LONG ISLAND UNIVERSITY

BROOKLYN CAMPUS
SOCIAL WORK DEPARTMENT

PRACTICUM EDUCATION MANUAL

BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM

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LONG ISLAND UNIVERSITY

September, 2024

Dear Students:

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

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

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

This manual is designed to allay your anxieties by clarifying the expectations and responsibilities of the BSSW Practicum Coordinator, Practicum Professor, Agency Practicum Instructors/Supervisors, and students. Look through the Table of Contents and begin by reading the various topics associated with your practicum placement. Knowing this manual well and reading it thoroughly during your final year in the undergraduate social work program is important. Oftentimes, your work in the Social Work Practicum Seminar (SWK 282 in the Fall and SWK 283 in the Spring) will focus on the contents of this manual.

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

Sincerely,

Menachem Dubovick LCSW
BSSW Field Coordinator

LONG ISLAND UNIVERSITY

September, 2024

Dear Colleagues:

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

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

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

As you may already know, the Council on Social Work Education (CSWE) has revised the Educational Policy and Accreditation Standards (EPAS 2022), so we have changed many of our documents. Please let us know if you have any questions about how the revisions will impact your work with our students and program.

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

Sincerely,

Menachem Dubovick LCSW
BSSW Practicum Coordinator

THE BSSW PROGRAM AT LONG ISLAND UNIVERSITY--BROOKLYN CAMPUS

Long Island University Mission

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

BSSW PROGRAM MISSION

The mission of the Bachelor of Science in Social Work (BSSW) Program at LIU Brooklyn is to guide a diverse student body on a path of critical inquiry with a goal of building competent, compassionate and committed generalist practitioners. The program, grounded in the professions, knowledge, skills and values, teaches students to become civically engaged by developing a nurturing learning community, both in the classroom and practicum. The program challenges students to work towards a just, equitable, caring society, free from oppression and discrimination.

The mission of the program is consistent with the University's historic mission of preparing students to "achieve the satisfaction of the educated life and to serve the public good." The program is committed to preparing graduates for entry-level generalist social work practice and for advanced study in social work, while simultaneously addressing the needs of urban social service agencies, particularly in Brooklyn and the surrounding area.

SOCIAL WORK GENERALIST ORIENTATION

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

"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies"
(https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf).

PROGRAM GOALS

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

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

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

Goal 3: Educate students for practice serving diverse populations with respect and dignity, and without discrimination in order to promote well-being and enhance the functioning of urban populations with special attention to age, economic status, race, ethnicity, culture, family structure, gender identity, sex, sexual orientation, disability, health, mental health, national origin, citizenship status, religion, and spirituality.

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

Goal 5: Prepare students for graduate social work education.

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

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

I. ***Demonstrate ethical and professional behavior.***
II. ***Advance human rights, and social, economic, and environmental justice.***
III. ***Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice***
IV. ***Engage in practice informed research and research informed practice.***
V. ***Engage in policy practice***
VI. ***Engage with individuals, families, groups, organizations and communities.***
VII. ***Assess individuals, families, groups, organizations, and communities.***
VIII. ***Intervene with individuals, families, groups, organizations, and communities.***
IX. ***Evaluate practice with individuals, families, groups, organizations and communities***.

INTERNSHIP PRACTICUM CURRICULUM POLICY STATEMENT

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

Internship practicum at the baccalaureate level requires **a minimum of 200 hours per semester for a minimum 400 hours in internship placement over the course of the academic year**.

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

Internship practicum is now considered the "signature pedagogy" in Social Work education. The Council on Social Work Education describes internship practicum (practicum education) as follows:

"Educational Policy 3.3- Signature Pedagogy: Practicum Education
Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The practicum setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Practicum education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the practicum setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and practicum—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, practicum education programs articulate how they maintain or enhance students' access to high-quality practicum field experiences. Practicum education programs develop practicum models to prepare students for contemporary and inter-professional social work practice, including the use of various forms of technology." http://www.cswe.org. Educational Policy 3.0: Explicit Curriculum, 2022, p20).

DESCRIPTION OF INTERNSHIP PRACTICUM CURRICULUM

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

INTERNSHIP PRACTICUM

Internship practicum in social work education has a long and valued tradition. The internship placement is an integral component of professional preparation. Records dating back one hundred years reference the relationship between practicum instruction and classroom learning (Scheneck, Grossman & Glassman, 1991). Practicum Education has evolved over the years from an apprenticeship model to a pedagogical approach that emphasizes the integration of the social work curriculum with practicum instruction (Walden & Brown, 1982). This approach is not only emphasized at LIU, but is also implemented in clear and direct ways. In order to understand the unique properties of social work practicum education as distinguished from other types of internships, it is useful comprehend this description of the mission of practicum education:

"A vital part of social work education is practicum instruction. Field instruction is an experiential form of teaching and learning in which the social work student is helped to: (1) consciously bring selected knowledge to the practice situation; (2) develop competence in performing practice skills; (3) learn to practice within the framework of social work values and ethics; (4) develop a professional commitment to social work practice; (5) evolve a practice style consistent with personal strengths and capacities; and (6) develop the ability to work effectively within a social agency." (Sheafor and Jenkins, 1982)

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

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

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

REQUIREMENTS TO ENTER INTERNSHIP PLACEMENT

Students are eligible to register for the internship placement (SWK 280/282) when the following conditions have been met:

1. They have been formally admitted to the BSSW program and are candidates for the Baccalaureate of Science degree in Social Work.

2. They have completed Introduction to Social Work (SWK 201). Students need to have completed the following courses before, or concurrently take with, practicum placement and seminar: Social Work Practice I & II (SWK 270 & SWK 271) and; Human Behavior and the Social Environment I & II (SWK 223 and SWK 224).

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

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

Academic credit for internship placement is four (4) credit hours per semester. Students complete Field Work I (SWK 280) in the Fall semester and Field Work II (SWK 281) in the spring semester. Both practicum work courses are graded on a pass/fail basis. Students are encouraged to complete 400 hours of internship by the end of the year. This translates into students completing roughly 14 hours of internship per week—multiplied by a 15-week semester –both—the fall and spring semesters (minimum of 200m hours) ensure the minimum completion of 400 hours. Students can next register for the Spring semester SWK 281 until they have completed the hours for SWK 280 and submitted all required paperwork.

