the social environment to analyze the determinants and distributions of social problems and their likely influence on public policy responses

Assess the student social worker's ability to:

- 7a.1 Understand how individual behavior is shaped by the impact of social welfare policies.
- 7a.2 Understand the development of sustainable solutions to the social welfare needs of different populations.

7a.3 Understand the principles of microeconomics and apply them in the development and analysis of social welfare policy.

8. Policy Practice

The student social worker engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

8a. Assess the feasibility of alternative policy options

Assess the student social worker's ability to:

- 8a.1 Critically review a policy or program proposal to identify potential implementation challenges and possible solutions to them.
- 8a.2 Identify alternative criteria for evaluating social policies and understand how each criterion represents competing values, interests and viewpoints.

8b. Prepare and present policy analyses and/or proposals

Assess the student social worker's ability to:

- 8b.1 Prepare and present analysis of policy findings in different venues including through written material and oral presentations.
- 8b.2 Describe key elements of different policy or program alternatives, including objectives, service targets, anticipated effects, organizational and staffing requirements, costs, and evaluation approaches.

9. Practice Contexts

The student social worker responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

9a. Effectively negotiate ethical, political, and other contextual issues that shape the development, implementation, and analyses of social welfare policy

Assess the student social worker's ability to:

- 9a.1 Observe and critically analyze viewpoints represented at community or other meetings to describe key stakeholders in the community, government, and other sectors.
- 9a.2 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.
- 9a.3 Understand the agency's mission, goals and objectives (e.g., integrate information from a variety of sources such as the organization's mission statement, website, program brochures, conversations with organizational personnel, etc.).
- 9a.4 Analyze the historical responses to providing social services to target populations (i.e. the evaluation, current status, and impact of services).

9b. Take into account prior policy efforts to address social issues in the development and analyses of new policy options

Assess the student social worker's ability to:

- 9b.1 Research implementation difficulties encountered during prior program development or reform efforts, using key informant interviews, program documents, policy literature, etc.

10. Engagement, Assessment, Intervention, Evaluation

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10a. Engage with policy makers, community constituents, and/or organizations

Assess the student social worker's ability to:

- 10a.1 Engage with policy makers, organizations, and community constituents to understand the diverse points of the stakeholders.
- 10a.2 Discuss legal, policy and ethical factors to ensure that all potential relevant factors are covered as a critical element in the development of authentic working relationships (e.g., informed consent, confidentiality, reporting, etc.).

10b. Assess evidence relevant to social welfare policy

Assess the student social worker's ability to:

- 10b.1 Assess community and organizational readiness for policy recommendations or change.

10c. Advocate for policy recommendations

Assess the student social worker's ability to:

- 10c.1 Identify and contact individuals and stakeholders to solicit support for a policy or reform.
- 10c.2 Contact legislative or administrative decision makers to explain and advocate for a policy.
- 10c.3 Organize and facilitate community education and advocacy efforts.
- 10c.4 Translate policy research into oral and written communication formats (i.e. memos, policy briefs, presentations).

10d. Evaluate policy recommendations in social and/or economic terms

Assess the student social worker's ability to:

- 10d.1 Evaluate the process, procedures and outcomes of proposed policy or programs.
- 10d.2 Track and perform a critical analysis of the impact of existing programs.
- 10d.3 Track and critically analyze the progress of a legislative or administrative reform.

APPENDIX A: The 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 profession's 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 ranked 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

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

be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

VALUE: *Service*

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

VALUE: *Social Justice*

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

VALUE: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

VALUE: *Importance of Human Relationships*

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

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

VALUE: *Integrity*

Ethical Principle: Social workers behave in a trustworthy manner.

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

VALUE: *Competence*

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

(f) Social workers should obtain clients' informed consent before 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 SAJ, 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 School of Social Work field instructors who have completed the Seminar in Field Education (SIFI) are eligible to receive Academic Appointments. Those who are doing field education, having completed the SIFI, are assigned the title Lecturer.

And 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 Lecturer.