The student's internship placement is further enhanced by concurrent enrollment in a two-semester seminar course six credit Practicum Seminar sequence (SWK 282 in the Fall semester and SWK 183 in the Spring semester). Knowledge, skills and values from social work coursework is integrated into the Practicum Seminar through verbal examination and analysis of students' internship placement experiences. The course objectives for the "280s" are derived from the core competencies of the CSWE.

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

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

- The social work profession's support of the professional baccalaureate degree

- The emerging evidence from employment research that appropriately prepared Baccalaureate-workers are being utilized effectively

Practicum Instruction provides an opportunity for the student to apply knowledge of theories and principles presented in the classroom to problems in the placement and the profession. The internship placement allows students to practice their role as social worker. The Practicum Instructor serves as a role model for the student and a source of feedback to the student regarding the student's performance and professional growth.

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

Internship Practicum Education Objectives
The sequence objectives for foundation level internship in the BSSW Program (SWK 280 & 281) and the accompanying integrative practicum work seminar (SWK 282 & 283) are to prepare students for beginning positions of social work practice and also to prepare them for advanced social work training.

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

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

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

<u>Introduction to the Agency</u>
The student should be presented with information including, but not limited to:
- The nature of the work the agency is engaged in
- History and the mission of the agency;
- Agency goals and objectives;
- The nature of the population served by the agency;
- General organizational of the agency structure and ties with other local, regional or national groups; and
- How generalist social work practice is utilized in this setting.

<u>Introduction to Staff</u>
The student should be introduced as a professional-in-training to:
- Agency executives;
- Other social workers in the department;
- Colleagues in other disciplines with whom he/she will be working; and
- Administrative Support staff.

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

<u>Agency Policies and Procedures</u>
The Practicum Instructor should:
- Provide the student with an operations manual or its equivalent;
- Assist in the determination of the student's schedule;
- Discuss the parameters of professionalism, as they apply in this agency including confidentiality and the agency's requirements for data gathering and recording.

ORIENTATION AND TRAINING OF PRACTICUM INSTRUCTORS

The BSSW Program provides orientation and training for Practicum Instructors as necessary. It is also recommended that eligible BSSW Practicum Instructors take the Seminar in Practicum Instruction (SIPI) course offered free of charge from Long Island University's MSW program. Also note that the SIPI is usually offered at other universities and colleges with social work programs. SIPI is formerly known as Seminar in Practicum Instruction (SIFI), holders of the SIFI certification do not need to take the SIPI course.

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

Practicum Instructor training takes place each year, and all practicum instructors are encouraged to attend. Each August, practicum instructors meet to discuss the upcoming academic year and policy or programmatic developments. This meeting is an opportunity to introduce new practicum instructors and senior practicum instructors to the program. Undergraduate coursework and the program's philosophy and mission are discussed. This meeting aims to provide useful information to practicum instructors who supervise and teach students.

Throughout the year, the BSSW Internship Coordinator or Practicum Seminar professor attends at least two mid-semester evaluation meetings with Practicum Instructors and students (on the agency premises) to review the student's learning objectives and overall progress in the internship placement.

All first-time Practicum Instructors are required to attend the orientation and seminars provided by the Field Education Department.

RELATIONSHIP BETWEEN INTERNSHIP AGENCIES AND THE BSSW PROGRAM:

A signed affiliation agreement between each agency and the LIU's BSSW Program **must** be approved and on file for students to be allowed to attend the site as an intern. A signed agreement between the agency, student and LIU (Appendix D Three Party Agreement) must be submitted by the student. The agency will receive a copy of the signed 3 Party agreement, which remains in effect until the end of the student placement at the agency or the Program formally terminates the agreement in writing.

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

LEARNING CONTRACT/ EDUCATIONAL PLAN

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

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

educational plans (See pages 8-9).

Learning Contracts/ Educational Plans are responsive to:

1. The student's need of appropriate orientation to the agency, to its staff, to the physical setting, to agency policy and procedures, and to its characteristic intervention methods.

2. The core competencies outlined in the CSWE's Educational Policy and Accreditation Standards.

3. The educational goals of the program at LIU—Brooklyn (page 7).

4. The school's commitment and attention to racial, ethnic, gender, and other forms of diversity throughout the curriculum.

5. The student's individualized professional growth goals.

6. The expectations of the Practicum Instructor and Internship Agency.

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

The Internship Practicum Training Expectations of Students, Agencies, Practicum Instructors and the LIU Brooklyn BSSW Program:
(Students, Agency and LIU Practicum Coordinator all sign the Three Party Agreement (Appendixes D and E) indicating their agreement to the terms outlined below.)

EXPECTATIONS OF STUDENTS
As a student I agree to:

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

two weeks.

f. Arrange for coverage of my clients during vacation periods and at the end of my placement.
g. Attend all meetings called by the Director of Field Education, seminar professor or practicum instructor.
h. Inform Practicum Instructor Seminar Professor and Director of Field Education of any difficulty, personal or professional which affects my work time and/or performance
i. Engage fully in the evaluation process including the final evaluation
j. Behave professionally by adhering to the Code of Ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.
k. Study the ways in which my values, attitudes, beliefs, emotions and past experiences affect my thinking, behavior and relationships.
l. Be willing to examine and change behavior when it interferes with working with clients and other collaborative professional relationships.

EXPECTATIONS OF PRACTICUM INSTRUCTORS AND AGENCY PRACTICUM SITES

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

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

EXPECTATIONS OF LIU—BROOKLYN BSSW PROGRAM

The Practicum Education department and the BSSW Program agree to:

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

STUDENT RESPONSIBILITIES TO AGENCY

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

1. Complete a minimum of 400 hours in internship practicum over the academic year, averaging 14 hours per week over fall and spring semesters. It is the students' responsibility to maintain a record of their hours, using the time sheet located in Appendix J. Practicum Instructors initial and sign each completed time sheet. Originals are submitted to the Field Education Department as well as uploaded to Brightspace for Practicum Seminar course and copies are retained by the student. Please note that some students may be asked to complete agency-based time sheets. It is recommended that students maintain these records as some licensing states require them towards applying for licensure.

2. Follow the University calendar with regard to when holidays and recesses are observed. If conflicts between University holidays and agency schedules arise, individual adjustments in schedules can be made with the agreement of both the student and the Practicum Instructor. During certain holiday weeks, scheduled courses may conflict with internship hours. In these cases, students must attend class and make up the missed time in the placement agency. This may happen, for example, the week of President's Day, when the Tuesday tends to follow a Monday schedule.

3. Prepare a Learning Contract/ Educational Plan (see Appendix O) with the agency Practicum Instructor and Practicum Seminar Instructor during the beginning weeks of the internship experience. The purpose of the Learning Contract is to specify learning goals and competencies tailored to the unique needs of each student and each practicum placement. It is developed cooperatively: the student, the Practicum Instructor and reviewed by Practicum Seminar Instructor. The contract may be revised to respond to changing needs. It is a point of reference in the midterm and final evaluation conferences.

4. Complete all work assigned by the Practicum Instructor within specified deadlines.

5. Perform all duties in a professional manner. Keep all commitments to the agency, the Practicum Instructor and the clients. If at any time you are unable to be on time, or to be present when expected, it is imperative that you notify your Practicum Instructor immediately making sure that he/she or another responsible person in the agency gets your message. All appointments with clients should be faithfully kept. Any time missed should be made up during the course of the semester. All internship hours must be completed by the last day

of the semester in order to satisfactorily pass the course. Your internship experience begins at the beginning of the term and ends at the end of the term. Students are encouraged not to finish early. However, when students are ending internship hours earlier than expected, they are recommended to discuss this plan in advance with their practicum instructor and notify the practicum coordinator and seminar instructor.

6. Exercise initiative in seeking out and completing your work. Discuss your needs for consultation or help with your Practicum Instructor when you first establish your working relationship.

7. Prepare an agenda for weekly supervisory conferences and participate in the ongoing evaluation of the internship experience with your Practicum Instructor.

8. Attend seminars and workshops offered by your agency or sponsored by others when they pertain to your placement area of specialization, with your Practicum Instructor's approval and awareness.

9. Notify the field education department if you encounter problems in your internship placement that you cannot easily resolve with your Practicum Instructor.

10. Provide your own transportation to and from the agency.

11. Attend the weekly Field Seminar I and II (fall SWK 282 & spring SWK 283) and complete all assignments in a timely manner.

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

1. You are first and foremost in the agency to learn and not to fulfill agency needs.

2. If you are requested to transport clients, it is best to do so in an agency vehicle.

3. If making home visits, do so with an agency employee. In some cases, students may make home visits by themselves, but only after it is approved by the agency and the Social Work Department's Field Education Department. The agency and Field Education Department approve such visits only in cases when the clients have an established relationship with the agency and when the student is adequately prepared.

CRITERIA FOR SELECTION OF INTERNSHIP PLACEMENT AGENCIES

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

The impetus for designating an agency as an internship practicum site may originate either from the agency or the BSSW program. Qualified staff interested in supervising students in their agencies should contact the BSSW Practicum Coordinator to initiate the placement process.

Internship practicum agencies selected by the LIU Brooklyn BSSW Program offer:

- Opportunities for student-learning in the agency consistent with educational goals of the LIU Brooklyn BSSW program. Social work students are assigned direct and indirect practice activities that are defined by the third week of the semester.

- Interest in taking responsibility for practicum instruction and for working collaboratively with the BSSW Practicum Coordinator to provide an optimal internship practicum education experience for students. Staff must demonstrate an understanding of and respect for the philosophical and value base of professional social work practice and education.

- Commitment by the Board or governing body of the agency to an internship practicum instruction program and to the responsibilities involved.

- Good standing in the community and the profession, and credentials of approval from appropriate standard-setting bodies.

- Staff sufficient to maintain the basic program of the agency without reliance on students.

- Agreement by the host agency when the placement is a social service unit which operates in a host setting (such as a hospital, court, school or other institution). The host agency or institution agrees to the presence of students and to the utilization of staff for student supervision.

- Objectives consistent with the values of social work, and a clearly defined and appropriate role in the host agency's total operations.

- A qualified Practicum Instructor who possesses a BSW or MSW from an accredited program and is willing to provide supervision and instruction for an undergraduate student. The time recommended to supervise a BSSW is equivalent to one half day per week. (This includes time for supervisory conferences, selection of assignments, participation in practicum instruction meetings, and preparation of required evaluation reports.

- Sufficient size, scope, and flow of agency activities to enable students to gain a wide range of experiences. The selection of learning experiences is based on their educational value.

- Suitable space and working facilities for the student. These facilities are consistent with those considered necessary for the proper functioning of any staff member and include desk space, interviewing facilities, access to a telephone, office supplies and transportation for practicum visits, or mileage reimbursement if students use their own cars.

CRITERIA FOR SELECTION OF PRACTICUM INSTRUCTORS

Practicum Instructors selected by the BSSW Program offer:

- The capacity to conceptualize and transmit knowledge.

- Commitment to the values and ethics of the social work profession and the capacity to operationalize them in practice through practicum instruction.

- Ability to identify appropriate learning opportunities within the agency, which will enhance the student's knowledge and practice skills.

- Ability to perform an educational assessment based on mutually agreed upon educational goals.

- Knowledge of adult learning concepts and the ability to apply them.

- Ability to select appropriate teaching material.

- Constructive use of the supervisory relationship.

- Commitment to providing supervision in a manner that is supportive and nurturing. Ensure that task supervisors also deliver supervision in this manner. It is our experience that excessive criticism is counterproductive.

- Collaboration with the BSSW Practicum Coordinator.

- Commitment to professional education. This is expressed by preparing supervisory and instructional meetings, communicating with the BSSW Practicum Coordinator, and participating in the BSSW Program seminars/ trainings and workshops, specific to Practicum Instruction.

In general, Practicum Instructors are required to hold a BSW degree and preferably an MSW degree from a CSWE accredited program. Occasionally, a student may have an excellent practicum opportunity in an agency where no BSW or MSW social worker is employed. In these cases, arrangements will be made to bring in social work supervision from a BSW or MSW social worker on the agency's board of directors, from another agency, or from the social work faculty. Alternatively, if the agency can offer the student exposure to the social work perspective via the agency director or other mentor, the site can be deemed suitable.