An Academic Appointment enables one to secure a CSSW identification card, which gives access to the Columbia facilities including the Library (in person and electronically) and gym (fees apply) and affords one a discount (of 10%) 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 advanced. In this case, sexual harassment can take the form of repeated, uninvited requests for social or sexual encounters, often accompanied by touching. These advanced are unwelcome and uncomfortable, although they carry with them neither direct not 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 student's 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 Field Education Fall Feedback Form

This Feedback Form provides an opportunity for you to tell the Field Education Department about the essentials of your experience so far. This form is anonymous. If you are having difficulties in Field, PLEASE reach out to your advisor as soon as possible. Our goal is to support you in your field education experience. At the end of the academic year you will have the opportunity to complete a comprehensive evaluation of your field experience, field instructor and advisor. This is just a quick way for us to assess how students are generally doing in field.

1. What is your program?

- Regular Two-Year
- 16-Month
- Advanced Standing
- Extended
- Professional Option
- Reduced Residency

2. What is your practice method?

- Advanced Clinical Social Work Practice
- Advanced Generalist Practice and Programming
- Policy Practice
- Social Enterprise Administration

3. What is your field of practice?

- Aging
- Contemporary Social Issues
- Family, Youth, and Children's Services
- International Social Welfare and Services to Immigrants and Refugees
- School-Based and School-Linked Services
- World of Work

4. Answer yes or no:

	Yes	No
I currently have the field education experiences necessary to meet my Practice Course assignments.	<input type="radio"/>	<input type="radio"/>
I receive one and a half hours of individual supervision per week.	<input type="radio"/>	<input type="radio"/>
I completed an educational plan.	<input type="radio"/>	<input type="radio"/>
I complete weekly recordings reviewed by my field instructor.	<input type="radio"/>	<input type="radio"/>
My advisor reviews my educational plan and recordings.	<input type="radio"/>	<input type="radio"/>
There are additional training opportunities for me at my placement (such as orientation, seminars, grand rounds, or skill-building workshops).	<input type="radio"/>	<input type="radio"/>

	Yes	No
I have had difficulty contacting my advisor.	<input type="radio"/>	<input type="radio"/>
I have had difficulty attending the monthly class session with my advisor due to other class or field schedule conflicts.	<input type="radio"/>	<input type="radio"/>
I have had difficulty scheduling an individual meeting with my advisor.	<input type="radio"/>	<input type="radio"/>

Advisor visit to placement site

1. My advisor has visited my placement.

- Yes
- No

2. My advisor conducted a three-way meeting during the visit.

- Yes
- No

Problems at placement

1. I have had problems at my placement.

- Yes
- No

2. My advisor has been helpful in resolving the problems.

- Yes
- No

Answer yes or no:

	Yes	No
I would work with this population in the future.	<input type="radio"/>	<input type="radio"/>
I would recommend my field instructor to other students.	<input type="radio"/>	<input type="radio"/>
I would recommend my advisor to other students.	<input type="radio"/>	<input type="radio"/>
I would recommend my field placement to other students.	<input type="radio"/>	<input type="radio"/>

Rate the following:

	Poor	Fair	Good	Excellent
I rate the field instructor's teaching of me as . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In terms of being active and helpful, I rate my advisor as . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an educational experience so far, I rate my overall field education experience as . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use the following space to share any additional comments you have about your field placement, advisor, field instructor, the Field Education Department, or any other aspect of your field experience.

Indicate the extent of your agreement or disagreement with each item.

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

20. My advisor was available when I needed her/him.
21. I feel my advisor was an advocate for my education.
22. I would recommend this placement to another student.
23. My long-term professional goal is... (describe briefly)

COMMENTS

Use the following space to provide additional comments. Include what you liked most about your placement, and what you liked least about it. Also please give us feedback about the Field Education Department itself. On comprehensive evaluation of your field experience, field instructor and advisor. This is just a quick way for us to assess how students are generally doing in field.

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 Field Department Directory

Interim Assistant Dean, Director of Field Education

Cindy Bautista-Thomas

(212) 851-2311

cb2747@columbia.edu

Office

(212) 851-2307

(212) 851-2330 (fax)

Associate-Assistant Directors

Contemporary Social Issues and World of Work

Jenny Crawford

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