HOW A PLACEMENT DECISION IS MADE

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

Although every attempt is made to consider personal situations and preferences, each student's educational needs are the first priority in matching students with placement agencies. Every attempt is made to complete the placement process by early summer. Although for students who finish their pre-requisites during summer school, placements are finalized in August. The completion of the placement process occurs after the following steps have been taken:
1). BSSW Practicum Coordinator visits and meets the Practicum Instructor
2). The agency is approved for placement; and
3). Student and Practicum Instructor meet to discuss each other's expectations with regard to responsibilities, tasks and logistics.

PROBLEMS IN PRACTICUM INSTRUCTION

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

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

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

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

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

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

SUSPENSION FROM INTERNSHIP PLACEMENT

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

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

(1) Continue in the same placement with an action plan to address concerns,
(2) Be assigned to a different internship placement;
(3) Be removed from the current internship placement without being placed in another internship. This may result in the student withdrawing from practicum and seminar courses, or receiving a failing grade in those courses. Or
(4) Be referred to the Student Review Committee for further consideration.

When a student is suspended from practicum placement by the BSSW Practicum Coordinator, the student may appeal this decision to the Chair of the Social Work department.

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

TERMINATION FROM INTERNSHIP:

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

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

CRIMINAL BACKGROUND CHECKS and DRUG SCREENINGS

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

INTERNSHIP PLACEMENT AND EMPLOYMENT

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

PROCESS FOR CHANGING PLACEMENT

A request for a change in internship placement may be initiated prior to mid-semester or shortly thereafter by the Practicum Instructor, the student, or the BSSW Practicum Coordinator. Although, every effort is made to ensure a successful experience, unforeseen difficulties sometimes arise. The student may be unable to adjust to and perform satisfactorily in a particular setting, or the agency may be unable to provide a sound learning experience. Should such a situation arise, the decision to change the practicum setting will be made by the BSSW Practicum Coordinator following one or several conferences with the Program Coordinator, the Practicum Instructor, the Chair of the department, and the student.

OVERTIME, ABSENCES AND SCHEDULED HOURS

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

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

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

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

up to that professor to grant an excused absence.

PRACTICUM EDUCATION EXPENSES

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

ENDINGS: The Student with the Agency

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

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

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

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

STUDENT REVIEW COMMITTEE POLICY AND PROCEDURES

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

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

GRIEVANCE PROCEDURES

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

Students at the Brooklyn Campus may expect a scrupulous regard for their rights as students and individuals. They should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

Students who wish to appeal a final course grade must initiate the process with the course instructor at the Division/Department level within 30 business days of the grade being officially posted on MYLIU. The written request should include the course, course number, instructor, the final grade, the reason for the appeal, and any other pertinent information.

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

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

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

The Social Work Department's Grievance Committee hears a student's grievance. This committee is composed of three (3) faculty and/or staff members, who serve on a rotating basis. Only students who are intending to major in social work may file a grievance over a grade in SWK 201 (students with other majors must utilize regular University channels for filing a grievance). In the remaining social work courses, only social work majors may file a grievance under these procedures.

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

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

1. The student MUST have first followed departmental appeal processes including, but not limited to, appeal to the instructor and to the division/department/program director.

2. Appeals to the Dean must be submitted in writing and must be submitted within 10 business days of receipt of the decision letter from the Division/Program. This written appeal will be transmitted to the Appeal Board for review and will be a factor in the final decision made by the Dean. The appeal must be accompanied by a completed Appeal Checklist.

3. If deemed necessary by the Dean, the Associate Dean will serve as a hearing officer and will appoint an *ad hoc* Appeal Board. The Appeal Board will consist of three faculty members from the School of Health Professions, who may be tenure track, NTTA or have administrative roles. One of these faculty members will be from the program from which the appeal has originated. The Dean will be present at the hearing, but will not contribute to the discussion.

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

5. At the hearing (with all parties present):
a. The hearing may be recorded for future reference.
b. The student will present his/her appeal including justifications, circumstances and anything else he/she wishes the Board to consider. The maximum time allowed is 30 minutes.
c. The course instructor, or other appropriate faculty member, will present the circumstances and evidence leading to the decision being appealed. The maximum time allowed is 30 minutes.
d. Student and faculty will not engage in debate of the circumstances with each other but will answer questions posed by the Board for the purpose of clarification.
e. Upon completion of the presentations and any questioning by the Board, the student and faculty will be excused.
f. The Board will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Associate Dean will not vote.

6. Within 24 hours of the hearing, the Associate Dean will prepare a written report that contains:
a. A summary of the information presented by both sides at the hearing;
b. A summary of the discussion of the Board after the parties were dismissed;
c. A recommendation for action by the Dean.

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

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

The following form must be submitted to the Dean's office with the written appeal:

Student Appeal Checklist

Student Name: _____

Degree Program:_____ **Course Number/Instructor:**_____

SPC/Academic or Professional Behavior Issue: _____ _____

_____ _____

Department/Division Decision Rendered

Academic Warning Rendered	☐	**Notes:**
Student Placed on Academic Probation	☐	
Student Dismissed from Program	☐	
Other:	☐	

Appeal to the Course Professor/Instructor (if applicable) Date Initiated:

Outcome:

Faculty/Instr Signature: **Date:**

Appeal to the Program Director/Chair Date Initiated:

Outcome:

Director/Chair Signature: **Date:**

Appeal to the Program Progress Committee Date Initiated:

Outcome:

Committee Signature: **Date:**

Appeal to the Dean Date Initiated:

Outcome:

Dean Signature: **Date:**

STUDENT EVALUATION AND GRADES

Evaluation, an ongoing process involving the Practicum Instructor, the student, and the BSSW Practicum Coordinator, is based on the student's ability to meet the learning objectives, core competencies and practice behaviors of SWK 280 & 281 (Fieldwork), as well as the individualized learning objectives specified in the Learning Contract/ Educational Plan. When the student's performance is being evaluated, factors in the placement itself, which may be an impediment to the student's learning and performance, will be taken into consideration. It is expected that students will be given ongoing informal feedback as well as formal feedback at mid-semester (See Appendix F) and end-of-semester final evaluation sessions (End-of-Semester Evaluation of Student Performance ESESP, Appendix G).

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

The student's signature merely indicates that the student has received and understands the performance feedback. A student may prepare a written rebuttal to the Practicum Instructor and the BSSW Practicum Coordinator, if the student disagrees with any or all parts of the evaluation.

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

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

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

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

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

STUDENT & INTERNSHIP EVALUATION GUIDELINES

SWEAP – SOCIAL WORK EDUCATION ASSESMENT PROJECT.

Along with a mid-term evaluation, there is a final evaluation that is completed online. A student-specific web link is sent to the Practicum Instructor, student, and Practicum Seminar Professor and emailed approximately 3-4 weeks before the end of the semester.

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

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

- Discuss each of the student's significant assignments to date.

- Review the Learning Contract/ Educational Plan and evaluate progress.

- Summarize the most significant areas of progress as well as areas of growth, or if indicated, of marginal or unsatisfactory progress.

- Evaluate the student/supervisor relationship with regard to teaching and learning styles, directness of feedback and other process issues.

- Pursue professional social work identity with a commitment toward social justice, professional values and ethics. *Social Work Values include: service, social justice, inherent dignity and work of individuals, self-determination, and importance of human relationships, integrity and competence. (Please refer to the NASW Code of Ethics).*

- Illustrate "use of self" in relationship to clients and client systems with particular appreciation for the differences among people.

- Promote integration of the program site with other community agencies and programs.

- Develop professional helping relationships and formulate assessments based on client strengths and goal identification.

- Develop appropriate social work interventions for use with individuals, families, small groups, organizations and communities. These interventions must be sensitive to client characteristics of age, race, ethnicity, gender, disability, religion, sexual orientation, etc.

- Understand termination and its appropriate applications across settings and population groups.

- Support evaluation and develop research skills as key components of social work practice.

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

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

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

Evaluation of Practicum-seminar Instructor
At the end of the spring semester, practicum instructors complete an evaluation of the practicum-seminar instructor. See Appendix I.

Practicum Seminar Instructor Evaluation of Student Internship Placement
At the end of the spring semester, the practicum seminar instructor completes an evaluation of the internship placement. See Appendix L.

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

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

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

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

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

Process Recordings should contain:
1. Purpose of the session
2. Date of session and number of previous contacts
3. Description of client/client systems; including appearance, characteristics (age, gender, ethnicity, occupation, etc.), and affect
4. Content

a. Verbatim exchange between student and client(s), especially at the beginning, end, and "problem moments" of the session.
b. Student's analysis of the climate, interaction, their role, their techniques; the dynamics of what is happening internally to the client(s) and to the worker, as well as what is happening between worker and client(s); and when appropriate, the interaction among clients

5. Student's feelings about what is going on in the session
6. Identification of themes and patterns
7. General observations and impressions based on data gained in session
8. Plans for subsequent contacts, including identification of areas for further exploration or clarification.
9. Questions for practicum instructor.

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

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

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

IDENTIFICATION OF STUDENT INTERNSHIP STATUS

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

Students' Rights and Responsibilities

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

NON-DISCRIMINATION POLICY

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

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

UNIVERSITY SEXUAL HARASSMENT POLICY

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

Sexual Harassment Policy Statement

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

Prohibited Conduct

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

Definition of Sexual Harassment

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

1. submission to such conduct is made either explicitly or implicitly a term or condition of any individual's employment or academic standing;

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

OR

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

Examples of Sexual Harassment

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

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

Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflict of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

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

Title IX

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

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

APPENDICES

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

Appendix A
Long Island University, Brooklyn Campus
BSSW Program
Application for Practicum Placement
2024 – 2025 Academic Year

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

Name: _____ LIU Student ID#_____

Address: _____

_____

Mailing address if different from above: _____

_____

Telephone numbers (home, cell and work): Home_____

Cell Phone_____ Work _____

Email address (LIU email only): _____

Emergency Contact: _____Relationship: _____

Telephone number: _____

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

Professional Foundation Courses Completed

			Semester		Grade
SWK 201	Introduction to Human Services and Social Work				
SWK 214	Social Welfare Institutions				
SWK 215	Social Welfare and Public Policy				
SWK 216	Diversity				
SWK 223	Human Behavior in the Social Environment I				
SWK 2124	Human Behavior in the Social Environment II				
SWK 230	Writing for Social Work Profession				
SWK 232	Human Rights and Social Justice				
SWK 270	Social Work Practice I				
SWK 271	Social Work Practice II				

What is your current GPA: _____

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

What are your plans after graduation?

____ graduate study in social work____ graduate study in another practicum ____ work in social services

Other: _____

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

_____

Anticipated date of graduation: semester _____ year _____
Academic Advisor: _____

Geographic Considerations:

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

_____
_____

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

Queens____ Manhattan____ Staten Island____ Bronx____ Brooklyn____
Other (specify): _____

Balancing Commitments: Please list the days and times that you anticipate being available to complete your practicum education in the Fall 2024/Spring 2025. Please identify 14 hours.

Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____

Do you have a documented disability/impairment and require accommodations in the internship?

YES_____ NO_____
If you checked yes, please provide Professor Menachem Dubovick with an Accommodation Letter from Student Support Services (SSS). The office is located on the ground floor of the Pratt Building, Room 410, (718) 488 – 1044. Hours of Operation: Monday – Thursday 9AM – 6PM, & Fridays 9AM – 5PM. Email address: studentsupportservices@brooklyn.liu.edu

Other Colleges and Universities Attended Dates Degree? Major and Minor

_____

_____

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

Employer	Position	Dates	Duties
:			

Other Paid Work Experience:

Employer	Position	Dates	Duties

Please attach your resume and send it to menachem.dubovick@liu.edu

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

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

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

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

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

policies and practices to minimize any risks to your safety.

Students desiring entrance into a health-care profession or occupation should be aware that the presence of a criminal record can result in the inability to meet either program objectives and/or licensing/certification/registration requirements. Moreover, a clinical site may prevent a student from participating in a clinical rotation should a background check reveal a criminal conviction. To the extent that you feel that a past experience may have a negative impact upon your ability to complete this program and obtain licensure, please bring this to our attention.

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

Acknowledgement:

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

Please ask any questions you may have before signing.

_____ _____

Student Signature *Date*

_____

Print Name

Appendix B
Long Island University, Brooklyn Campus
BSSW Program
Practicum Instructor Application

Date_____

Name_____ Title_____

Agency name _____ Agency phone_____

Agency address _____

_____

Email address_____

Education

College or University	Area of study	Degree	Date conferred

Other relevant training, credentials or certification:_____

_____

_____

_____

_____

Professional Social Work Experience

Organization	Title	Dates

Practicum Supervision Education Experience

SIFI/SIPI (Seminar in Practicum Instruction) completed?_____

If so, where and when?_____

Years of experience as practicum instructor_____

Number of students supervised in total _____

Other information pertinent to this application _____

_____

_____

_____

Please attach a copy of your resume.

Appendix C

Long Island University, Brooklyn Campus

BSSW Program

Agency Data Form

Agency name: _____

Address: _____

_____

Telephone: _____

Website: _____

Agency Executive Director: _____

Educational Coordinator: _____

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

1. _____

2. _____

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

1. _____

2. _____

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

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

_____

_____

_____

_____

_____

_____

What is the <u>primary</u> social work practice method employed in your agency?	**What is the <u>secondary</u> social work practice method employed in your agency?**
CW Casework ..... ☐ GW Group Work ..... ☐ CO Community Organizing ..... ☐ AD Administration ..... ☐ RS Research ..... ☐ OT Other ..... ☐	CW Casework ..... ☐ GW Group Work ..... ☐ CO Community Organizing ..... ☐ AD Administration ..... ☐ RS Research ..... ☐ OT Other ..... ☐

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

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

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

_____

_____

_____

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

_____

_____

Please describe opportunities for students to engage in inter-professional education and inter-professional practice.

_____

_____

_____

_____

_____

___

Name of person completing this form: _____

Date: _____

Thank you for your contribution to Long Island University

Appendix D
Long Island University, Brooklyn Campus
BSSW Program
Three-Party Affiliation Agreement

Statement of understanding involving the Brooklyn Campus BSSW Program,

---

(Student)

_____ and _____.
(Agency) (Practicum instructor)

EXPECTATIONS OF STUDENTS

I agree to:

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

EXPECTATIONS OF PRACTICUM INSTRUCTORS AND AGENCY PRACTICUM SITES

We, _____ and _____
(Agency) (Practicum Instructor)

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

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

_____ _____
Practicum Instructor Signature Date

EXPECTATIONS OF LIU—BROOKLYN CAMPUS BSSW PROGRAM

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

The Practicum Education department and the BSSW Program agree to:

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

_____ _____

Director of BSSW Practicum Education Date

Appendix E

Long Island University, Brooklyn Campus

BSSW Program

Three-Party Affiliation Agreement **(Student Signature Page)**

Statement of understanding involving the Brooklyn Campus BSSW Program

_____ ,
(Student)

_____ and _____
(Agency) (Practicum instructor)

EXPECTATIONS OF STUDENTS

I agree to:

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

   Be willing to examine and change behavior when it interferes with working with clients and other collaborative professional relationships.

Student Signature Date

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

Appendix F
Long Island University, Brooklyn Campus
BSSW Program

Mid-semester Agency Evaluation of Student Performance

Student_____ Practicum Instructor _____

Semester: _____ Agency Name: _____

Internship hours completed to Date (approximate):

Student Signature _____

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

Practicum Instructor Signature _____

Do you think this individual is performing well at this stage of the internship? Yes □ No □

WRITTEN COMMENTS or CONCERNS: (Use back of paper if needed)

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

Date _____ Semester/Year _____

Student name _____ Student phone_____

Agency name _____ Agency phone _____

Agency Address _____

_____

Name of Practicum Instructor _____

Please comment briefly on the following:

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

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

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

If no, what caused the delay? _____

_____

_____

6. Discuss your duties as a Social Work intern _____

_____

_____

_____

_____

7. In what ways did you feel that your work in the agency complemented your Social Work course work?

_____

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____ A = Excellent

_____ B = Good

_____ C = Average

_____ D = Below Average

_____ F = Poor

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

Explain _____

_____

_____

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

_____

_____

_____

_____

13. Discuss any changes that would strengthen or improve the quality of the Internship Experience Program

_____

_____

Appendix I
Long Island University, Brooklyn Campus
BSSW Program

Evaluation of Practicum Seminar Professor

To be completed by the Practicum Instructor
Please forward to: Dr. Rebecca Rivera (rebecca.rivera@liu.edu)

Practicum Instructor: _____ Date: _____

Agency:_____ Unit: _____

Practicum Seminar Professor: _____

Semester: Fall Spring Year _____

Please answer the following questions:

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

Comments: _____

_____

_____

_____
Practicum Instructor Signature and Date

Please forward to:
Dr. Rebecca Rivera, Ph.D., LCSW-R
Chair, Social Work Department
Long Island University
One University Plaza
Brooklyn, NY 11201
(rebecca.rivera@liu.edu)

Appendix J

LIU BROOKLYN BSSW PROGRAM

FALL 2024 INTERNSHIP PRACTICUM ATTENDANCE SHEET

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

Week of	Days attended (Please circle)							Total number of internship hours completed this week	Practicum instructor (P.I.) please initial
September 2, 2024	S	M	T	W	T	F	S		
September 9, 2024	S	M	T	W	T	F	S		
September 16, 2024	S	M	T	W	T	F	S		
September 23, 2024	S	M	T	W	T	F	S		
September 30, 2024	S	M	T	W	T	F	S		
October 7, 2024	S	M	T	W	T	F	S		
October 14, 2024	S	M	T	W	T	F	S		
October 21, 2024	S	M	T	W	T	F	S		
October 28, 2024	S	M	T	W	T	F	S		
November 4, 2024	S	M	T	W	T	F	S		
November 11, 2024	S	M	T	W	T	F	S		
November 18, 2024	S	M	T	W	T	F	S		
November 25, 20204	S	M	T	W	T	F	S		
December 2, 2024	S	M	T	W	T	F	S		
December 9, 20204	S	M	T	W	T	F	S		
December 16, 2024									

Total hours completed for Fall 2024 Semester _____ _____
Total hours P.I. initials required

Student Name: _____Practicum Instructor_____

Student Signature: _____PI Signature: _____

STUDENTS WILL RECEIVE A SEPARATE TIMESHEET FOR SPRING 2025.

Appendix K
Long Island University, Brooklyn Campus
BSSW Program

Process Recording Example

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

October 1, 2024

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

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

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

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

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

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

Appendix K
Long Island University, Brooklyn Campus
BSSW Program

Administrative Log Sample

Name of Student Intern:
Project: Panel Discussion Planning - Panelists
Week of:

Project Description
Finding and inviting suitable panelists for the spring panel discussion.

Purpose and Need
To share pertinent information with the community via experienced sources.

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

Necessary Resources
Telephone, paper, computer, time.

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

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

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

Agenda for Supervision
1. Confirm agency site visit time and date.

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

Appendix L
Long Island University, Brooklyn Campus
BSSW Program

Practicum Seminar Instructor's Evaluation of the Student's Internship Placement

Student: _____

Name of agency/internship site _____

Name of fipracticum instructor_____

Semester/year _____ Seminar Instructor's name_____

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

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

D. Overall recommendation

Should the program continue utilizing this internship placement? ____Yes ____No

Should the program continue utilizing this Practicum Instructor? ____Yes ____No

E. Additional comments and recommendations

_____

Practicum Seminar Professor's Signature and Date_____

Appendix M
Long Island University, Brooklyn Campus
BSSW Program

Code of Ethics of the National Association of Social Workers

From: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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.

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.

Purpose of the NASW Code of Ethics:

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.

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

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

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

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

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

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

divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with 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. This

agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about

clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary

circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication,

relocation, illness, mental or physical ability, or death.

1.16 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are 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.

1.17 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues
2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation,

gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

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

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

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

2.07 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.08 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.

2.10 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings
3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, practicum instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or practicum instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or practicum 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 practicum 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, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and practicum 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 electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student practicum placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

4. Social Workers' Ethical Responsibilities as Professionals
4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional

judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) 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.

(m) 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.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) 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.

(p) 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.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Social Work Ethics

Ethics in Social Work, Statement of Principles

International Federation of Social Workers (IFSW)

International Association of Schools of Social Work (IASSW)

1. Preface

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

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

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

2. Definition of Social Work

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

3. International Conventions

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

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

4. Principles

4.1.Human Rights and Human Dignity

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

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

4.2.Social Justice

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

1. Challenging negative discrimination*- Social Workers have a responsibility to challenge discrimination on the basis of characteristics such as ability, age, culture,

gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation or spiritual beliefs.

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

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

5. Professional conduct

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

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.

7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state that reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

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

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Appendix N
Long Island University, Brooklyn Campus
BSSW Program

Examples of Grounds for Dismissal from Internship Practicum and the BSSW Program

1. Dating a client.

2. Having a sexual relationship with a client.

3. Talking with a client about the agency or supervisory problems.

4. Giving out personal phone number, unless approved by practicum supervisor as part of the practicum assignment.

5. Going to a client's home unless approved by practicum supervisor as part of the practicum assignment.

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

7. Stealing from clients/supervisor/colleagues/agency.

8. Any conscious and willful violation of agency rules, regulations, norms and protocol.

9. Any verbal/nonverbal demonstration of disrespect toward supervisor /agency staff or client.

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

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

12. Putting the agency or client in jeopardy.

13. Defiance: intentionally refusing to follow supervisor's recommendations.

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

15. Repeated irresponsible behavior toward supervisor or client; canceling appointments, failure to follow-up, complete administrative tasks, etc.

16. Disregard of any behavior that goes against the NASW Code of Ethics (See Appendix M).

Appendix O
Long Island University, Brooklyn Campus
BSSW Program

Outline for Learning Contract/ Educational Plan

At the top of the Educational Plan note: Student's name, Agency, Practicum Instructor's name, and date completed. At the bottom, please leave space for three signatures (student, practicum instructor, and Menachem Dubovick, LCSW- Practicum Coordinator). In the middle, follow the outline below. This document can be written in bullet points or paragraph form.

Outline:

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

1. GOALS:
   Please choose among the following, include all that apply, and feel free to add to the list; in addition, students are encouraged to identify a goal related to inter-professional education and inter-professional practice:
   - To improve interviewing skills
   - To learn the community's social services and resources
   - To learn social work group work skills
   - To learn about social work ethics in practice
   - To improve professional communications skills
   - To learn to make full use of social work supervision
   - To learn about the special needs of the specific population with which I will be working
   - To connect my clients to appropriate concrete services
   - To learn about the agency: history, policies, mission, administration, programs

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

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

4. MEETINGS:
   Describe the types of meetings the student is expect to attend, note meetings which would be optional, and note the student's role at them, i.e. participant, presenter, observer, minute taker, etc. Please note in-services or other types of formal training opportunities in which the student can participate. Students and practicum instructors are encouraged to highlight/

emphasize any meetings that are inter-professional.

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

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

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

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

Implementation:

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

Appendix P

Brooklyn Campus Grievance Procedure

Students at the Brooklyn Campus may expect a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

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

Dean's Office Appeal Process
School of Health Professions

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

1. The student MUST have first followed departmental appeal processes including, but not limited to, appeal to the instructor and to the division/department/program director.

2. Appeals to the Dean must be submitted <u>in writing</u> and must be submitted within 10 business days of receipt of the decision letter from the Division/Program. This written appeal will be transmitted to the Appeal Board for review and will be a factor in the final decision made by the Dean. The appeal must be accompanied by a completed Appeal Checklist.

3. If deemed necessary by the Dean, the Associate Dean will serve as a hearing officer and will appoint an *ad hoc* Appeal Board. The Appeal Board will consist of three faculty members from the School of Health Professions, who may be tenure track, NTTA or have administrative roles. One of these faculty members will be from the program from which the appeal has originated. The Dean will be present at the hearing, but will not contribute to the discussion.
4. The hearing will be scheduled as expeditiously as possible.

5. At the hearing (with all parties present):
    a. The hearing may be recorded for future reference.
    b. The student will present his/her appeal including justifications, circumstances and anything else he/she wishes the Board to consider. The maximum time allowed is 30 minutes.
    c. The course instructor, or other appropriate faculty member, will present the circumstances and evidence leading to the decision being appealed. The maximum time allowed is 30 minutes.
    d. Student and faculty will not engage in debate of the circumstances with each other but will answer questions posed by the Board for the purpose of clarification.
    e. Upon completion of the presentations and any questioning by the Board, the student and faculty will be excused.
    f. The Board will discuss the facts of the appeal and reach consensus, or vote, on a recommendation to the Dean. If a vote is taken, the Associate Dean will not vote.

6. Within 24 hours of the hearing, the Associate Dean will prepare a written report that contains:
    a. A summary of the information presented by both sides at the hearing;
    b. A summary of the discussion of the Board after the parties were dismissed;
    c. A recommendation for action by the Dean.

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

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

Student Appeal Checklist

Student Name: _____

Degree Program: _____ **Course Number/Instructor:** _____

SPC/Academic or Professional Behavior Issue: _____

_____

_____

Department/Division Decision Rendered

Academic Warning Rendered	☐
Student Placed on Academic Probation	☐
Student Dismissed from Program	☐
Other:	☐

Notes: _____

Appeal to the Course Professor/Instructor (if applicable) Date Initiated:

Outcome:

Faculty/Instr Signature: **Date:**

Appeal to the Program Director/Chair Date Initiated:

Outcome:

Director/Chair Signature: **Date:**

Appeal to the Program Progress Committee Date Initiated:

Outcome:

Committee Signature: **Date:**

Appeal to the Dean Date Initiated:

Outcome:

Dean Signature: **Date:**

Appendix Q

LIU Brooklyn
Department of Social Work
BSSW Program

Student Review Committee

(rev. 9/24)

Purpose and Function of the Student Review Committee:

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

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

Grounds for Calling a Student Review Committee Meeting

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

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

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

Procedures for a Student Review Committee Meeting:

1. The Department Chairperson, BSSW Program Coordinator, BSSW Practicum Coordinator, BSSW program faculty member, BSSW program administrator, or BSSW student must request a meeting of the Student Review Committee by email, or in writing.
2. A letter will be mailed to the student's home informing the student of a meeting scheduled for his/her review, including a date. This information will also be sent via email to the student's email address.
   .
3. The BSSW Program Coordinator and at least two faculty members or administrators must be present, along with the student.
4. At the meeting the issues/concerns/problems will be clearly discussed and defined. (See below for a copy of the contract)
5. The committee will work together with the student, his/her advisor, and other relevant parties, including practicum instructors when appropriate to determine the relevant facts and gather opinions of the relevant parties.

Outcome of a Student Review Committee Meeting

1. The Student Review Committee will consider what actions would be appropriate to take as a result of the student's performance.

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

3. The Student Review Committee may decide:
   a. That the student cannot continue in the BSSW program. Discontinuance can occur during any semester of enrollment in the BSSW program, including the last semester of enrollment.
   b. That the student may continue in the BSSW program, but must meet certain stipulations (outlined in written form and provided to the student).
   c. That the student may remain in the program, without stipulation
4. Any decision of the Student Review Committee, and relevant documents, will be kept in the student's file.

The student has a right to file a grievance regarding the outcome of the Student Review Committee policy and procedures. The Department of Social Work follows the grievance procedure as established by the School of Health Professions.

Student Review Committee Determination

Student Name:

Faculty/Staff Present:

Date:

Faculty or student who identified the issue:

Issue/Concern/Problem identified:

Problems to be solved

Action to be taken to solve said problems

Time period for completion of designated actions

Re-evaluation of student performance

Consequence for non-performance

Appendix R

Understanding of misconduct in practicum criteria for student in the BSW and MSW Program at LIU

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

Students are expected to be knowledgeable about the requirements and behave accordingly. Any conduct that is contrary to the NASW Code of Ethics is subject to scrutiny and may subject a student to dismissal from the program. (See Appendix A for the NASW Code of Ethics.)

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

a. Dating a client.
b. Having sexual relations with a client.
c. Talking with a client about the agency or supervisory problems.
d. Giving out personal phone number, unless approved by practicum supervisor as part of the practicum assignment.
e. Going to a client's home unless approved by practicum supervisor as part of the practicum assignment.
f. Any provocative or seductive nonverbal/verbal behavior, including mannerisms, facial expressions, touching etc. between student and client or supervisor and student.
g. Stealing from clients/supervisor/colleague/agency
h. Any conscious and willful violation of agency rules, regulations, norms and protocols.
i. Any verbal/nonverbal demonstrations of disrespect toward client, supervisor/agency or staff.
j. Insubordination or refusal to take directions from a supervisor.
k. Failure to terminate appropriately with the client and/or agency.
l. Putting the agency or client in jeopardy.
m. Defiance: intentionally refusing to follow supervisor's appropriate recommendations.
n. Cursing, name calling, hitting, racist, elitist, discriminatory and/or otherwise inflammatory judgmental comments.
o. Repeated irresponsible behavior toward supervisor or client; not showing up or canceling appointments; failure to follow-up, complete administrative tasks, etc.

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

a. Violence or threat of violence, including behavior that jeopardizes the safety or well-being of other persons and sexual assault and sexual abuse.
b. Verbal or physical harassment of members of the campus community or their guests, including discriminatory or racist behavior.
c. Forgery and falsification of any official campus records.
d. Illegal possession of keys; unlawful entry.
e. Vandalism of campus property or destruction of property of another person.
f. Violation of Smoking Policy

g. Possession or use of weapons and dangerous items.
h. Violation of Campus Traffic Regulations.
i. Theft and/or Possession of Stolen Property.
j. Misuse of fire prevention apparatus or failure to respond to a fire alarm.
k. Hazing, including Violation of State Law on Hazing.
l. Solicitation and or commercial activities by an on-campus or off-campus organization unless approved by the Office of Student Activities.
m. Illegal Gambling
n. Use of computers for the violation of personal privacy or the committing of crimes.
o. Violation of Alcohol and Substance Abuse Policy.
p. Failure to cooperate with Campus Officials, e.g. providing false or misleading information.
q. Conduct unbecoming a student.

By signing, I acknowledge receipt and understanding of this document in relation to my conduct in practicum.

Student Signature: Date: