Social Work Practicum Manual
2024-2025

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Provide feedback!

Columbia University School of Social Work
Office of Practicum Learning

To: Faculty, Advisors, External Supervisors, Practicum Instructors, Education Coordinators, Students and Colleagues

From: James Singletary
          Interim Director

Welcome to the Columbia School of Social Work Practicum Manual. This manual contains all the information necessary for understanding and successfully navigating Practicum Learning at Columbia School of Social Work (CSSW). Please visit our practicum learning webpage for more information:

https://socialwork.columbia.edu/content/practicum-learning

This manual has the description of the necessary skills for each social work student's area of specialized practice. It includes the CSWE competencies and specifies the learning objectives and behaviors that students will be evaluated upon in their Practicum Evaluation Form at the end of each term. These behaviors and objectives provide great detail regarding students' learning of core practice skills during their educational experience.

This Social Work Practicum Course will prepare students for the social work profession whether they are planning to do clinical, programmatic, policy, or administrative work in the future. It will prepare them for their place on the international, national, or local stage, wherever they initially plan to practice. This is accomplished through the design of our curriculum and the implementation of the skills taught in that curriculum in practicum. The success of that implementation is due to the incredible work of the practicum instructors, education coordinators, external supervisors and advisors connected to CSSW.

To all of you we are very grateful.

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COLUMBIA SCHOOL OF SOCIAL WORK
MISSION AND GOALS

Mission

The mission of the Columbia School of Social Work is to interrogate racism and other systems of oppression standing in the way of social equity and justice, and to foster social work education practice and research that strengthen and expand the opportunities, resources, and capabilities of all persons to achieve their full potential and well-being.

Goals

1) Create an inclusive learning and work environment that promotes diversity and excellence in research, teaching, and the training of social work professionals.

2) Partner with community service providers, advocates and professionals across all disciplines to promote effective practices, programs and policies that center and protect the dignity of individuals and their human rights.

3) Uphold ethical standards of competence, service, and integrity as applied locally, nationally and globally.

DIVERSITY, EQUITY, AND INCLUSION
MISSION STATEMENT

At the Columbia School of Social Work, we believe that systems of racial oppression that impact our engagement across all sectors of society must be studied and challenged in order to dismantle these systems and address inequities across social identities. We are committed to centering race in our pursuit of social justice and anti-oppressive practice. We view this as a guiding principle for our community – using a power, race, oppression and privilege (PROP) framework across our curriculum, administrative practices, operations and personal interactions. Through the PROP lens, we aim to foster brave spaces where students, faculty and staff can engage in critically analyzing and addressing institutionalized racism, multi-systemic inequities, and various forms of oppression, thus creating an environment where diversity, equity and inclusion are at the center of our research, scholarship and all interactions with individuals, organizations and communities that we serve.

STUDENTS WITH DISABILITIES

Columbia University does not discriminate on the basis of disability in admission or access to its programs and activities. Accordingly, the School of Social Work places its students in Social Work Practicum assignments based only on a student's ability to perform the tasks of that assignment and will not discriminate with regard to placements on the basis of disability. The School of Social Work expects Practicum Learning agencies to accept any student assigned by the School and to make reasonable accommodations to meet the needs of students. However, only students who are registered with the University's Office of Disability Services and received an accommodation will have that accommodation met.

Please see the CSSW Student Handbook for policies and procedures regarding accommodations for students with varying disabilities. The School of Social Work works with agencies to plan and make reasonable accommodations, and, where appropriate, will share the cost of making special provisions for a student. Any issue concerning a student's health or disability is maintained in strict confidence and is not reported to any agency unless the student so requests, in writing, for the purpose of making reasonable accommodation for that disability. All students are held to the same criteria for a successful grade in Social Work Practicum.

KEY ATTRIBUTES OF A SOCIAL WORKER

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

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

Failure to demonstrate these essential attributes consistently may lead to a failing grade in practicum and/or termination from the program.

Communication Skills

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

Self-Awareness

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

Professional Commitment

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

Knowledge Base for Social Work Practice

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

Objectivity

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

Empathy

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

Energy

The social work student must be resilient when experiencing undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers.

Acceptance of Diversity

The social work student must appreciate the value of human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person's 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.

Interpersonal Skills

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

Professional Behavior

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

EDUCATIONAL PERSPECTIVE
AND THE ROLE OF PRACTICUM LEARNING

The Columbia School of Social Work is dedicated to the improvement of human life.

Students gain the necessary theory and practice skills to assist diverse populations with complex problems. Using an ecological approach, students learn to assess people's needs and coping abilities within the context of their unique environments. Through the integration of classroom instruction, web-based workshops and social work practicum, CSSW students train to become clinicians, planners, administrators, policy practitioners, and researchers, within their chosen field of practice.

The Practicum Learning program plays a pivotal role in student education. The overall objective of practicum learning is to produce a professionally reflective, self-evaluating, knowledgeable and developing social worker. Through the practicum experience, students integrate classroom theory and knowledge with practical skills to serve clients, communities, neighborhoods and organizations. Social Work Practicum students uphold standards of ethics and practice excellence, while developing professional competence and identity.

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

Generalist Year

Generalist Year students focus on Direct Practice assignments. In accordance with accreditation standards, students take courses that focus on understanding professional purpose, values, and ethical implications of social work practice; developing knowledge of the multiple frames of reference that reflect the organization and diversity of the profession; developing basic skill in the practice of social work with individuals, families, groups, organizations, and communities; and fostering an appreciation of the role of research for evaluating practice, programs, and service delivery. The second term refines the skills of tuning in, engagement, contracting, assessment, intervention in the ongoing phase, and evaluation.

The practicum experience matches this beginning phase of identification with the profession and the exploration of broad practice activity with individuals, families, groups, organizations, and communities, and provides students with in-depth hands-on experience in multi-modality practice.

Specialized Year

In the Specialized Year of practicum, students select a specialization in one of four areas: Advanced Clinical Practice (ACP), Integrated Practice and Programming (IPP), Policy Practice (POL), or Leadership, Management, and Entrepreneurship for Social Justice (LME). The choice of specialization determines the type of specialized year placement and, in part, the series of advanced-year practice courses, including the research course, for which students will register.

Students also select one of seven fields of practice that will be a factor used to determine the type of specialized year placement: Aging; Contemporary Social Issues; Family, Youth and Children Services; Heath, Mental Health and Disabilities; International Social Welfare and Services to Immigrants and Refugees; School Based and School Linked Services; and the World of Work. Their choice of Field of Practice Course does not need to match the FOP chosen for their practicum.

For more information on specific courses and curriculum requirements, please review the CSSW Student Handbook at https://socialwork.columbia.edu/wp-content/uploads/student-handbook.pdf.

CURRICULUM

The Columbia School of Social Work is unique in that it offers a range of options enabling students to provide input towards individualized course plans that have both breadth and depth and are tailored to their needs and interests. CSSW's curriculum is differentiated by program type and advanced method program concentration.

Program Options

Students can attend the Columbia School of Social Work through the residential program at the Columbia University campus located in Morningside Heights or via our online campus (OLC) from anywhere in the country.

The degree and practicum requirements are the same for both options whether students choose to move to New York City or study from their hometown. This Social Work Practicum Manual applies to all students regardless of campus designation.

Due to Homeland Security's guidelines, all international students on an F-1 or J-1 visa must reside in the New York City metropolitan area and attend classes on-site. The number of online classes that can be taken is limited. Please visit the [International Students and Scholars Office](#) for more information on guidelines.

Change of Campus (from Online to Residential or vice versa) must be requested via the [Campus Change Request Form](#). Requests for a change of campus must be made before the date that the Student Placement Form is due to the Office of Practicum Learning.

It is strongly recommended that students meet with the [Office of Advising](#) prior to making this request. Students are advised to keep their Associate Director of Practicum Learning apprised of any intention to change campus, as such a change may affect their placement options.

Campus Change Request Form link: https://docs.google.com/forms/d/e/1FAIpQLSe6wiURudN-Aybb3o06IIeMBPDrvBLuJG_2YRPJRwERpuqRGQ/viewform.

Program Pathways

Two-Year

This is the traditional path to the Master of Science in SW degree and is designed for students who can commit to full-time academic study and practicum. The period of study is four terms: fall-spring-fall-spring, including 1,200 hours of practicum (3 days, 21 hours per week). Students spend two terms in each of two different agencies.

16-Month Accelerated

An accelerated path to the MSW degree, the 16-Month option is identical to the Two-Year pathway in the sequence of courses. Students begin study in the spring term and complete the program in four consecutive terms, including a summer term. The period of study is spring-summer-fall-spring, with two 600-hour placements. This program option is not available on the online campus.

One Year Residency for Working Professionals

The One Year Residency for Working Professionals (OYR) (previously Reduced Residency Program (RRP)) offers students who are currently employed in approved human services programs the opportunity to earn the MSW degree while counting a portion of their employment hours toward the Social Work Practicum requirement. In place of a Generalist Year placement, students enroll in a Social Work Practicum seminar in which they integrate classroom learning with their employment experiences. In their final year, while typically still in their place of employment, students complete a 28-hour per week practicum placement of which 14 hours of their usual employment activities may be counted and 14 hours are in a new experience provided at the agency. Most students complete their Social Work Practicum requirement in a four-day per week schedule.

One Year Residency for Working Professionals students requesting to complete their practicum residency at an agency secured by CSSW will need to complete 28 hours of practicum residency per week.

Part-time to Full-time Program

The Part-time to Full-time (previously Extended Program) offers students the opportunity to pursue the MSW degree beginning as a part-time student and eventually moving to full-time status in their final year as Specialized Year Social Work Practicum students. Part-time to Full-time Program students meet the same course and Social Work Practicum credit requirements as Two-Year Program students, except they may complete the program in three to four years. Once a Part-time to Full-time Program student begins Social Work Practicum, they must plan to be at their placement site three days per week (21 hours).

Advanced Standing Program

This accelerated route to the MSW degree is available to graduates currently within 5 years of a BSW from a CSWE-accredited undergraduate social work program. Study is similar to the specialized final year of the Two-Year pathway. The period of study consists of one 6-week intensive seminar during the summer term (late July to August) followed by two terms: fall-spring, including 600 hours of practicum at one placement.

Transfer Program

Students who have completed a full year of practicum and course work at another CSWE-accredited graduate school of social work within the last five years may apply to CSSW's Transfer Program. Students who are accepted into the Transfer Program will complete their degree in one academic year, beginning the program as students in their final year, completing their Specialized Year of Social Work Practicum.

5-Term International Program

Some international students do not begin placement immediately. Instead, select students participate in an Immersion Seminar in which they are acclimated to the School of Social Work and the broader community in which they will serve. These students will begin placement in the spring. The program then continues into the following summer, fall, and spring terms. This program option is not available on the online campus.

Part-time Program

The Part-time Program offers students the opportunity to pursue their degree part-time for the duration of the MSW program. Students in this program fulfill the same 60-credit degree course and 1,200 hours of Social Work Practicum requirements as Two-Year Program students and earn their Master of Science in Social Work degree through part-time study over a period of up to 4 years. In the first year of study, students enroll in 2 terms of coursework. During the second and third years, students enroll fall-spring-summer in coursework and Social Work Practicum (14 hours per week). The fourth year can be utilized to complete any remaining coursework, such as electives. Students in this program can and must complete all degree requirements within 4 calendar years from the point of matriculation.

Areas of Specialization (Specialized Year)

Advanced Clinical Practice (ACP)

Advanced Clinical Social Work Practice emphasizes assessment, intervention, and evaluation within a field of practice, using evidence-based individual, family, group, and case management strategies; clinical application of risk and resilience theories and research to at-risk populations; and clinical issues with specific client populations.

Integrated Practice and Programming (IPP)

Integrated Practice and Programming (IPP) focuses on direct practice with individuals, families, and groups as well as collaboration with stakeholders on assets and needs assessments, program design, grant writing, community building, advocacy, policy development and program evaluation.

Policy Practice (POL)

Policy Practice explores policy analysis and policy advocacy, including the development of knowledge, values, and skills needed to define policy issues from a social work perspective, collect and analyze relevant data, develop policy options, prepare testimony, and present recommendations.

Leadership, Management, and Entrepreneurship for Social Justice (LME)

Leadership, Management, and Entrepreneurship for Social Justice (LME) builds knowledge, skills, and values in administering social service programs including social planning and program development, program evaluation, financial management, staff development and training, human resource management and supervision, and management information systems.

Fields of Practice (Specialized Year)

In addition to choosing an area of specialization, students in their specialized year select from among seven fields of practice: Aging; Contemporary Social Issues; Family, Youth and Children Services; Heath, Mental Health, and Disabilities; International Social Welfare and Services to Immigrants and Refugees; School Based and School Linked Services; and the World of Work.

Selecting a field of practice ensures that students acquire advanced knowledge and skills for practice with a particular target population, problem area, or specialized setting. For example, a student in the field of Aging may be placed in a residence for the elderly or a senior center. A student in the field of World of Work may be placed in a workforce development center.

All seven fields of practice are available to students in both Online and Residential campuses.

Aging focuses on the role, status, and social problems of the elderly; sociology of the family; age stratification; policies providing financial support, health, and social care for the elderly; and social service provisions for the aged.

Contemporary Social Issues (CSI) explores emerging social problems, their etiology, epidemiology, and interconnections; relevant policies, programs, and practices; and coordination or lack thereof among service systems that seek to address these problems. CSI, via advocacy and a forensic approach, addresses the impact of issues and problems in the criminal justice system, homelessness, domestic violence/violence, and substance abuse and their impact on individuals, groups, couples, families, communities, and society.

Family, Youth, and Children's Services addresses the economic and social status and service needs of families, youth, and children; laws, funding, and service organizations; family support and childcare services; preventive and protective services; school-related and/or school-based services; and adolescent issues.

Health, Mental Health, and Disabilities identifies health factors and social stressors that affect clients; program development and evaluation; fiscal, legal, and organizational sanctions and influences, including managed care; assessment of system entry credits for client care and advocacy.

International Social Welfare and Services to Immigrants and Refugees examines global social problems; international trends in social policies and programs, including response to disasters; needs of immigrants and refugees; community development; and activities of major international organizations and voluntary agencies working internationally. Preference will be given to those fluent in a second language.

School-based and School-linked Services explores practice issues in public education; problems of school failure; design, administration, financing, delivery, and evaluation of school-based or school-linked child and family services; and interdisciplinary collaboration.

World of Work focuses on the composition, status, and needs of the labor force; conditions interfering with work roles; services for clients as workers and for their dependents; collective bargaining; discrimination and unequal opportunity; interdisciplinary initiatives; and legislation related to work and social welfare.

Dual Degrees

The School offers a number of Dual Degree programs for students with an interest in combining social work skills with another discipline.

The placement for Dual Degree students reflects their interest in working with a specific population and developing skills related to another discipline in their specialized year of Social Work Practicum. For example, students in the Dual Degree program with Public Health are often placed in hospitals where assignments in direct practice and epidemiological research are available. Students in the Dual Degree program with Bank Street are placed in child development clinics or schools where their interest in special education and social work can be merged for the specialized year of placement.

Current Dual Degree programs with other Columbia Schools or affiliates include:

- Social Work and Columbia Business School (MSW/MBA)

- Social Work and Mailman School of Public Health (MSW/MPH)

- Social Work and Jewish Theological Seminary (MSW/MA)

- Social Work and Columbia Law School (MSW/JD)

- Social Work and Union Theological Seminary (MSW/M.Div.)

- Social Work and Graduate School of Architecture, Planning and Preservation (MSW/MS)

- Social Work and School of International and Public Affairs (SIPA) (MSW/MPA; MSW/MIA)

- Social Work and Bank Street College of Education (MSW/MSEd)

Students must apply and be admitted to both schools, and generally complete their course work concurrently with their placement. For more information on Dual Degrees, please review the Student Handbook and the Dual Degree Guide.

International Placements

Placements located overseas are not approved as practicum options at this time. All CSSW placements must be in the United States.

STRUCTURE AND FUNCTION
OF THE PRACTICUM LEARNING DEPARTMENT

The Office of Practicum Learning, under the direction of the Associate Dean of Practicum Learning, is charged with planning, implementing, and evaluating the Practicum Learning program of the School of Social Work.

The Office of Practicum Learning assesses all potential and continuing agencies and collaborates with them to plan educationally appropriate and mutually beneficial programs. It consults with agencies about orientation, assignments, resources, and other concerns which affect student learning.

The Department plans, implements, and evaluates The Seminar in Field Instructions (SIFI) for practicum instructors new to Columbia School of Social Work and new to master's-level student supervision. Practicum Learning staff members work with agencies to enhance communication, mitigate difficulties, advocate for students' Practicum Learning and sound social work practice, act as a clearinghouse for information and innovative ideas, and advise on School policy.

The Office of Practicum Learning is responsible for placing students. In this role, the Office assesses all incoming students, particularly in relation to their capacity to function in placement, in order to make the most educationally sound match with a placement and an instructor. Orienting students to practicum, monitoring student performance, communicating student strengths and areas requiring growth, and processing all related student forms lies within the purview of the Office of Practicum Learning. The Practicum Learning Office works in collaboration with the Office of Advising to support generalist and specialized year students throughout the academic year.

The Office regularly communicates Practicum Learning developments with faculty, administrators and community partners. Staff members of the Office serve on standing committees to include the Practicum Learning perspective. The Office is responsible for suggesting or responding to policy or program changes which affect Practicum Learning and interpreting these changes to the partner agencies.

ROLES IN PRACTICUM LEARNING

Associate Director

The role of the associate director is to develop agency partnerships, provide instruction and training to practicum instructors, orient practicum instructors to Practicum Learning at Columbia School of Social Work, train students on tenets of social work and preparation for social work practice, and support students in the placement process. Partnership development consists of identifying, vetting, and securing placement sites at agencies, nationally. Associate directors initiate the relationship with agency sites and work closely with advisors to maintain those relationships throughout the academic year. The placement process is led and managed by associate directors in the Office of Practicum Learning. Associate directors work closely with students to secure and finalize their placements for the upcoming academic year. (See *The Placement Process* section below.)

Advisor

Each student is assigned an advisor who serves as both their academic and practicum advisor. The advisor considers academics, Practicum Learning and environmental issues that may impact the student's graduate school performance. For more information on the role of advisors, see *Office of Advising*, below.

Education Coordinator

The Primary Contact for the Practicum Learning Office at an agency, and the person charged with coordinating placements and assigning practicum instructors within an agency, is known as the education coordinator. The education coordinator is employed by the agency.

Practicum Instructor

Students are assigned an MSW practicum instructor who has been approved by the School. This practicum instructor carries the responsibility for the student's training in the agency. When the agency is unable to provide a qualified practicum instructor, the external supervisor model is employed (see External Supervisor below.)

The practicum instructor is expected to provide 1.5-hours of weekly supervision. Typically, students receive one hour during a weekly supervision conference, and the other half hour is provided during the week and/or via group supervision.

During the individual supervisory conferences with the student, practicum instructors select appropriate in-person assignments for the student with the population served, monitor and coordinate the student's work in the agency, read the student's recorded material prior to conferences, assume responsibility for the student's evaluations, and confer with the student's advisor.

Some agencies also provide regularly scheduled group supervision to students. The interchange with others that this model of supervision provides can be very useful in expanding the student's learning

of practice. We particularly encourage agencies that have several students in placement from our or other schools to provide opportunities for them to meet together. Students can learn about other programs and the range of clients' needs in their agency. The opportunities for teaching areas of practice such as contracting, assessment, differential interventions and modalities are greatly expanded when students can present their work to one another or in similar exchanges with staff.

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

External Supervisor

The Office of Practicum Learning appoints an external supervisor to support the student and provide a social work perspective when an agency does not have a qualified social worker on staff to fulfill the practicum instructor role. (See 'When there is not a qualified MSW at the Agency' below.)

The external supervisor has all of the responsibilities that a practicum instructor has (see 'Practicum Instructor' above.) including designing student's learning objectives and training while in the practicum at the agency and is expected to support the student, conduct weekly supervision with the student for 1.5 hours, work in collaboration with the task supervisor at the agency around assignments and learning objectives for the student, and monitor the student's work and progress at the agency.

External supervisors support students as practicum instructors ('External Practicum Instructors'), but are employed by CSSW and may supervise students at multiple agencies. They provide supervision, feedback on process recordings, and collaborate with the site to ensure learning and growth in the practicum course. When an external supervisor is assigned to a student, an on-site task supervisor must be identified at the agency site (See 'Task Supervisor' below). All students are assigned an Advisor through the Office of Advising.

Task Supervisor

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

SELECTION OF AGENCIES

The selection of agencies for Practicum Learning training is an important part of the School's educational planning. The Office of Practicum Learning carries the responsibility for determining the

suitability of each agency for student training and works closely with interested agencies and potential practicum instructors in this process.

Policies for Selection of Agencies

The following policies are used in the selection of agencies:

- The agency must provide a written description of the agency's program, examples of potential student assignments, the availability of interdisciplinary and collateral assignments, seminars, and other learning opportunities.

- The agency is capable of providing a substantive range of diversified learning opportunities across multiple and complex participant, organizational, and community systems in accord with the CSWE social work competencies.

- The agency will provide opportunities for students to participate in roles and activities that are congruent with their learning pathway and degree trajectory.

- The agency must provide the student with the necessary space and facilities, including privacy for interviewing, desk and file space, and office supplies.

- The agency will be expected to participate with the School in the development, monitoring, and review of a sound educational program.

- Administrative provision for sufficient supervisory and consultative time for student training is required.

- Social Work Supervisors instructing students for the first time are required to attend a 12-session Seminar in Field Instruction (SIFI) offered by the School. Practicum Instructors are encouraged to take the seminar while concurrently supervising a student. Similar courses provided in other states are accepted.

- The agency agrees that no students accepted by the agency for placements will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or veteran status.

- The agency agrees to uphold, foster and maintain a safe environment for students.

Criteria for Selection of Agencies

The following criteria are used in the selection of agencies:

- The agency should provide a Practicum Instructor that meets CSSW criteria or accept the appointment of a CSSW External Supervisor if no MSW is available.

- The agency's point of view about training is consonant with that of the School. The agency's orientation and objectives must be educational rather than "apprenticeship."

- There should be a correlation between the practice perspectives of the agency and School so as to provide an integrated class-Practicum Learning curriculum and a consistent learning experience for the student.

- The agency must provide a written description of the agency's program, examples of potential in-person student assignments (may be virtual, but not simulated), the availability of interdisciplinary and collateral work, seminars, and other learning opportunities.

- The agency should provide a range of assignments on an ongoing basis that is appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.

- The agency meets the safety criteria outlined in the School's safety policy.

- The agency must provide the student with the necessary space and facilities, including privacy for interviewing, desk and file space, and office supplies.

- The agency is expected to participate with the School in the development, monitoring, and review of a sound educational program.

- Administrative provision for sufficient supervisory and consultative time for student training is required. Supervisors instructing students for the first time are required to attend a 12-session Seminar in Field Instruction (SIFI) offered by the School.

- The agency agrees that no students accepted by the agency for placements will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status. The agency understands and upholds diversity, equity, and inclusion values.

Procedures for Selection of Agencies

Potential placements may be identified in a number of ways. Agencies may request students directly from the Office of Practicum Learning. Alternatively, a student, faculty member, alumnus, or community representative may suggest an agency to the Department.

- After verifying the presence of appropriate assignments and the availability of a qualified practicum instructor, the Office of Practicum Learning will send correspondence acknowledging interest along with a "Placement Request Form."

- After the agency completes and returns the Placement Request Form to the School, the appointed Associate Director of Practicum Learning (AD) will make a formal assessment of the function and services of the agency, availability of resources for the student, level of practice competence of the practicum instructor, and special requirements for student placement, assuring the agency's capacity to provide quality in-person (may be virtual, but not simulated) assignments for generalist students and students across the various specialization areas that allow students to demonstrate their development and mastery of skills across CSWE core competencies.

- The CSSW Practicum Learning AD communicates the decision to the agency.

- If an agency is accepted to serve as a CSSW placement, an Affiliation Agreement is presented and may be negotiated between CSSW and the agency. If the affiliation agreement is finalized, information is sent to those practicum instructors who will need to attend the Seminar in Field Instruction (SIFI). (For more information on this Seminar, see *Training of Practicum Instructors*.)

- The AD provides the agency with a comprehensive orientation to the school curriculum, Practicum Learning requirements, all Specialization Areas, the organization of the Office of Practicum Learning by fields of practice, the School's expectations regarding safety, assignments, supervision, and evaluation, and the roles and relationships of the CSSW director of Practicum Learning, the ADs, and the student's assigned advisor.

- Each AD sends their partner sites a packet of orientation materials consisting of the CSSW Social Work Practicum Manual (which includes the competencies and behaviors on which each student is evaluated), a safety checklist, a listing of courses and course descriptions, a copy of the handbook for student process recordings, a URL link to information regarding Practicum Learning and a copy of the most current CSSW academic calendar.

EVALUATING SETTING EFFECTIVENESS

Policies for Evaluating Setting Effectiveness

The Practicum Learning Office's goal is to support students in their Practicum Learning experience. The Office of Practicum Learning continually evaluates agency partner settings to ensure high-quality practicum settings that provide effective educational experiences congruent with the CSWE social work competencies by vetting agencies, monitoring sites, reviewing student feedback, and through formal practicum evaluations

Vetting Agencies

Associate Directors of Practicum Learning vet all potential Practicum Learning sites before an affiliation agreement is signed to assure they are an effective setting capable of providing a substantive range of diversified learning opportunities across multiple and complex client, organizational, and community systems, in accord with the CSWE social work competencies.

Monitoring of placement agency settings

- Associate Directors of Practicum Learning are tasked with the responsibility to identify, develop, monitor, and maintain placement sites that allow students to demonstrate developing mastery of core competency behaviors.

- Advisors are tasked with the responsibility to support and participate in monitoring and assessing setting effectiveness throughout the academic year during in-person or virtual site visits and through feedback received from students during individual and group advising seminars.

Student Feedback

At the end of the term, students are asked to complete a comprehensive evaluation of their placement experience. The *Student Feedback on Practicum Learning Form* provides an opportunity for students to tell the Office of Practicum Learning about the essentials of their practicum experience, including the types of assignments completed at their placement, to provide a framework for ensuring site effectiveness.

Student Practicum Evaluation

Early in the academic year, students and their practicum instructors create an Education Plan that outlines their strategies and goals for implementing a sound, year-long educational experience that will enable the student's development across nine core competency areas as identified by the Council on Social Work Education and the behaviors that define them.

The level of effectiveness of a practicum setting is in part to be evaluated based on the approved assignments in the Education Plan, and the student's level of proficiency in the core competencies as

reported by the practicum instructor and assessed by the advisor at the end of each term through the student Practicum Evaluation.

Criteria for evaluating setting effectiveness

CSSW Staff Criteria and Roles

Associate directors of Practicum Learning work from the following criteria in assessing setting effectiveness:

- Require all practicum instructors to be certified through the completion of the Seminar in Field Instruction (SIFI);

- Provide an explication of requirements and expectations of practicum sites and assignments within the CSSW Practicum Learning Manual; and

- Conduct an annual review of the performance of each practicum instructor through student and advisor feedback. The annual review determines whether the practicum instructor will be maintained.

- Review the *Student Feedback on Practicum Learning Form*. The Practicum Learning Office criteria for setting effectiveness include positive responses to the form. Criteria for a positive report of setting effectiveness are met if a student responds with higher scores on the Likert Scale, i.e., (4) agree or (5) strongly agree.

Advisors use these criteria to assess setting effectiveness:

- Perform a site visit (virtual and/or in person) early during the fall term and perform additional visits as needed.

- Schedule additional site visits, meetings, and check-ins with the site and student as needed for evaluation of setting effectiveness.

- Review the Practicum Evaluation Form and assign students a passing grade pending their meeting of the social work competencies. A non-passing grade may indicate a problem with the placement setting's effectiveness and will be reviewed.

Education Plan

The Education Plan provides the basis for the written evaluation of the student at the end of each term. Further, by noting the practicum instructor's and the agency's effectiveness in developing and adhering to an instructional-appropriate Education Plan, the Practicum Learning Office can use those criteria to ensure the continued appropriate use of a particular site setting.

Practicum Evaluation Form

The CSSW Practicum Evaluation Form provides criteria to evaluate practicum setting effectiveness congruent with the social work competencies based, in part, on students' proficiency in core competency behaviors at the end of each term, according to their level and area of specialization, as

determined by their practicum instructor and assessed by their advisor. Settings meet quality criteria if students can continually meet social work competencies.

Procedures for evaluating setting effectiveness

CSSW Staff Procedures

Associate Directors of Practicum Learning:

- Carefully vet and approve practicum sites and practicum instructors who can offer sufficient structure, oversight, and commitment to providing opportunities for Practicum Learning students by ensuring that they meet CSSW's criteria for setting effectiveness

- Work with the Office of Advising to monitor organizations and practicum instructors based on the CSSW criteria for each. Reevaluate sites that presented challenges or received unsatisfactory feedback via advisor assessment, student information sharing, and/or student feedback survey results

- Close practicum sites that are not able to meet CSSW's standards in congruence with CSWE social work competencies

Advisor Visits

- Mid-term in the fall, the advisor conducts an in-person or virtual site visit with the agency to meet with the practicum instructor and/or the education coordinator. Students are active participants in the tripartite review meetings. Practicum instructors are encouraged to request additional review meetings when the need arises.

- The advisor assesses student assignments from early in the term to ensure there is in-person contact with the population served, and the volume, diversity, and depth necessary for a solid educational experience. If there are difficulties providing certain assignments, the advisor collaborates with the practicum instructor to develop ways to provide them.

- Advisors assess setting effectiveness during site visits and receive feedback from students during individual and group advising seminars.

- All students produce recordings appropriate to the generalist curriculum or their specialized year method concentration which are also evaluated by the practicum instructor.

If an advisor perceives a problem during their site visit, the advisor brings the matter to the AD of Practicum Learning responsible for the agency. The AD of Practicum Learning will provide guidance on next steps and a corrective action plan by reviewing CSSW Practicum Placement Requirements. If there is no resolution at that level, then the issue is brought to the CSSW Director of Practicum Learning and/or the Director of Advising.

Student Feedback

The *Student Feedback on Practicum Learning Form* is completed at the end of each term. Like other Practicum Learning forms, it is available in the student's placement management system (Sonia) portal. Students provide the Office of Practicum Learning with their feedback on the placement by completing the form at the end of each term.

The Office of Practicum Learning continues to work with agencies that receive positive feedback. A negative report prompts the Department to investigate, assess, and, if appropriate, re-contract with the agency contingent upon the development of a corrective action plan. Sites are then terminated if they cannot complete such a plan.

Education Plan

Early in the academic year, students and their practicum instructors create an Education Plan that outlines their strategies and goals for implementing a sound, year-long educational experience that will enable the student's development across the nine core social work competency areas as identified by CSWE and the professional behaviors that define them. The student submits the Plan to their advisor as an assignment in their Advising Seminar. The advisor approves the plan or returns it for revisions, which are then re-assessed.

Practicum Evaluation Process

At the end of every term, the practicum instructor measures student progress on each of the applicable learning objectives and the CSWE competencies and associated professional behaviors, and also provides an overall holistic, integrated impression of the student's progress. The advisor assesses the Student Practicum Evaluation Form and assigns a grade. The student signs the Evaluation Form as evidence that they have read it, and are able to write an addendum if they wish. The evaluation then becomes part of the student's record.

SELECTION OF PRACTICUM INSTRUCTORS

CSSW Practicum Learning associate directors (ADs) work closely with their practicum partner sites to assure their capacity to provide supervision for a substantive range of diversified learning opportunities across multiple and complex client, organizational, and community systems.

The Practicum Learning program specifies the necessary credentials and practice experience of its practicum instructors to design practicum learning opportunities for students to demonstrate program social work competencies. These requirements are communicated to agency sites during the vetting process.

Policies and Criteria for Selection of Practicum Instructors

CSSW requires the following credentials and practice experience of its practicum instructors:

- practicum instructors must have a Master's degree in social work from a CSWE-accredited institution and at least three years post-master's experience. (CSSW alumni may be granted a waiver to be appointed as practicum instructor with two years of post-MSSW experience.)

  NOTE: When a qualified supervisor is not available, CSSW employs an External Supervision model.

- practicum instructors must have interest in and time to fulfill teaching responsibilities of social work trainees.

- practicum instructors must demonstrate practice competence or experience in the student's social work method concentration.

- practicum instructors should show a willingness to teach in more than one practice modality.

- practicum instructors must be familiar with agency policies, programs and procedures and the nature of client needs.

- practicum instructors should show a willingness and ability to engage with the School and the student in openly examining issues that may arise in the placement setting including discrimination and harassment against the student.

- practicum instructors must complete a Seminar in Field Instruction course.

Expectations of Practicum Instructors

The following are expectations of practicum instructors:

- practicum instructors are expected to know of the School's curriculum and practice content and orientation.

- practicum instructors should have a flexible approach to practice that allows for a range of modalities including work with individuals, families and groups both within the agency as well as outreach to community systems.

- practicum instructors should have the desire to work collaboratively with the advisor for the purposes of meeting student educational needs, and to call upon the advisor for consultation and guidance as needed.

- practicum instructors must be able to ensure open communication involving the student, practicum instructor, and advisor.

- first-time practicum instructors must attend a required 12-session seminar at the School and complete the course's assignment requirements. (See "Training of Practicum Instructors," below.)

- practicum instructors are expected to provide regularly scheduled supervisory sessions of 1.5 hours. One hour must be dedicated towards individual supervision.

- practicum instructors should have a willingness to forgo extended vacations during the student's placement period.

- practicum instructors agree to use process recordings and other recording formats according to the School's guidelines.

- practicum instructors make a commitment to submit requested materials to the School (e.g., education plans, student evaluations).

When There is no Qualified MSW at the Agency

The CSSW Office of Practicum Learning assumes responsibility for reinforcing a social work perspective to support a student whose potential supervisor lacks an MSW from a CSWE-accredited program, the required years of practice experience, or both. Qualified supervisors may not be available because social workers are not part of the agency staffing model or current MSW staff members are unable or unavailable to provide adequate student supervision.

In these situations, CSSW reinforces a social work perspective by appointing an *external superviso*r, employed by the School, to act as practicum instructor.

The external supervisor has the responsibility for the student's learning objectives and training while in the practicum at the agency and is expected to support the student, conduct weekly supervision with the student, work in collaboration with the task supervisor at the agency around assignments and learning objectives for the student, and monitor the student's work and progress at the agency.

Criteria Required of External Supervisors

External supervisors are vetted and hired by the Office of Practicum Learning.

- Master's degree in Social Work from a CSWE-accredited program
- Three years of post-MSW practice experience
- SIFI-certified
- 5+ years of related experience
- Highly supportive and creative social worker with a demonstrated professional commitment to social work education
- Experience in Practicum Learning with social work students
- Strong organizational skills with attention to detail
- Excellent oral and written communication skills
- Flexible schedule
- Supervisory experience in a social service agency

Task Supervisor

An on-site task supervisor must be identified at the agency site when an external supervisor is assigned to a student. A task supervisor need not be a social worker, but may work in a related discipline, e.g., a psychiatric nurse, a policy analyst.

The external supervisor works closely with the *task supervisor*, employed by the partner agency, who supervises the student on a day-to-day basis to oversee student assignments.

The task supervisor participates in the evaluation of the student by collaborating with the external supervisor.

TRAINING OF PRACTICUM INSTRUCTORS

Seminar in Field Instruction (SIFI)

All practicum instructors supervising for the first time are required to attend a Seminar in Field Instruction course taught by SIFI instructors. Practicum instructors who have completed a comparable seminar at another School of Social Work may be exempt from this requirement by the Office of Practicum Learning. Practicum Instructors who wish to qualify for this exemption must show proof of their certificate from another social work institution. If they are unable to locate their SIFI certificate, they may take CSSW's abbreviated SIFI course.

The purpose of the Seminar is to train new practicum instructors to effectively meet the range of educational responsibilities in their role as supervisors of social work students. This Seminar covers: beginning processes in Practicum Learning (orientation to the agency and supervision, selection of student assignments); transitioning students into assignments; range and use of student recordings; teaching of concepts and methodology; and evaluation processes. The SIFI course has been suffused with PROP material to ensure parallel learning with students and practicum instructors.

To receive credit for completion of the Seminar in Field Instruction:

- The practicum instructor's class participation and written work must demonstrate their ability to meet the administrative expectations for all practicum instructors as set forth in this Practicum Learning Manual.
- The practicum instructor must fulfill the SIFI requirements for attendance and submit assignments in a timely manner. These requirements include attending 12 two-hour SIFI sessions, with a maximum of 3 excused absences, and completing 4 recording requirements.
- The practicum instructor's class participation and written work must demonstrate an acceptable level of professional knowledge and skills, including a demonstrated ability to integrate knowledge from the seminar, address dynamics of power, race, oppression and privilege, understand adult learning styles, and use the core competencies to measure student performance.

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

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

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

Practicum Instructor Workshops

For continuing practicum instructors, the School offers opportunities for training and collaboration such as webinars on specific areas of interest or periodic, jointly planned workshops. Columbia practicum instructors are also invited to the New York Area Field Directors Consortium's annual symposium sponsored by all New York area schools of social work. Practicum Instructors can receive continuing education credits for their participation.

THE PLACEMENT PROCESS

The Office of Practicum Learning is responsible for securing placement opportunities for all students. Agencies complete a *Placement Request Form* in which they specify the type of assignments/projects offered, number of students requested, the type of student program desired, the proposed practicum instructors, and other information that might be helpful to the Office of Practicum Learning in securing placements for students. This information is entered into our placement data management system, Sonia. (See Appendix G for more information about Sonia.) Placements are finalized in Sonia from January until September for students starting and continuing Practicum Learning in the fall term. Placements are finalized in Sonia from October until February for students starting Practicum Learning in the spring term.

Policies for Placing Students

The Office of Practicum Learning secures and vets placement opportunities for all students. Associate Directors of Practicum Learning (ADs) outline policies and clarify program requirements for students and agencies when placing students in their practicum.

Students are Expected to:

- submit an updated resume to the Office of Practicum Learning with their practicum placement form through Sonia.

- submit a practicum placement form, available in their Sonia portal at least two weeks before the due date, to share motivations and goals for social work study and practicum education, express issue interests, and convey placement needs as they relate to personal obligations, outside employment, and scheduling needs.

- select region preference (city and state of placement), Area of Specialization (ACP, IPP, LME, POL), and Field of Practice (HMHD, FYC, etc.) Decisions are considered final upon submission of the practicum placement form and cannot be changed after the due date has passed. Students are strongly encouraged to confer with their advisors and be certain of their decisions before submitting the practicum placement form.

- interview and submit applications with partner agencies for potential placement in a timely manner.

- accept the offer of placement and move forward with that placement site for the academic year.

- complete the next steps (i.e. clearances, onboarding) to start at the confirmed placement site, as agreed by the student, placement site, and School.

Delays in Placement

The goal is to secure an educationally-sound practicum experience in time for the start of Practicum Learning. Delays in the process may lead to a delayed start in Practicum Learning which can require students to complete practicum hours past the academic year-end date. Students experiencing extenuating circumstances which prohibit their successful completion of practicum hours within the scheduled timeframe may extend their practicum until grades for that term are due. There may be financial implications to extending the practicum.

Students enrolled in the Supplemental Activities Course are permitted to complete up to 12 hours/week for a total of 105 hours at a volunteer site recommended by the Office of Practicum Learning. Students are required to submit a written reflection based on their volunteer experience at the end of each week in order for the volunteer hours to be counted as practicum hours. The maximum number of hours accrued by students through the Supplemental Activities Course is 105 hours (approximately 5 weeks) per semester. In the event a student reaches the maximum number of practicum hours from the Supplemental Activities Course, the student will participate in an administrative meeting with the assigned AD of Practicum Learning and the Director of Practicum Learning.

Students must submit PracticumPlacement Forms by the deadline to avoid delays in their planning process. Campus (OLC or Residential), Region, and Specialization Area and Field of Practice (for *Specialist Year Students)* declarations are final upon submitting the placement form. The expectation is that students accept a placement offer. At that time, the AD confirms the placement for the academic year. Confirmation marks the end of the interviewing phase of the placement process. Once the student formally accepts a placement, the student should not reengage in the placement process. Finally, the student moves forward with the next steps (i.e. clearances, orientation, training) at the confirmed placement site.

Multiple student challenges in successfully moving forward in the placement process may indicate a lack of readiness for Practicum Learning. Challenges during the placement process may present in the following ways: declining viable interviews, attending the interview unprepared (i.e., unprofessional presentation, lack of basic knowledge of the organization, inappropriate communication, overall disinterest), refusing to accept a placement offer, delaying the acceptance of a placement offer, and/or any actions or behaviors that hinder a student's ability to move forward with securing a placement opportunity in a timely manner. This includes retracting their acceptance of a placement. Students who accept a placement and retract their acceptance prior to the start of placement are in jeopardy of delay and successfully moving forward in the placement process.

Each student's progress is documented. After 2-3 occurrences, an administrative meeting will be held to discuss the presented challenges, determine what support may be needed to ensure the student more successfully progresses through the placement process and assess the student's readiness to start Practicum Learning for the upcoming term.

Students are assigned to an Associate Director of Practicum Learning (AD) who manages the placement process.

Associate Directors are Expected to:

- present placement agencies with student resumes and provide students with information about agency application processes.

- work with agency partners to identify learning opportunities.

- consider and vet student recommendations for new partner agencies.

- mentor and advise students to secure placements that meet program requirements.

- support agencies in finding the most suitable student matches and facilitates understanding of the school's policies and requirements.

- communicate placement agency requirements, timelines, and the selection process.

- update students and agencies on placement statuses, agency offers provided or not provided to students, and finalize placements.

- update pertinent information in the placement management system, Sonia.

- create FAQ documents that convey deadlines, requirements, and placement process details.

Agencies are Expected to:

- adhere to the policies, criteria and processes required of CSSW partner agencies to host students at their sites.
- have a qualified practicum instructor onsite, unless the external supervisor model is employed. (Please see *Selection of Agencies* and *Selection of Practicum Instructors* in this Manual.)

Procedures for Placing Students

There are different procedures and timelines regarding placements for Generalist and Specialized Year students and between the residential program and the online campus.

Generalist Year Students

- The placement process begins in late spring (early June). Students must submit Practicum Placement Forms and resumes to the Office of Practicum Learning by the given deadline to avoid delays in their planning process.

- A Practicum Learning information event is held online in mid-March and again in late May. The events are recorded so that students who missed the event can access the information.

- Interviews are required to ensure students are matched with practicum learning opportunities that meet their educational needs and program and agency requirements.

- Generalist Year students have limited options in selecting agency preferences. The goal is to secure a placement that provides broad exposure to the social work profession and direct practice work.

Specialized Year Students

- The placement process for rising Specialized Year students begins the January before their Specialized Year placement begins in the fall.

- Placement forms and resumes are submitted by early February.

- Students attend a mandatory Specialized Year Placement Planning Event in mid-January to learn about Specialization Areas and associated placement experiences, Fields of Practice, and requirements for the Specialized Year placement process.

- The planning event is followed by students attending group meetings and/or individual consultations with Associate Directors to further discuss placement options, address questions, and discuss unique circumstances. Students also consult with their advisors and are encouraged to talk to faculty and other students to explore placements that meet their interests. Additionally, current specialized year students may share information about their Practicum Learning experience to provide a student's perspective.

- Specialized Year students actively engage in planning their practicum. Students select their Specialization area, agency type, population preferences, and Field of Practice focus on the placement form.

- Specialized Year students select three placement preferences from CSSW partner agencies in Sonia, the school's placement management system. Working with these variables, the Office of Practicum Learning finalizes the placements and notifies students and agencies throughout the placement process. Assigned Associate Directors make efforts to secure placements from the student's preference list, but it is not guaranteed.Students submit a Specialized Year Placement Form and updated resume.

- There is an exception to this process for Advanced Standing and Transfer students. They do not select three placement preferences from CSSW partner agencies in Sonia, but work directly with their Associate Director. Students must submit Practicum Forms by the deadline to avoid delays in their planning process.

Differences between Online Campus and Residential Program Placement Process

- Students enrolled in the online campus are assigned to an Associate Director by geographic region instead of Field of Practice like students in the residential program.

- Students enrolled in the online campus may have few established placement partners in their geographic region depending on the location. In this case, partnerships will need to be developed in student's communities. The residential program has hundreds of longstanding placement partners.

- Student enrolled in the online campus can contact potential placement sites to explore opportunities. Contact must be in collaboration with the assigned Associate Director to vet and approve placements. Students enrolled in the residential program should not contact partners in the New York City area. Assigned Associate Directors coordinate communications and are the main point of contact.

Criteria for Placing Students

- Only matriculated students may enroll in Practicum Learning.

- Full time Practicum Learning students are in placement 21 hours a week, for two terms each year, totaling 600 hours for the academic year, and 1,200 hours for the program.

- Part-time students are in placement 14 hours a week for three terms a year, totaling 600 hours for the academic year and 1,200 hours for the program.

- Students complete two process recordings a week to be submitted to agency practicum instructors.

- Students are expected to complete placement work during the academic year. Practicum Learning hours cannot be completed separately outside of the academic year. Due to extenuating circumstances such as illness, death, and agency complications, Practicum Learning work might be completed after the end of the academic year to make up hours.

- All students complete 9 credit hours for the academic year. Full-time students must complete 4.5 credits for Practicum Learning in the fall and spring terms. Part-time students complete 3 credits for Practicum Learning in the fall, spring and summer terms.

- Students in the One Year Residency for Working Professionals Program must enroll in the Reduced Residency Practicum Learning Seminar (T6011) in the year preceding their Specialized residency year and also submit placement forms detailing how their employer will provide placement and supervision.

- Advanced Standing students enroll and participate in the Advanced Standing Seminar in Practicum Learning in the August before the start of Practicum Learning in September.

- All students entering Practicum Learning must certify that they understand their responsibilities as they are listed in the Key Attributes of a Social Worker which describe the cognitive, emotional and character requirements necessary to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice.

- Students are required to respond to communications for placement interviews and offers in a professional and timely manner.

- Students registered for Practicum Learning must be enrolled in a required practice course.

- Students accept offers within five business days. Longer timeframes are dependent on the agency's decision need. Also, timely acceptances are a courtesy to other students awaiting placement offers and to agencies confirming their rosters.

- Students accept offers from any preferred sites.

STUDENT ORIENTATION TO PRACTICUM LEARNING

Practicum Learning Orientation at CSSW

The Office of Practicum Learning participates fully in Orientation Week. During orientation, the Office of Practicum Learning informs students about the role of social work, the agency's function, clients' needs and perceptions; the nature of Social Work Practicum training and Practicum Learning; and Practicum Learning policies and student's rights in their Practicum Learning placement and in the School.

The Office of Advising has its first advising seminar during orientation known as 'Preparation for the Profession'. Students will have an overview of the skills necessary to begin social work practice.

Students must independently complete the Child Abuse Reporting Exam, known as CARE, which is the mandatory training on child abuse identification and reporting required for licensure. All students must also complete the Protection of Minors (POM) Training before starting Practicum.

Student Arrival at the Agency

Students are instructed to arrive at the agency at 9:00 a.m. on the first day of Practicum Learning. practicum instructors are expected to greet them upon their arrival. If this time is not suitable, the agency should notify the Office of Practicum Learning and the student by email or by telephone in advance to rearrange arrival time, as well as to provide transportation directions.

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

Students may be invited to visit the agency prior to the first day of Practicum Learning.

Students may be required to complete the same clearances as the agency staff, including but not limited to the following: have a medical physical exam, undergo a background check, be fingerprinted and cleared through the State's Central Registry, complete a drug test, submit a writing sample, be immunized for seasonal influenza.

Student Orientation at the Agency

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

- Introduce students to the layout of the agency

- Orient students to their workspace, equipment and support staff

- Explain hours, breaks, parking, where to keep personal belongings, dress code, etc.

- Establish weekly supervision schedule

- Agencies should advise students of the role the agency plays within the larger context of social work services.

Students should be made aware of specific agency policies that impact client service such as safety and the agency's procedure regarding abuse and neglect reporting and the protection of minors.

Safety Checklist

CSSW asks the agency to give a safety orientation to students that includes the following:

- Clear route to emergency exits and fire alarms

- Fire emergency procedures

- Identify medical dangers, if applicable

- Risks of exposure to infectious disease or infections and safety precautions to minimize those risks

- Identification of high-risk neighborhood areas and trouble spots

- Procedures to increase student safety, including lock, door, and window security, as well as knowledge of the agency layout

- Discussion of the agency's sexual harassment policy

- Home visit and outreach procedures

- Safety procedures regarding home visits and outreach

    o Call-in

    o Buddy system

    o Escorts

    o Logs

The agency agrees to identify contacts and procedures for

- General Emergency at the agency

- Harassment reporting, EOAA policy, Title IX grievances

- Threatening/violent behavior of client or other at the agency

- Threatening/violent behavior of client or other in their home

- Placement related injury

- Exposure to hazardous materials/disease

STUDENTS IN PLACEMENT

Practicum Assignments

It is the School's educational philosophy that students need to begin a specific assignment early in their placement since this serves as the crux of their learning. It is expected that beginning assignments will be available by the time the student arrives at the agency. Although students should not be assigned to meet with clients or other similar tasks on the first day, students should begin their first assignment by the third day in the agency.

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

Assignment Development

After meeting the student, the practicum instructor should select appropriate assignments for them and thoroughly prepare the student for the first contacts. The student must be given assignments with in-person contact (which can be virtual but not simulated) with the population(s) served.

Preparation of Students for their Assignments

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

While there may be warranted variations (which should be discussed with the student's advisor), assignments should be gradually added during the following weeks. Students should be carrying their full complement of work about 8-12 weeks into the term. (See *Sample Workload Distribution*, below.)

Assignment Workload: Distribution and Volume

In order to learn direct practice skills, Generalist year students must begin the actual work. For these direct practice students, this may mean an appreciable number of face-to-face interviews with clients as individuals or as collectives, including families and groups. Students also need opportunities to work with organizational or community representatives on behalf of their clients.

Some settings require that students attend regular interdisciplinary meetings or seminars. We recognize the importance of these meetings, but time spent in such activities should not exceed 4-6 hours per week so that students will have sufficient time for the needed practice experiences.

At full workload, students should spend the following range of time in each activity. For Specialized year students, the practice assignments include those activities appropriate to their chosen

Specialized Year Specialization Area. Some examples are contact with clients (telephone, interview, group meetings), collateral work, home visiting, program development, outreach, budget analysis, policy articulation.

Sample Workload Distribution—Weekly (21 hours)[3]

Practice Assignments	12-16 hours[1]
Individual Supervision (minimum of 1.5 hours) or mix of Individual (minimum 1 hour) and Group Supervision	1-2 hours
Recording / Log	1-2 hours[2]
Staff meetings, seminars, team conferences, group supervision, in-service trainings, etc.	2-5 hours

[1]   At full load, specialized year students would usually spend more time than generalist year students carrying out practice assignments.

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

[3]   Hours for Part Time students at 14 hours/week should be adjusted appropriately.

OFFICE OF ADVISING

The Office of Advising supports students' graduate success. Each student is assigned an advisor who is the 'point person' for students in their generalist and specialized year at CSSW. The advisor serves to be the student's academic and practicum advisor. The advisor approaches the student's education from a holistic perspective, considering academics, Practicum Learning and life issues that may impact the student's graduate school performance. All advisors are employed by Columbia University.

The advisor assists the student, the practicum instructor, and the agency to meet the educational objectives established for the student's academic and practicum learning experience.

Advisors have regular staff meetings with the Office of Advising's director and associate directors and are evaluated by students at the end of each term.

Agency Site Visits

Mid-term of the generalist and specialized year, the advisor conducts a site visit at the agency to meet with the practicum instructor and/or the education coordinator. Students are part of these meetings as they employ a three-way methodology. Practicum instructors are encouraged to request additional contact when the need arises.

Relationship with the Agencies

The Office of Practicum Learning establishes and maintains relationships with community partners at agencies to support practicum instruction. The advisor works with the practicum instructor and/or the agency education coordinator to plan for student work assignments and the student's integration into the agency. The advisor facilitates the necessary two-way communication between the agency and the Office of Practicum Learning. As the representative of the School, the advisor is expected to inform and support the agency around changes that would have a bearing on the student's experience at the agency.

Student Assignments

The Advisor assesses student assignments from early in the term to ensure there is the volume, diversity, and depth necessary for a solid educational experience. If there are difficulties providing certain assignments, the advisor collaborates with the practicum instructor to develop ways to provide them. Students must be given in-person (can be virtual but not simulated) assignments with the population served.

Student Meetings with Advisors

Students meet individually with their academic and practicum advisor at the beginning of the term. Advisors are available to meet with students at any time during the course of the academic year. Advisors meet with students for a multitude of reasons including doing a degree audit check, selection of second year course of study, issues in the classroom or practicum, and personal circumstances impacting successfully completing the program. Advisors provide resources and guidance about University policies to students.

Advisors facilitate mandatory seminars with their students during both the generalist and specialized year.

Evaluation of Student Work

The advisor monitors the student's work throughout the year and is responsible for assigning a pass/fail grade to the student at the end of each term. By reading the student's process recordings, reflective journals, or other recordings, which students are required to submit to the advisor monthly, and talking with the student and the practicum instructor, the advisor assesses the progress of the learning. The advisor reads the reflective journals or process recordings to ascertain progress, not to provide further comments or feedback.

The advisor ensures that the process between the student and the practicum instructor is one of mutuality and that the student and practicum instructor take full responsibility for working on the learning goals they have determined together. The advisor's role as a mediator between the student and the practicum instructor assists both parties to move past any obstacles in the educational alliance. The advisor may also confer with the practicum instructor to ensure that there is a full understanding of the criteria for evaluation of the student's educational performance.

Effective communication between the advisor, the student, and the practicum instructor is an important factor in identifying gaps or potential challenges and alerts all the parties to areas that need improvement and change.

If the student is in jeopardy of failing Practicum Learning, the student may receive a Performance Improvement Plan (PIP) that outlines what competencies are missing and the concrete steps for the student to take in order to receive a passing grade. The advisor is the author and monitor of the Performance Improvement Plan (PIP) and will gather information from the student and practicum instructor. The Associate Director of Practicum Learning who secured the placement for the student contributes as a consultant on the PIP process. For further information about the PIP, see the *Grades* section below.

When a student requests a change in placement, the advisor assesses the situation and identifies solutions with the practicum instructor at the site as a first step. If the advisor is unable to resolve the issue at the agency site after conducting an assessment which includes gathering information from the student and practicum instructor, the associate director of Practicum Learning who secured the

placement for the student provides the advisor and practicum instructor insight and support to reach a solution.

All students are held accountable according to the Code of Ethics of the National Association of Social Workers and CSSW's Key Attributes of a Social Worker.

Evaluation of Agencies and Students

Students provide the Office of Practicum Learning with their feedback on the placement by completing a CSSW Practicum Feedback Survey form at the end of each term. Students also complete a survey about their advisor issued by the Office of Advising.

At the end of each term, the advisor assigns the grade (P/F) for Practicum Learning. This is based on the student's performance at the placement based on the practicum instructor's written feedback on the student's end-of-term evaluation form, submission and review of process recordings, reflective journals, engagement in advising seminars, and individual meetings. (See *The Practicum Evaluation* section in this manual.)

In the spring, the advisor supports the generalist year students in their decision about their specialized year course of study that includes which academic method and field of practice they will select while reviewing their placement options.

MONITORING STUDENTS

The Office of Practicum Learning complements the Office of Advising to monitor Generalist and Specialized Year students throughout the academic year with their Practicum Learning progress. ADs of Practicum Learning serve in a supportive role to mitigate any problems that arise between agencies and students and provide consultation to advisors regarding Practicum Learning requirements. (See 'Office of Advising.')

Policies for Monitoring students

Advisors review the student's Practicum Learning Evaluation that is completed at the end of each term to assess the student's performance and assign a grade based on a number of factors, including the feedback on the evaluation.

Students attend mandatory Advising Seminars throughout the year and turn in two written reporting assignments per month.

Advisors collaborate with practicum instructors and students to address concerns and difficulties with completing work assignments. Advisors support agencies to remain compliant with educational requirements and school policies.

If advisors cannot ameliorate concerns with student performance and/or the agency's inability to provide a sound educational experience for students, they will request a joint meeting with the Associate Director of Practicum Learning, students and/or practicum instructors to determine the next steps, performance improvement plans, or possible replacement.

Procedures for Monitoring Students

The Office of Practicum Learning uses the following documents to monitor students and track concerns and problems, in collaboration with the Office of Advising

- Education Plan
- Process recordings
- End of term evaluation
- Performance Improvement Plans (PIP), which outline goals and areas of improvement for student learning and performance.

Procedurally, early in the term, students are assigned an advisor who is their main point of contact and conduit to CSSW in the Generalist and Specialization year. Association Directors of Practicum Learning may share any helpful details.

Advisors meet with students individually at the beginning of the fall term and are available to meet with students at any time during the academic year. Topics covered include a degree audit check,

review of process recordings, selection of specialized year courses, issues in the classroom and/or practicum, and personal circumstances impacting success in the program.

- Advisors provide resources and guidance about University and CSSW policies to students.

- Advisors review students' process recordings monthly to assess learning progress.

- Advisors review mid-term and end-of-the-term evaluations provided by practicum instructors.

- Advisors are responsible for assigning a pass/fail grade to the student at the end of each term.

- Advisors conduct mid-term virtual or in-person agency site visits in the fall and as needed to connect with practicum instructors and students to discuss the education plan and work assignments at the agency to ensure there is the volume, diversity, and depth necessary for a solid educational experience.

- If the student is in jeopardy of failing Practicum Learning, the student may receive a Performance Improvement Plan (PIP) by the Office of Advising that outlines what competencies are missing and the concrete steps for the student to take to receive a passing grade. Advisors are the authors and monitors of the Performance Improvement Plan (PIP) and will gather information from the student and practicum instructor. The AD of Practicum Learning who secured the placement for the student contributes as a consultant on the PIP process.

- If advisors are unable to resolve the issue at the agency site after putting in place a Performance Improvement Plan (see below), and conducting an assessment which includes gathering information from the student and practicum instructor, the AD of Practicum Learning who secured the placement for the student provides the advisor and practicum instructor insight and support to reach a solution.

Criteria for Monitoring Students

- All students are held accountable according to the Code of Ethics of the National Association of Social Workers and CSSW's Key Attributes of a Social Worker, both of which are available in this manual.

- The Associate Director of Practicum Learning consults and supports the advisor in their role as mediator between the student and the practicum instructor to resolve any obstacles in the educational alliance.

- The Associate Director of Practicum Learning's ability to consult and support effective communication between the advisor, the student, and the practicum instructor is an important factor in identifying gaps or potential challenges and alerting all the parties to areas that need improvement and change.

Supporting Student Safety

CSSW asks that agency sites familiarize students with safety protocols as early as possible. CSSW recognizes that each agency has unique safety needs, policies and processes. This orientation safety training could include agency security, emergency protocols within the agency, home visit safety protocols, COVID-19 protocols, Equal Opportunity and Affirmative Action (EOAA) policies and procedures, Title IX grievance processes, mandated reporting, trainings necessary to protect the student in the case of client agitation or violence, and other safety needs specific to the function of the agency.

Liability Insurance

All students registered for Practicum Learning are covered in their placement by the School's general liability insurance, which provides coverage for up to $5 million per student per incident and $10 million in aggregate, and the School's professional liability insurance, which provides coverage for up to $5 million per incident and in aggregate.

Difficulty in Practicum Learning

CSSW has a support system in place for students who experience difficulty in their placement. Please see the section, "Students Experiencing Difficulty in Practicum Learning," in this manual.

Sick Days

CSSW students are allotted two sick days from placement per term. Any time missed beyond the two days per term limit must be made up by students. Plans for making up extended absences (e.g., for prolonged illness or death in the family) should be discussed with the advisor.

Mental Health and Well-being

Students in placement sites are advised to access additional support through Columbia's Counseling and Psychological Services as needed. Additional resources are available through the University's Alice! Health Promotion roster of services.

Policies for Supporting Student Safety at the Agency

- Students should only have on-site appointments with clients when their supervisor or other professional staff is present.
- Agency should discuss safety with the student and share any elements of safety concern at the agency.
- If a student's concerns about safety begin to affect the student's learning process, the advisor should be notified about the concerns.
- Students are not allowed to transport a client in their own vehicle, nor shall they transport clients who have a history of violence in any vehicle without a staff member present.
- Students shall not be asked to physically restrain clients, nor to distribute medications.
- If an incident occurs in which a student is personally threatened or hurt, the practicum instructor or educational coordinator should contact the student's advisor immediately. The Director of Practicum Learning should also be notified. The incident will be recorded, and the advisor will meet with the student and the practicum instructor to assess the situation and the student's physical and emotional well-being. The Office of Advising will work with the Office of Practicum Learning and the student to determine if a replacement at a different site is needed.
- No student shall be solely clinically responsible for an at-risk client (violent, suicidal, homicidal, etc.) without the required skill, experience, and support.

Criteria for Supporting Student Safety

- The agency maintains open communication between student, practicum instructor and advisor.
- The practicum instructor holds regular weekly supervision with the student.
- The agency has safety protocols in place
- Students should follow their agency's safety protocol, then contact their advisor and the Director of Practicum Learning if they are experiencing safety concerns.
- The advising model, including site visits and advising seminars, ensures that the student experience is monitored by CSSW staff.

Procedures for Supporting Student Safety

- The Director of Practicum Learning should be consulted whenever safety is a concern.
- Placements receive the CSSW safety checklist as part of their welcome packet each year and should use it when orienting students to the agency's safety protocols.
- When a student has attempted to address a safety issue with a practicum learning and has seen little progress in resolving it, they should contact the advisor immediately. The advisor will intervene with both the student and practicum instructor, sometimes jointly, to clarify the problem and suggest ways to resolve it.

- If the problem continues, the advisor is encouraged to bring the matter to the associate director responsible for the agency where the student is placed.
- If there is no resolution at that level, then any and all problems should be brought to the Director of Practicum Learning and/or the Director of Advising.

EDUCATION PLANS

Early in the academic year, students and their practicum instructors create an Education Plan that outlines their strategies and goals for implementing a sound, year-long educational experience that will enable the student's development across nine core competency areas as defined by the Council on Social Work Education and the behaviors that define them.

Students are asked to submit the Education Plan as an assignment in their Advising Seminar and to upload a copy of the Plan into Sonia.

Overview

During the first three weeks of practicum, as part of supervision, students and practicum instructors will develop the Education Plan. The Plan covers six specific areas, outlined below. Use each area as the heading of a paragraph or two and be as specific as possible in your description. A well-developed Educational Plan will provide the student opportunities to develop the requisite behaviors that define the nine core competencies.

Attention should be paid to the sections in the Practicum Learning Manual that describe the appropriate CSWE learning objectives / behaviors expected for each student according to their year and method. (See 'Practicum' in this manual.) Assignments with clients must be in-person. They can be virtual, but not simulated, encounters. The manual also describes minimum standards for supervision and suggests several options for recording. Use the manual fully in developing the Education Plan for Practicum.

Since the Plans are due to advisors by the third week after the student begins their placement, they should serve students and practicum instructors well in completing the mid-term oral evaluation in November. The Plan will also provide the basis for the written evaluation of the student at the end of each term. Further, by noting the practicum instructor's and the agency's willingness to develop and adhere to an instructionally appropriate Education Plan, the Practicum Learning Office can ensure the continued appropriate use of a particular placement site.

The *six areas* set forth below should be covered in discussions between the student and the practicum instructor. The student, based on these discussions, will write up the Education Plan, which will then be reviewed by the practicum instructor, signed by both, and submitted by the student for review by the advisor. The advisor will approve the plan, or return it for revision. The student will submit the final document to the Office of Practicum Learning.

Plan Format

The top portion of the Education Plan asks for the Student Name, Term, Year, Direct Practice or Specialization Area, Agency Name, Practicum Instructor Name, Practicum Instructor Email, Advisor

Name, and Advisor Email. At the bottom, it asks for three signatures (student, practicum instructor, and advisor).

Outline

Please use the following as a guide when writing a 1-2 paragraph description of the teaching and learning that will occur in each of the six areas during the academic year.

Assignments

Describe the types of assignments the student will be afforded. (See the 'Practicum' below specific to the Year (Generalist or Specialized) and to the Specialization Area for Specialized Year students in this manual.) Use the behaviors given under each Practicum to develop assignments that will allow the students to demonstrate the competency behaviors described there for each of the CSWE nine Core Competencies. Please provide a minimum of 2 learning opportunities for each of five systems levels (individuals, families, groups, organizations and communities.)

Describe the types of clients, the options for interventions, the expected duration of service, and the opportunities to self-evaluate the work. Include anything in this section that is unique or particular about your setting that must be considered when looking at the student's learning, e.g., only short-term clients, all clients with the same diagnosis, planning opportunities are all agency-based, policy work is always on a macro level.

Professional and Interdisciplinary Relationships

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

Meetings

Describe the types of meetings the student is expected to attend, and their role in them (e.g., participant, presenter, observer, minute taker. Include and note meetings that are optional.

Supervision

Individual

Include a description of the practicum instructor. (See *Criteria for Practicum Instructors* in this manual.) Individual supervision is usually weekly for 1.5 hours, but may be adjusted to an hour, if group supervision is also provided (see below). Describe how this supervisory requirement will be met and what other opportunities exist for additional supervision. If a component of this placement is an assignment that requires a secondary practicum instructor or task supervisor, describe that person and be specific about their qualifications, range of responsibility and availability.

Group

Some agencies provide regularly scheduled group supervision to students. The interchange with others that this model of supervision provides can be very useful in expanding the student's learning of practice. We particularly encourage agencies that have several students in placement from our or other schools to provide opportunities for them to meet together. Students can learn about other

programs and the range of clients' needs in their agency. The opportunities for teaching areas of practice such as contracting, assessment, differential interventions and modalities are greatly expanded when students can present their work to one another or in similar exchanges with staff. If group supervision is offered it can be a supplement to one hour of weekly individual practicum supervision.

Recordings

Describe the type of Recordings (e.g., Process Recordings, Logs, Reflective Journals) that will be used. See *Recording* below, and the relevant recording sections according to the student's Specialized Year Area of Specialization. Be specific about the format these recordings will follow, the frequency with which they are to be submitted, how they will be used in supervision.

Work Schedule

Identify the student's specific hours at placement. Describe coverage of the student's assignments when the student is not in placement and the coverage for the practicum instructor when they are not on site. Explain the agency policy on student responsibility for making up any hours of placement which are missed.

Safety Protocol

Identify the safety precautions and protocols at the agency site. Ensure the student is informed of appropriate steps to take in cases of emergencies and measures to take to manage safety concerns while engaged in assignments for the practicum. Please review this manual for more information pertaining to standards for student safety at the agency site. List the safety guidelines and information that have been provided to the student.

Diversity, Equity and Inclusion (DEI)

Agencies are asked to incorporate DEI into student assignments in keeping with CSSW's Diversity, Equity and Inclusion Mission Statement and to implement and reflect the PROP (Power, Race, Oppression and Privilege) lens in their communication with students. Please describe how you will incorporate DEI and the PROP lens in your practicum instruction with students.

RECORDING

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

From an educational perspective, recording is viewed as a major learning tool. It is immeasurably important as students integrate the theories and concepts from the classroom with their experiences in Practicum Learning. It also serves as a form of accountability and should help students improve their provision of service and organize their work.

All students are expected to write curriculum-appropriate records throughout their student training. practicum instructors may designate some variations in recording expectations, based on student learning needs or agency requirements. However, the School provides overall parameters for its recording expectations for Practicum Learning students. The Office of Practicum Learning provides all students and advisors with a separate manual entitled Handbook for Student Social Work Recording.

Recording Expectations

Generalist Year students and Specialized Year Advanced Clinical Practice students are expected to write 2-3 process records weekly. As an adjunct to these records, students should maintain logs of their contacts, and also meet agency requirements for summary recording and statistics.

Specialized Integrated Practice and Programming (IPP) students are expected to write select, weekly process recordings on individuals, families, and groups, and meet the IPP writing requirements on Logs and Reflective Journals as determined by their practicum instructor and advisor.

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

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

Types of Recordings

Please see the Handbook for Student Social Work Recording for information and sample recordings.

- Process Records
- Process records can be written on:
  - Client interviews
  - Group meetings
  - Telephone contacts
  - Contacts with system representatives (e.g., teacher, nurse, landlord, team meetings)

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

A process recording can be in the narrative or "verbatim" form of recording. A recording should include brief identifying data (e.g., 4th interview with Mrs. G. on October 11, 2024); a description in chronological order of what happened in the interview/meeting including actions, observations, interaction, and select dialogue; and a section on the student's own reactions, impressions, assessment, questions, and/or future plans.

Reflective Journal

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

Program Assessment File

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

Summary Records

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

Tape or Video Recordings

After students are comfortable in their placement setting, some may use tape or video recordings with the permission of clients and practicum instructors. Recordings may be made only with expressed permission of all participants in the discussion and with the prior approval of the agency.

We view this as another learning tool, and some process recording on other contacts is still expected weekly.

Use of Records

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

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

RESPONSIBILITIES OF THE AGENCIES

It is the responsibility of the agency's education coordinator or practicum instructor to inform the advisor and assigned associate director of any changes in placement arrangements and if any of the following changes occur:

- Changes in agency address or phone number
- Changes in agency director and/or educational coordinator
- Proposed changes in practicum instructors
- Major adjustment proposed in student schedules
- Pending strikes and labor/management disputes
- Any extraordinary tension in the agency that may affect student learning
- Absence of the practicum instructor from the agency for more than one week
- Student absences for more than two days per term

Transportation and Reimbursement

The agency is required to reimburse students for travel expenses incurred to complete Practicum Learning assignments (e.g. if a student uses a personal vehicle to visit multiple sites within a day). Students may, if they have the appropriate license, drive the agency-owned vehicle.

In no instance may students use their own vehicle to transport agency clients.

Students are not reimbursed for their commute to/from their placement site.

Labor Disputes

It is the responsibility of the agency's education coordinator or practicum instructor to inform the Office of Practicum Learning and advisor immediately of any anticipated work slowdown, stoppage, or strike; or any extraordinary tension in the agency that may affect student learning.

Home Visits

CSSW recognizes that home visits are a regular part of many placements. Even if they are not, a home visit may be clinically indicated in certain situations. Agencies will be expected to take appropriate measures to ensure the safety of students.

- At a minimum, the same safeguards and accommodations provided to staff must be provided to students.
- Students should be thoroughly prepared before they are sent for a home visit. This includes having the student 'shadow' home visits of others, and/or partnering with another worker.
- Students should only be sent on home visits that are presumed to be safe for the student.
- Discuss potential dangers of the neighborhood and risk-reducing behaviors for the student.
- Discuss what to do should the client or anyone else present a threat.
- Provide back-up plan, check-in plan, and other safety protocols

<u>Religious Observance</u>

Students cannot be penalized for absences that occur when class sessions conflict with religious observances. In compliance with New York State law, any student that is absent from school because of his or her religious beliefs will be given an equivalent opportunity to make up any examination or course requirement that they may have missed.

<u>Disability Services</u>

Students with disabilities, whether temporary or long-standing, have the right to request accommodations from the Office of Disability Services (ODS). You can also work with the School of Social Works' Office of Enrollment and Student Affairs to request accommodations.

Safety requirements for the Agency

(See also "Supporting Student Safety at the Placement Site", above.)

The Director of Practicum Learning should be consulted if safety is a concern.

<u>CSSW has the following expectations of safety at the agency:</u>

- Students should only have on-site appointments with clients when their supervisor or other professional staff is present.
- Agency should discuss safety with the student and share any elements of safety concern at the agency.
- If a student's concerns about safety begin to affect the student's learning process, the advisor should be notified about the concerns.
- Students are not allowed to transport a client in their own vehicle, nor shall they transport clients who have a history of violence in any vehicle without a staff member present.
- Students shall not be asked to physically restrain clients, nor to distribute medications.
- If an incident occurs in which a student is personally threatened or hurt, the practicum instructor or educational coordinator should contact the student's advisor immediately. Director of Practicum Learning should be notified. The incident will be recorded, and the advisor will meet with the student and the practicum instructor to assess the situation and the student's physical and emotional well-being. The Office of Advising will work with the Office of Practicum Learning and the student to determine if a replacement at a different site is needed.
- No student shall be solely clinically responsible for an at-risk client (violent, suicidal, homicidal, etc.) without the required skill, experience, and support.

RESPONSIBILITIES OF THE STUDENTS

CSSW students are responsible for:

- Familiarizing themselves with and adhering to the NASW Code of Ethics (Appendix A).

- Familiarizing themselves with and adhering to the Key Attributes of a Social Worker (page 7).

- Behaving professionally and complying with agency policies and procedures

- Adhering to the same dress code that is required of agency staff, including, but not limited to, dress, tattoos, and/or piercings.

- Identifying themselves as students or interns in their work with clients and other agency representatives.

- Attending all mandatory Advising Seminars.

- Attending weekly supervisory sessions and completing required written process reports and assignments on time.

- Being proactive in seeking guidance and instruction from their practicum instructor and advisor.

- Keeping a record of field placement hours and be able to produce it upon request.

- Discussing feelings that they will experience difficulty with a Practicum Learning assignment because of a client's diagnosis, personality, characteristics, or disability with their practicum instructor and advisor.

- Providing their own transportation to and from their practicum site.

RESPONSIBILITIES OF THE SCHOOL

Vet Agencies

The Department of Practicum Learning vets agencies to ensure that they meet CSWE requirements and CSSW's education and safety standards.

Practicum Learning Associate Directors provide a safety checklist to which the agency agrees when accepting the affiliation agreement.

Placement and Advising

Office of Practicum Learning associate directors work closely with students to secure and finalize their placements for the upcoming academic year.

Students are assigned to an advisor through the Office of Advising.

Insurance

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

Discrimination and Harassment Issues

As stated in Columbia University policy (see Appendix C), the University is committed to the principle that individuals are to be treated as human beings rather than as members of a category that represents only one aspect of their identity. Students who feel they may have been harassed or discriminated against in their practicum setting based on race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status may contact the Associate Dean of Practicum Learning, the Director of Practicum Learning, the Director of Advising, and/or Senior Associate Dean of Academic Affairs. For more information refer to the *"Student Policies and Procedures on Discrimination, Harassment, Gender-Based and Sexual Misconduct and Consensual Romantic and Sexual Relationships"* section in the *CSSW Student Handbook* and Appendix C in this manual.

If appropriate, such complaints can be handled confidentially.

All University students are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the University's policies and related laws. Within the School of Social Work, a student's concerns regarding discrimination or harassment will be addressed separately from any issues regarding the student's performance. Thus, such complaints will be addressed under University procedure.

Reimbursement

Students can be reimbursed for items related to onboarding for the field placement site such as fingerprinting, background checks, and toxicology screens. Contact the Office for Financial Aid at swfinaid@columbia.edu and provide receipts.

ADMINISTRATIVE POLICIES
AND PROCEDURES FOR PRACTICUM LEARNING

Practicum Learning Schedule (Days and Hours)

Full time Practicum Learning placements are usually made for three eight-hour days, less an hour for lunch or dinner, for a total of 21 hours per week. Mondays and Fridays are generally reserved for Practicum Learning for all students. One other full day is scheduled based on the requirements of the agency and the class schedule of the student.

The Part-time Program hours may not interfere with student's classes but may include weekend and evening hours negotiated by the associate director of Practicum Learning with the student and the agency and authorized by the advisor.

Typically, all full-time Generalist Year Practicum Learning students are in placement on Monday, Tuesday, and Friday; Specialized Year students are in placement on Monday, Thursday, and Friday. Alternative Practicum Learning schedules or hours must be approved by the Office of Practicum Learning through the advisor.

Students may not change their regularly scheduled placement hours without the written authorization of their advisor. Students must make up any time falling below the required hours due to unexcused holidays, illness, or emergencies. See "Required Total Practicum Hours by Program" below. Cumulative planned overtime cannot be carried over from term to term, but in instances of prolonged illness or other emergencies, exceptions may be made by the Director of Practicum Learning.

Required Total Practicum Hours by Program

Two-Year and **Part-time to Full-time** program students are assigned three days a week, 300 hours per term for four consecutive terms, for a total of 1200 hours.

16-Month program students enter Practicum Learning in January and complete their generalist year of Practicum Learning 3 days per week during Spring and Summer terms. They join the specialized year class in the Fall for the regular Fall to Spring model to complete the 600 additional hours.

Advanced Standing program students are assigned three days a week for the Fall and Spring for a total of 600 hours.

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

One Year Residency for Working Professionals program students complete Practicum Learning requirements in four (4) days a week in extended Fall and Spring terms. 900 hours of Practicum Learning must be completed to satisfy degree requirements.

Dual Degree and Minor program students also complete 21 hours of Practicum Learning per week, 300 hours each term for a four-term total of 1200 hours.

Part-time Program students complete 14 hours of Practicum Learning per week, over a period of three terms each year for two years for a total of 1200 Practicum Learning hours.

5-Term International program: Some International students begin their studies in an Immersion Seminar where they are acclimated to the School of Social Work and the broader community in which they will serve. In the subsequent spring term, students begin their practicum. The program then continues into the following summer, fall, and spring terms for a four-term total of 1200 hours.

Maximum Commute Time

The Office of Practicum Learning contracts that commutes to placement will fall within 90 minutes of the students home, provided that the student informs the school of their correct fall address when their Practicum Placement Form is due.

Evening Hours

Students may be expected to work at their placement at least one evening per week. This is usually necessitated by client needs. Full-time students should adjust their schedules accordingly to accommodate the evening hours but not exceed 21 hours of Practicum Learning per week.

School, Agency, and Religious Holidays

Students do not attend Practicum Learning on CSSW academic holidays. (See the [CSSW Academic Calendar](#).) Students may make up practicum hours if their agency is open on an academic holiday. During winter and spring breaks, and the November holiday (Thursday and Friday), students do not attend Practicum Learning.

NOTE: Students who are placed in a school should take their spring break with the school's calendar, not with the CSSW spring break calendar.

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

Student Absences Due to Illness

CSSW students are allotted two absences from placement per term. Any time missed beyond the two days per term limit must be made up by students. Plans for making up extended absences (e.g., for prolonged illness or death in the family) should be discussed with the advisor.

Prolonged Absences

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

Jury Duty

Students may order certifications of enrollment and degrees via the [Letter Request form](). This form can be used by students requiring letters certifying their student status to respond to a summons to jury duty.

Labor Dispute Policy

It is the responsibility of the agency to notify the Office of Practicum Learning and advisor immediately of an anticipated work slowdown, work stoppage, or strike. Although no policy can anticipate every situation which may arise during the course of a strike, the main provisions of the School policy are as follows:

When social work staff is involved in a bona fide strike against an agency, students are to be withdrawn for the duration of the strike on the premise that a sound learning experience no longer exists.

When a strike occurs in an agency involving personnel other than social workers, the School will make its decision about withdrawing students on the basis of whether a proper learning climate exists. Any student who in good conscience asks not to be forced to continue placement during the course of the strike must carry out their professional responsibility to clients, communicating fully their knowledge of the clients to the practicum instructor.

Where students have been withdrawn because of a strike and a matter of client jeopardy is involved, the advisor takes responsibility in conference with the agency practicum instructor and the student in deciding how the work should be completed.

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

THE PRACTICUM EVALUATION

Policies for Evaluating Student Learning

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

- The Office of Practicum Learning evaluates student learning congruent with the CSWE Social Work Competencies based on student proficiency in core competency behaviors at the end of each term as determined by their practicum instructor and assessed by their advisor.

- Every student should have an oral evaluation conference based on the following criteria mid-term (around the 7th week of their placement), and a written evaluation at the end of each term.

- No student is to be requested to write their own evaluation.

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

- Practicum instructors rate each student on each competency behavior as Excellent, Very Good, Good, Needs Improvement, Unsatisfactory.

- Student progress in the behaviors is also assessed by the advisors who meet with the students in advising seminars, evaluate monthly examples of their recordings, have substantive communication about the learning, and accordingly are well-aware of the student's acquisition of skills and learning.

- Advisors review the student's written Practicum Evaluation at the end of each term to assess the student's performance and assign a grade.

Practicum instructors who do not provide adequate documentation to support their evaluation of the student's acquisition of skills and knowledge will have their documents returned to them for revision and expansion by the advisor. End of term evaluations are taken seriously and are a learning tool for both student and practicum instructor.

Criteria for Evaluating student learning

- The evaluation of student learning follows the CSWE competencies. Students are graded on a five-point scale on demonstrable behaviors as measure of their mastery of criteria.

- The Evaluation Form is a checklist. It also requires practicum instructors to provide examples of student work to support the ratings assigned. Any evaluations received that do not contain adequate supporting documentation will be returned to the practicum instructor.

- The practicum instructor closes the evaluation by making a recommendation for the grade in Practicum Learning, either Pass or Fail.

- It is the advisor's ultimate responsibility to determine and grant the grade. The advisor follows the student and student learning throughout the term.

- Students sign the evaluation to indicate that they have read and reviewed it.

Procedures for Evaluating Student Learning

The main tool with which the Office of Practicum Learning evaluates student learning congruent with the Social Work Competencies is through the Mid-Year and Final Practicum Learning Evaluations. At the end of every term, the practicum instructor measures student progress on each of the applicable core competencies and the demonstrable behavior in which it is categorized. The practicum instructor also provides an overall holistic, integrated impression of the student's progress. practicum instructors rate each student on each behavior as Excellent, Very Good, Good, Needs Improvement, or Unsatisfactory.

Practicum instructors design the student assignments early in the year with the creation of the Education Plan, and it is that plan against which a student's demonstrated achievement of each competency behavior is measured.

Practicum instructors not only meet with their students on a regular, weekly, formal supervisory basis, but interact with their students at agency meetings, staff meetings, case conferences, etc. They also directly observe the student's work.

In addition, all students are required to produce recordings appropriate to the generalist curriculum or their specialization area which are evaluated by the practicum instructor.

Student learning in the competencies is also measured by the advisors who monitor the student's work throughout the year, meet with the students in the advising seminar, evaluate monthly examples of their recordings, have substantive communication about their learning, and accordingly are well-aware of the student's acquisition of skills and learning.

The advisor ultimately assigns the student's grade in Practicum Learning based on the practicum instructor's evaluation and the advisor's knowledge of the student's progress.

Purposes

The major purposes of an evaluation are below.

It provides an opportunity for the student and practicum instructor to evaluate what the student has learned and where they are now, as well as to consider what extenuating circumstances affected professional learning.

It provides an opportunity for the student and practicum instructor to come together and conceptualize what skills and learning needs they should focus on in the future.

The Evaluation is a document of accountability among the agency, the School, and the student, and it becomes a permanent part of the student's record.

Mid-term Oral Evaluation

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

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

End of Term Written Evaluation

It is the practicum instructor's responsibility to conduct an evaluation conference with the student and, based on the discussion, to write a draft of the final evaluation. *At the end of the term, practicum instructors will be emailed customized survey links to complete evaluations for each of their students*. Please use the appropriate form and refer to the relevant practicum in the Practicum Learning Manual for each end-of-term evaluation. The *Table of Contents* gives page numbers for practicum, listed by specialization.

A preview of the Practicum Learning Evaluation Forms for each Year and Specialization is available on the Office of Practicum Learning Practicum Educators webpage at: https://socialwork.columbia.edu/content/practicum-educators.

This link is for reference only. At the end of the term, practicum instructors will be emailed customized survey links to complete evaluations for each of their students.

The student should be given some time to read, reflect, and assimilate the content. The practicum instructor and student should then meet together to review the evaluation. If the student raises objections or differences and the practicum instructor agrees, then changes should be made in the evaluation. All changes should be included in the final evaluation draft.

The Form uses an assessment scale to measure the student's performance in the nine core areas of social work competency identified by the Council on Social Work Education.

In addition, the Evaluation Form provides ample room for, and requires that you provide, examples of your student's work to support the ratings you assign. Any evaluations received that do not contain adequate supporting documentation will be returned to the practicum instructor. It is educationally essential that we provide students with a thorough and complete evaluation of their Practicum Learning Course.

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

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

Brief Summer Update

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

Practicum Instructors for Part Time Program will be emailed a customized Summer Evaluation Form.

Due Dates

Evaluations are due the last week of Practicum Learning each term. The date of the last day of Practicum Learning can be found on the CSSW Academic Calendar, which can be accessed online at: https://socialwork.columbia.edu/about/academic-calendar.

STUDENTS EXPERIENCING DIFFICULTY IN PRACTICUM LEARNING

A student's practicum experience is filled with both growth opportunities and challenges.

Students who experience challenges in practicum are encouraged to reach out first to their practicum instructor to see if the issue can be resolved. Also, students can consult with their advisor to brainstorm how to manage the situation. The advisor may recommend that the student, practicum instructor and advisor meet to identify the issue and create a solution. The associate director of Practicum Learning will be notified about the concern and outcome.

Issues that may warrant intervention

- Equity, Diversity, Inclusion, Harassment and any and all safety concerns
- Violation of the NASW Code of Ethics and/or CSSW Code of Conduct
- Challenges in meeting the expectations of CSWE Core Competencies
- Non-compliance with agency policies and protocols
- Excessive absences, lateness or non-approved schedule changes
- Delays in the submission of the Reflective Learning Tools and/or agency assignments
- Documentation issues and delays
- Student self-terminating from their placement
- Agency terminating a student

If a meeting is needed to discuss challenges or concerns, the CSSW Advisor works collaboratively with both the student and the practicum instructor to resolve any concerns and support the student in their learning.

Role of the Practicum Instructor

The Practicum Instructor's role is to provide grounding, support and learning for the student. When challenges arise, the Practicum Instructor is responsible for:

- Providing transparent feedback of any challenges and/or concerns directly with the student.
- Communicating with student, both verbally and in writing, providing multiple warnings and opportunities to address challenges.
- Notifying the School's Advisor immediately of concerns and updating the progress and process of the practicum instructor's training and support for the student.
- Requesting a meeting with the School's Advisor and student for a three-way meeting to resolve the issue.

If the issue continues, the Advisor and/or agency Practicum Instructor in consultation with the Associate Director of Practicum Learning may choose to withdraw the student from the placement or the Practicum Instructor may choose to terminate the student from the agency. If a student is terminated from the agency, a Practicum Instructor will be asked to complete an evaluation form to provide student feedback based on the CSWE Social Work Core Competencies found in this manual.

Role of the Advisor

When a student is having challenges in their placement and/or a practicum instructor expresses challenges, their representative from CSSW is the student's advisor. As the representative for the School, the advisor will provide support to both the student and practicum instructor and/or external supervisor and manage any student challenges that may arise during a student's practicum.

The advisor assesses the situation and identifies solutions with the practicum instructor at the site as a first step. When the advisor is unable to resolve a challenge at the agency site after conducting an assessment which includes gathering information from the student and practicum instructor, the associate director of Practicum Learning who secured the placement for the student provides the advisor and practicum instructor insight and support to reach a solution.

The advisor is the author and monitor of the Performance Improvement Plan (PIP) and will gather information from the student and practicum instructor and Associate Director of Practicum Learning.

Role of the Associate Director

When there are student challenges, the Associate Director of Practicum Learning who secured the placement for the student works collaboratively with the CSSW advisor and the student's practicum instructor to support the student in placement and provide guidance, where needed.

THE PERFORMANCE IMPROVEMENT PLAN (PIP)

For concerns that persist, an Advisor may recommend a meeting with the Student, Practicum Instructor, and, if needed, Associate Director of Practicum Learning, and suggest creating a Performance Improvement Plan (PIP). The PIP is created collaboratively with the student and practicum instructor with support from the Advisor.

The Performance Improvement Plan (PIP) will include:

- Student's identified challenges with timeline/dates
- Outline of Practicum Instructor's communication of concerns and relevant training and support provided
- Objectives and goals for areas of improvement
- Responsibilities of student, practicum instructor and advisor to help support the student with each objective/goal

- Timeframe for meeting goals

Once a meeting is held with the agency practicum instructor, student, and CSSW Advisor, an administrative meeting can be held with the following participants: Student, CSSW Advisor, Associate Director of Advising and Associate Director of Practicum Learning to review the Performance Improvement Plan, to provide an opportunity for student to discuss any concerns and ask questions regarding the PIP, and for further guidance on the process.

A timeframe will be outlined of when the student will meet their goals with regular check-ins by the CSSW Advisor. During the PIP process, every effort will be made to support the student with their practicum learning goals. The student, Advisor, and Associate Director of Practicum Learning will provide signatures. Failure to meet the expectations of the PIP may warrant a failing grade for Practicum Learning.

If a student is not able to meet the expectations of their PIP and/or if an agency terminates a student from their placement during this time period, an administrative meeting will be held with the Student, CSSW Advisor, and the Associate Directors of Office of Advising and of Practicum Learning.

If the issue is not resolved at this level, the issue can be escalated to the Directors of the Office of Advising and Office of Practicum Learning. A plan will be proposed which may include a student taking a leave of absence and returning to their learning at a future point in time. Every student situation is variable, and an individualized recommendation will be provided for the student with the administrative support from the School.

Further information on CSSW's School Policy on student's academic progress, good standing, leaves, and appeals can be found in the CSSW Student Handbook.

STUDENTS AT RISK OF FAILING PRACTICUM LEARNING

The Offices of Advising and Practicum Learning, in collaboration with practicum instructors, identify students at risk of failing Practicum Learning as early as possible. When it becomes clear to the student, practicum instructor, and/or the advisor that a student is at risk of failure for not meeting the minimum requirements of Practicum Learning, the following may be implemented:

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

- A student may be replaced. An assessment may be made by the advisor, Office of Practicum Learning, and practicum instructor about replacing the student in an alternative Practicum Learning agency or setting. Replacement is used as a last resort to ensure that students have sufficient opportunities to succeed in Practicum Learning when it is the judgment of the

Office of Practicum Learning, the student's advisor, and the practicum instructor, that student performance problems are due in part to a mismatch between the student and the agency.

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

GRADES

Social Work Practicum is a course that is graded 'Pass' or 'Fail'. Advisors are responsible for determining student grades. Advisor assessment of student performance is made in consideration of the end of term evaluation completed by the practicum instructor.

A student achieves a grade of 'Pass' by meeting the required performance criteria outlined in this manual and in the student's placement Performance Improvement Plan (if applicable), adhering to the National Association of Social Workers (NASW) Code of Ethics, participating in Advising seminars, and demonstrating the Key Attributes of a Social Worker (see below).

Practicum Learning Grading Policies

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

- When in the advisor's assessment a student fails to meet the minimum requirements of Practicum Learning based on the education plan and professional competencies.

- When the student unilaterally withdraws from Practicum Learning.

Withdrawal from Practicum Learning

Any student who withdraws from Practicum Learning without following the official process will receive a grade of "UW" (unofficial withdrawal) in Practicum Learning for the term. Students seeking to drop Practicum Learning need written approval from the offices of Advising and Practicum Learning. If a student is granted permission to drop either Social Work Practicum or their required practice class, they will also be withdrawn from any corresponding required courses. Social Work Practicum and the required practice classes must be taken concurrently.

Students who receive a grade of F or UW in any required/practice course must retake the entire course the next time it is offered and obtain a passing grade.

Unauthorized Discontinuation from Practicum

Any student who unilaterally decides to discontinue their placement commitment without the proper authorization will receive a failing grade or a UW. The proper steps for termination from an agency require communication and collaboration with the practicum instructor, advisor and associate director of Practicum Learning. This may be through a three-way meeting, phone conversation, or email. The purpose of the meeting is to discuss all the attending issues and, if necessary, develop a plan for professional termination from the student's work in the agency.

Credit Pending (CP)

The mark of CP implies satisfactory progress. It is given only for Practicum Learning (T6010 and T6020) in those rare situations in which the required hours or assignments unavoidably and predictably continue beyond the end of the term. Furthermore, students may not request a CP as it is only assigned by the instructor/advisor in consultation with the offices of Advising and Practicum

Learning. The Advisor and AD of Practicum Learning must also establish a specific, and reasonable, deadline for completion. Upon completion, the final grade is assigned and credit allowed.

INTRODUCTION TO CORE COMPETENCIES AND LEARNING OBJECTIVES/BEHAVIORS (GENERALIST AND SPECIALIZED YEAR)

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

Competency 1:   Demonstrate Ethical and Professional Behavior

Competency 2:   Engage Diversity and Difference in Practice

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

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

Competency 5:   Engage in Policy Practice

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

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

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

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

In the Generalist Year practicum, each of the nine competencies are further broken down into specific learning objectives and demonstrable behaviors. These behaviors represent basic learning areas that all students are expected to accomplish during their practicum experience.

For example:

Competency 1:   Demonstrate Ethical and Professional Behavior

> Learning Objective/Behavior 1.1

> Learning Objective/Behavior 1.2

Competency 2:   Engage Diversity and Difference in Practice

> Learning Objective/Behavior 2.1

> Learning Objective/Behavior 2.2

> Learning Objective/Behavior 2.3

In the Specialized Year practicum, students choose from among four available specialization areas: Advanced Clinical Practice (ACP), Integrated Practice and Programming (IPP), Leadership, Management, and Entrepreneurship for Social Justice(LME), and Policy Practice (POL). They continue to develop expertise within the same nine core competency areas as above. Additionally, the

competencies are defined by a set of advanced learning objectives/demonstrable behaviors that are specific to that concentration.

For example:

Advanced Clinical Practice

    Competency 1:   Demonstrate Ethical and Professional Behavior

        Advanced Clinical Practice: Learning Objective/Behavior 1.1

        Advanced Clinical Practice: Learning Objective/Behavior 1.2

    Competency 2:   Engage Diversity and Difference in Practice

        Advanced Clinical Practice: Learning Objective/Behavior 2.1

        Advanced Clinical Practice: Learning Objective/Behavior 2.2

Assessment of Student Competency (Practicum Instructors, Advisors)

Competency behaviors in practicum are measured by practicum instructors. Practicum instructors design the student assignments based on the CSWE Core Competencies as part of the Education Plan at the beginning of the term and measure a student's demonstrated achievement of each behavior afforded by the assignments at the end of the term in the Student Practicum Evaluation. practicum instructors rate each student on each behavior as Excellent, Very Good, Good, Needs Improvement, Unsatisfactory.

Practicum instructors not only meet with their students on a regular, weekly, formal supervisory basis, but interact with their students at agency meetings, staff meetings, case conferences, etc. They also directly observe the student's work. In addition, all students are required to produce recordings appropriate to the generalist curriculum or the area of method concentration which are also evaluated by the practicum instructor. See the *Handbook of Student Recording*. At the end of every term, the practicum instructor measures student progress on each of the competency behaviors in which it is categorized and also provides an overall holistic, integrated impression of the student's progress.

Because of this serious educational responsibility to both teach and measure progress in skill acquisition, practicum instructors are required to complete the Seminar in Field Instruction (SIFI) described above. After completing the Seminar, practicum instructors are strongly encouraged to attend Advanced Seminars to continue honing their skills. In order to support the School's overall responsibility to afford to students the essential learning activities necessary to become professional social workers, CSSW has a very active system of Advising, ensuring that practicum instructors are teaching, and students are learning. Student Practicum Evaluations are prepared by practicum instructors and then reviewed by advisors before they are accepted by the Office of Practicum Learning.

It should be noted that student progress in the behaviors is also measured by the advisors who meet with the students in an advising seminar, evaluate monthly examples of their recordings, have

substantive communication about the learning, and accordingly are well-aware of the students' acquisition of skills and learning. Infrequently, practicum instructors who do not take the evaluation process seriously, or do not provide adequate documentation to support their evaluation of the student's acquisition of skills and knowledge, will have their documents returned to them for revision and expansion by the advisor. End of term evaluations are taken seriously and are a learning tool for both student and practicum instructor.

PRACTICUMS BASED ON THE CSWE CORE COMPETENCIES

Practicum instructors and students should use the practicum specific to the Generalist year or Specialization Area and its associated learning objectives / behaviors when writing the Education Plan and designing student assignments.

The end of term practicum evaluation is based on the competencies and corresponding learning objectives / behaviors outlined below.

PRACTICUM FOR GENERALIST YEAR STUDENTS

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

Core Competencies and Learning Objectives / Behaviors Related to Generalist Year Direct Practice Skills and Knowledge

These Core Competencies and related Learning Objectives/ Behaviors are organized to match the Student Practicum Learning Evaluation Form on the Office of Practicum Learning Field Educators webpage:

https://socialwork.columbia.edu/content/practicum-educators

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

Excellent: Performance is exceptional, and the skill is an integrated part of the student's practice

Very Good: Performance is above expectations for students at this level

Good: Performance generally meets expectations for students at this level

Needs Improvement: Performance shows signs of competency, but generally does not meet expectations for students at this level

Unsatisfactory: Performance is unsatisfactory

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

1.1   Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

1.2   Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1.3   Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1.4   Use technology ethically and appropriately to facilitate practice objectives.

1.5   Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

2.1   Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

2.2   Present oneself as a learner and engage clients and constituencies as experts of their own experiences.

2.3   Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

3.1   Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

3.2   Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Learning Objectives / Behaviors for Direct Practice social workers:

4.1   Use practice experience and theory to inform scientific inquiry and research.

4.2   Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3   Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role

in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.

Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

7.1   Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

7.2   Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

7.3   Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

7.4   Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

8.1   Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2   Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3   Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4   Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5   Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and

outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Learning Objectives / Behaviors for Generalist Year, Direct Practice social workers:

9.1   Select and use appropriate methods for evaluation of outcomes.

9.2   Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3   Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

9.4   Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PRACTICUM FOR SPECIALIZED YEAR ADVANCED CLINICAL PRACTICE (ACP) STUDENTS

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

Core Competencies and Learning Objectives / Behaviors Related to Advanced Clinical Practice Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Practicum Learning Evaluation Form on the Office of Practicum Learning webpage:

https://www1.columbia.edu/sec/cu/ssw/field/evaluation-forms/

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

Excellent: Performance is exceptional, and the skill is an integrated part of the student's practice

Very Good: Performance is above expectations for students at this level

Good: Performance generally meets expectations for students at this level

Needs Improvement: Performance shows signs of competency, but generally does not meet expectations for students at this level

Unsatisfactory: Performance is unsatisfactory

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Clinical Practice social workers demonstrate ethical and professional values and behavior through a capacity to make informed choices and decisions in direct clinical practice with clients, and to further develop critical understanding of the nuances and complexities of social work practice. They make flexible and appropriate use of the professional relationship across diverse individuals, families, groups, organizations, and communities and in the context of supervision and interdisciplinary teams. They recognize the critical nature of professional use of self and strategies to use self-reflection in interdisciplinary work, peer supervision, and supervision. Advanced Clinical Practice social workers are able to assess ethical dilemmas and resolve them in a responsible way,

embracing a professional code of behavior and ethics in their practice with individuals, organizations, and communities, and when collaborating with professionals in allied fields. They are aware of laws and regulations related to clinical practice, and procedures to ensure ethical use of technology.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

Apply professional use of self as reflected in the NASW Code of Ethics and through principles of critical thinking to differentiate between professional and personal values in the context of cross-level practice.

1.2   Recognize and balance the similarities and differences in the roles, objectives, and modes of intervention among other professions and paraprofessional helpers having different training backgrounds, professional value systems, and approaches to helping clients.

1.3   Make appropriate use of supervision and other professional and inter-professional meetings to guide and further develop clinical practice skills and to build the basis for lifelong learning.

1.4   Organize, prioritize, and meet workload demands, including completing all documentation and administrative tasks promptly and thoroughly.

1.5   Identify and address ethical dilemmas typically encountered in advanced clinical practice.

Competency 2: Engage Diversity and Difference in Practice

Advanced Clinical Practice social workers understand that diversity and difference in practice are key elements of personal knowledge as well as an area for reflection and empowerment in the clinical relationship. They continually evaluate and monitor their own role in a continued effort to decolonize applied practice through self-reflection, supervision, and ongoing study. They also understand how to apply structural analysis in the context of applied practice, through an understanding of the role of power, race, oppression, and privilege (PROP) in practice. They understand how the intersectionality of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status, and other dimensions can affect the life experiences of the person(s) seeking help and the context of the relationship. The Advanced Clinical Practice social worker focuses on self-awareness and humility with attention to diversity and culture as considered through the lenses of PROP, decolonized social work, anti-oppressive practice, and intersectionality. They continually attend to the impact of culture, race, gender, age, values, beliefs, multiple identities, and attitudes on engagement, assessment, intervention, and evaluation in advanced clinical practice.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

2.1   Identify and address a broad range of variables (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status) that can affect the person(s) seeking help, the service provider, and the helping relationship, and that can potentially interfere with the Advanced Clinical Practice social worker's ability to address these variables.

2.2   Demonstrate the ability to engage culturally and ethnically diverse clients by assessing their own personal and implicit biases and identifying their personal experiences and affective reactions that may influence the services and supports that are provided to clients.

2.3   Apply advanced clinical skills in a way that accounts for the role that power, race, oppression, and privilege (PROP) have in shaping life experiences for both clinician and clients, and that recognizes PROP's influence on the helping relationship.

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

Advanced Clinical Practice social workers understand that a central responsibility of their practice is to advance human rights and social, economic, and environmental justice. They apply structural analysis to identify how social, economic, and environmental justice concerns factor into the lives and well-being of their clients. They adopt a human-rights focused, anti-oppressive practice to advocate for clients in a variety of community and organizational settings, including when environmental or organizational constraints impinge on clinical practice. Advanced Clinical Practice social workers apply advanced direct practice skills and knowledge across multiple system levels, ranging from individual to global. They endeavor to expand their clients' rights and social and economic assets, and to alleviate their clients' broader social and environmental problems. They are consciously aware of the role of power, race, oppression, and privilege (PROP) in clinical social work and strive for the decolonization of social work practice.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

3.1   Use knowledge of the effects of oppression, discrimination, historical trauma, and environmental injustice on clients and client systems to guide assessment, intervention, and evaluation planning.

3.2   Advocate for practices and policies that advance human rights and social, economic, and environmental justice in a self-aware and culturally-sensitive manner.

3.3   Facilitate coalition-building to promote social justice and reduce systemic inequities, particularly among marginalized communities.

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

Advanced Clinical Practice social workers make use of practice-informed research and engage in research-informed practice to work effectively in clinical practice with diverse individuals, families, groups, organizations, and communities. They use theories and research findings to guide differential assessment, intervention, and evaluation with clients in a range of contexts. They maintain a critical awareness of evidenced-based clinical practices applicable across the life course. Advanced Clinical Practice social workers view the core elements that are common to and undergird widely disseminated evidence-based practices (e.g., cognitive behavioral therapy, motivational interviewing, dialectical behavioral therapy, and psychoeducation) as transdiagnostic skills that can be applied differentially with individuals and families in a range of circumstances, settings, and cultures. They value research as a critical tool for practice and as a means for ensuring effective, ethical practice within practical and theoretical limitations.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

4.1   Identify current evidence-based assessment, intervention, and prevention strategies and best practices for psychosocial problems faced by individuals, families, groups, organizations, and communities.

4.2   Promote the inclusion of clients' voices and viewpoints in research processes and evaluations.

4.3   Apply critical assessment to existing and developing conceptual frameworks in qualitative and quantitative research, taking note of how these might be impacted by practitioners' personal experiences and affective reactions.

4.4   Organize client descriptive information into a format that allows for efficient retrieval and examination (e.g., progress notes, psychosocial summaries, case records, family system summaries).

Competency 5: Engage in Policy Practice

Advanced Clinical Practice social workers engage in policy practice to identify, critically analyze, and advocate for federal, state, and local policies that support the mental and behavioral health and overall well-being of their clients, particularly the needs of underrepresented and marginalized populations. They understand the interplay among history, policy, and the oppression of marginalized groups. They recognize how policy formulation, analysis, implementation, evaluation, and changes inform and influence their clinical practice. Advanced Clinical Practice social workers are knowledgeable about developments in policy at the federal, state, and local levels that affect marginalized communities and others served by social work. They work at all system levels to ensure policies align with the needs of the individuals, groups, and communities they serve.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

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

5.2   Identify and support developments in policy reform and legislation at the federal, state, and local levels that affect marginalized communities and others served by social work.

5.3   Analyze and interpret organizational policies and programs as they relate to the implementation and delivery of social services, and how personal experiences and affective reactions can impact the process of implementation.

5.4   Advocate for policies serving the needs of underrepresented and marginalized populations.

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

Advanced Clinical Practice social workers engage with individuals, families, groups, organizations, and communities in ways that are culturally responsive and that attend to multiple aspects of identity and intersectionality (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status). Advanced Clinical Practice social workers use engagement to build and deepen relationships with clients and client systems even when perspectives and values between oneself and client differ. Their work employs an overarching focus on self-awareness and humility with attention to diversity and culture as considered through the lens of anti-oppressive practice and intersectionality. They consider issues of

power, race, oppression, and privilege (PROP) in building and conducting their practice. Advanced Clinical Practice social workers are aware of how their personal experiences, biases, assumptions, affective reactions, and positionality can affect their engagement with clients. They employ human behavior and social environment theories and relationship-building principles within a client-centered approach to guide engagement, assessment, and service planning.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

6.1   Engage in preparatory self-exploration to identify personal experiences and affective reactions, values, beliefs, worldviews, and personal and professional identities in relation to power, race, oppression, and privilege (PROP) that can positively or negatively affect the work.

6.2   Recognize and adapt to the unique cultural nuances of clients in one's work and recognize how their own personal experiences and affective reactions may support or interfere with building and sustaining the clinical relationship.

6.3   Apply advanced engagement skills that demonstrate culturally-sensitive and culturally-informed techniques, attend to multiple aspects of identity and intersectionality (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status), and consider issues of power, privilege, and oppression that affect how the work will be understood, approached, and communicated.

6.4   Partialize and prioritize issues in work with clients to break down their concerns into more manageable units that can be addressed more readily.

6.5   Identify and examine on an ongoing basis one's own positionality in relation to the client and environment to maximize the effectiveness and efficiency of providing meaningful services and connection, as well as client dignity.

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

Advanced Clinical Practice social workers capably assess diverse individuals, families, groups, organizations, and communities through case and risk assessment, conceptualization, and formulation that draw on a strengths-based, multi-systemic, and power, race, oppression, and privilege (PROP) perspective. This assessment broadly considers the range of human behavior and incorporates all dimensions of clients' life situations: e.g., developmental stage and life tasks; physical health and illness; ego capacities; differential clinical features; social, economic, and cultural factors; lifestyles; and functional and dysfunctional features of the environment. Advanced Clinical Practice social workers pay attention to the impact of culture, gender, age, values, beliefs, multiple identities, and attitudes on assessment, formulation, and planned change. They understand effective integration of strengths-based assessment, treatment planning, and risk management. They use differential assessment with populations in a range of contexts and understand how various theories and research findings can guide selection of assessment methods. They collaborate with integrated care teams to determine differential diagnoses and care plans as appropriate that will result in the highest benefit to clients and their access to care. Advanced Clinical Practice social workers

continually examine and account for how their own personal experiences, biases, and affective reactions can influence assessment.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

7.1   Identify various dimensions of clients' life situations: e.g., developmental stage and life tasks; physical health and illness; ego capacities; differential clinical features; social, economic, and cultural factors; lifestyles; and functional and dysfunctional features of the environment.

7.2   Recognize how their personal experiences, history, biases, and affective reactions may affect their assessment and decision-making, and work to keep focus on the client's needs.

7.3   Apply advanced assessment and case formulation skills that fulfill their organization's assessment requirements while simultaneously addressing the needs of the client.

7.4   Implement assessments designed to guide selection of effective, appropriate, evidence-based clinical interventions as part of a client's care plan.

7.5   Identify problems and strengths to plan interventions that dually emphasize person(s) and context.

7.6   Identify resources and supports available to the client in the community, organizations, social networks, and the physical environment, and plan how to work with the client to access them.

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

Advanced Clinical Practice social workers use advanced and differentially appropriate intervention skills with diverse individuals, families, groups, organizations, and communities. They intervene with evidence-based approaches to achieve client and constituency goals, within the context of client psychosocial profile, environment, and physical and emotional capacity. Advanced Clinical Practice social workers identify resources and supports available to the client in the community, organizations, social networks, and the physical environment, and work with the client to access them. They effectively integrate a strengths-based approach that uses advanced listening, problem definition, goal setting, treatment planning, and intervention to guide the collaborative relationship with the client. Advanced Clinical Practice social workers understand the theories and/or research of human behavior and social environments that guide advanced clinical practice and can recognize and account for the influence of their own personal experiences and affective reactions that might impact their practice.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

8.1   Balance client interests, capacities, and physical/psychosocial states in promoting clients' informed decisions regarding interventions.

8.2   Synthesize and differentially apply theories and/or research of human behavior and social environments to guide advanced clinical practice, mitigating as needed the influence of their own personal experiences and affective reactions that might impact their practice.

8.3   Apply advanced intervention skills that include a range of evidence-based techniques incorporating unique individual and cultural needs and resources.

8.4   Use advocacy skills as an intervention tool to promote services and policies that benefit marginalized individuals, organizations, and communities.

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

Advanced Clinical Practice social workers understand that practice evaluation with diverse individuals, families, groups, organizations, and communities is an iterative and client-oriented process requiring the application of critical insight to the way programs and practices impact and interact with clinical outcomes as well as environmental factors. Advanced Clinical Practice social workers apply advanced evaluation skills that draw on theory and reflect both qualitative and quantitative methods to monitor and evaluate process and outcome of practice with individuals, families, groups, organizations, and communities. They understand the importance of evaluating risks and benefits of clinical and programmatic interventions to ensure and advance the well-being of their clients and client systems.

Learning Objectives / Behaviors for Advanced Clinical Practice social workers:

9.1   Apply advanced evaluation skills that draw on theory and reflect both qualitative and quantitative methods to monitor and assess impact of clinical and community practice.

9.2   Effectively examine and evaluate one's work with clients and organizations to arrive at a realistic assessment of one's practice strengths and weaknesses.

9.3   Use evaluation to determine the risks and benefits of clinical and programmatic interventions in terms of individual client capacity, relevant environmental systems, and social contexts.

PRACTICUM FOR SPECIALIZED YEAR INTEGRATED PRACTICE AND PROGRAMMING (IPP) STUDENTS

The Integrated Practice and Programming (IPP) Concentration affords the student the opportunity to learn and practice a number of skills in their placement. All students will continue to work clinically with one or more of the following: individuals, families, groups, organizations or communities with the goal of moving the intervention from "Case" to "Cause".

Based on this experience, all IPP students have assignments that include Programming (planning, developing, implementing, evaluating). Program planning and development is the formal process through which human service organizations plan for innovation and growth to meet identified needs of clients, target populations, or community groups. Program planning begins with problem identification or task definition and includes documenting priority needs or gaps in service, specifying goals and objectives, designing a program to meet those needs, gathering resources to support the program, and establishing a system for evaluation of the program.

In addition, IPP students have assignments, as appropriate to the placement site and student interest, in Community Organizing (with clients, communities, committees), Supervision (of volunteers, students, undergraduates), and Administrative Tasks (committee work, report writing, information management, conference planning).

Core Competencies and Learning Objectives / Behaviors Related to Integrated Practice and Programming (IPP) Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Practicum Learning Evaluation Form on the Office of Practicum Learning Practicum Educators webpage:

https://socialwork.columbia.edu/content/practicum-educators

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

Excellent: Performance is exceptional, and the skill is an integrated part of the student's practice

Very Good: Performance is above expectations for students at this level

Good: Performance generally meets expectations for students at this level

Needs Improvement: Performance shows signs of competency, but generally does not meet expectations for students at this level

Unsatisfactory: Performance is unsatisfactory

Competency 1: Demonstrate Ethical and Professional Behavior

Integrated Practice and Programming (IPP) social workers demonstrate ethical and professional behavior by working as advanced practitioners who simultaneously attend to the capacities, potential, and unmet needs of clients, client systems, and groups and communities. They focus on planned change and improvement across system levels, using advanced, integrated, and culturally responsive practice. Integrated Practice and Programming (IPP) social workers are committed to a holistic, ecological approach toward work with individuals, families, groups, organizations, and communities. They understand models of cross-system practice and their links to empowerment and disenfranchisement at multiple levels. Integrated Practice and Programming (IPP) social workers understand how to engage in advanced practice to work with and across various system levels, ranging from individual to global, with a deep understanding of how they relate to the interplay of social and economic assets, problems, and solutions. They understand the ethical and value dilemmas associated with their position as Integrated Practice and Programming (IPP) social workers. These concepts transcend individual relationships with clients to encompass work within organizations and communities and with collaborators from other professions. Integrated Practice and Programming (IPP) social workers are aware of laws and regulations related to their practice, and procedures to ensure ethical use of technology.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

Apply professional use of self as reflected in the NASW Code of Ethics.

Identify and describe their own personal experiences and affective reactions and the impact those have on ethical decision-making in social work practice.

Demonstrate professionalism and respect for client systems and colleagues.

Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.

Behave professionally so as to position themselves as learners and those with whom they work as informants who are the experts about their own lives and situations.

Identify and address the ethical and value dilemmas associated with integrated practice with individuals, groups, organizations, and communities whose interests may diverge both within and across systems and in cultural context.

Adopt an ecological systems perspective when working to address multi-level problems such as organizational structure, client issues, or organizational dilemmas.

Make ethical decisions after careful examination of legal and ethical principles that apply to specific situations encountered in the work.

Competency 2: Engage Diversity and Difference in Practice

Integrated Practice and Programming (IPP) social workers engage diversity and difference in practice by working clinically and programmatically with diverse populations across the life course. They strive to incorporate at the forefront of their practice diversity and attention to difference, not only through awareness but also through actions, selecting culturally congruent programming and

interventions and incorporating a diversity of voices in decision-making processes. Integrated Practice and Programming (IPP) social workers understand how diverse client characteristics (e.g., age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental ability, socioeconomic status) may impact practice across systems. They are able to work with and understand diverse individuals, families, groups, organizations, and communities, regardless of the degree of similarity or difference from oneself. Integrated Practice and Programming (IPP) social workers are aware of how their own personal experiences and affective reactions, and their intersectionality impact practice with diverse populations. They are sensitive to the varying roles played by power, race, oppression, and privilege (PROP) in their own and their clients' lives and how PROP can affect the social resources and services available within a community. They are aware of their unique privileges and powers as professionals and mandated reporters that can play a determinant role for a client, agency, or group of people.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

2.1   Identify and address diverse client characteristics (e.g., age, class, culture, ethnicity, race, country of origin, immigration status, gender, sexual orientation, physical or mental ability, socioeconomic status) that may impact the development and execution of integrated practice at all levels.

2.2   Identify and work within service users' values, beliefs, and worldviews and how they influence their use of human services and programs, including the role these may have had in users' past experiences with institutions that affects their current engagement with services and programs.

2.3   Identify and describe how one's own personal experiences, affective reactions, and intersectionality impact social work within and across the micro, mezzo and macro contexts.

2.4   Work to understand, respect, value, advocate for, and join with people regardless of the degree of similarity or difference from oneself.

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

Integrated Practice and Programming (IPP) social workers advance human rights and social, economic, and environmental justice by adopting an anti-bias, anti-racist lens to their practice across systems, engaging in anti-oppressive practice that recognizes the importance of intersectional identities. They understand the powerful psychosocial forces that maintain patterns of prejudice, ethnocentrism, and discrimination by understanding, respecting, valuing, advocating for, and joining with individuals, families, groups, organizations, and communities who are or have been marginalized and/or disenfranchised. Integrated Practice and Programming (IPP) social workers apply structural analysis in the context of applied practice, understanding the role of power, race, oppression, and privilege (PROP) and the decolonization of social work as they relate to social, economic, and environmental justice and their role in rectifying inequities. They identify strengths and resources to combat injustices and inequalities, and advocate for avenues for positive change.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

3.1   Adopt evidence-based, best practices to secure human rights and social, economic, and environmental justice for clients, acknowledging how issues of power and privilege may strengthen or limit the practices' effects.

3.2   Address the individual and community impact of human, social, economic, and environmental justice violations.

3.3   Apply knowledge of the effects of oppression, discrimination, historical trauma, and environmental injustice to the development, implementation, and evaluation of social services and programs.

3.4   Advocate for, and build capacity for self-advocacy among, clients of underserved groups and communities.

3.5   Work to combat the powerful forces that maintain patterns of prejudice, ethnocentrism, and discrimination.

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

Integrated Practice and Programming (IPP) social workers engage in practice-informed research and research-informed practice by leveraging the use of research methods as well as using practice insights to benefit and support clinical approaches and the development of client programs. They use program evaluation research data and skills to inform practice and add relevant values and effective skills to the roster of services. Integrated Practice and Programming (IPP) social workers use clinically informed data and research practices to advocate for program funding, develop program awareness among relevant governmental and non-governmental agencies, and to estimate and anticipate the scope of program benefits. They identify strengths and limitations of evidence-based and best practices for use across multiple populations and systems. Integrated Practice and Programming (IPP) social workers use practice and research evidence to make recommendations and/or decisions about possible modifications to care plans, programs, or organizational focus.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

4.1   Identify strengths and limitations of evidence-based and best practices for use across multiple populations and systems.

4.2   Identify and describe how social research theory and the social work practice context inform the selection and value of varying data collection methods (e.g., use of clinical interviews, standardized assessment tools, literature reviews, focus groups, surveys, key informant interviews).

4.3   Demonstrate use of practice research knowledge and skills to inform data collection.

4.4   Analyze qualitative and quantitative data gathered through a variety of methods (e.g., intake interviews, key informant interviews, focus groups, community forums, surveys, questionnaires).

4.5   Organize descriptive information into a format that allows for efficient retrieval and examination (e.g., progress notes, psychosocial summaries, case records, family system summaries, focus group reports, community meeting reports, task group or staff meeting minutes).

Competency 5: Engage in Policy Practice

Integrated Practice and Programming (IPP) social workers engage in policy practice by advocating with organizations, communities, and governments for policies and protocols that promote justice, human rights, and anti-oppressive practice. They are aware of how policy impacts many aspects of the lives of individuals, families, groups, and communities, and how social work presence, skills, and values can inform the decision-making process. Integrated Practice and Programming (IPP) social workers collaborate with key community members to articulate community assets and needs. They critically analyze the relationship among diverse stakeholders and constituencies and the impact these have on social policy. Integrated Practice and Programming (IPP) social workers identify and work to dismantle the policies and practices that support structural inequalities and their differential effects. They work to build collaborative inter-professional coalitions and teams that also include client and client system representation to develop, advocate for, implement, and evaluate policies across systems. Integrated Practice and Programming (IPP) social workers understand and leverage their practice skills and experience to inform their work as change advocates. They apply an ecosystems approach to policy as it impacts individuals, families, groups, organizations, and communities within integrated, holistic, social work practice and programming.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

5.1   Critically analyze the relationship among community members, organizational structures, and governmental stakeholders (federal, state, and local) and the impact each has on the development and implementation of social policy.

5.2   Identify and describe the difference between organizational policy and social policy, and the interplay between the two.

5.3   Analyze and interpret organizational and governmental policies and programs as they relate to the implementation and delivery of social services.

5.4   Identify, critically analyze, and advocate for policies serving the needs of underrepresented and marginalized populations.

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

Integrated Practice and Programming (IPP) social workers engage with individuals, families, groups, organizations, and communities with an understanding of how engagement across systems is dynamic and must include acknowledging and challenging established programs and policies that have either historically benefited or harmed the clients and communities in which they serve. Integrated Practice and Programming (IPP) social workers show respect for and understanding of the significance and impact of oppression, discrimination, and poverty on individual, family, and community life when approaching the task of engagement with clients and communities. They employ advanced relational skills as they begin a therapeutic relationship (entry, engagement, discovery). They further understand that personal experiences and affective reactions that impact the relationship of the social worker and client, and between clients and their community and environment, are significant in the process of engagement and maintenance of a professional, healing relationship. This includes acknowledging and addressing multiple aspects of identity and intersectionality and issues of power, race, oppression, and privilege (PROP) that are important to consider in terms of how the work will be understood, approached, and communicated. Integrated

Practice and Programming (IPP) social workers understand how their own positionality, personal experiences, biases, and affective reactions related to the client and environment can impact the effectiveness of providing meaningful service and connection, and they are aware of the need to attend to personal and institutional biases that may impact engagement.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

6.1   Work in a manner that shows respect for and understanding of the significance and impact of oppression, discrimination, and poverty on individual, family, and community life when approaching the task of engagement with clients and communities.

6.2   Engage in preparatory self-exploration to identify personal experiences, affective reactions, values, beliefs, worldviews, and personal and professional identities in relation to power, race, oppression, and privilege (PROP) that can positively or negatively affect the work.

6.3   Describe and address multiple aspects of identity and intersectionality (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) and issues of PROP that are important to consider in terms of how the work will be understood, approached, and communicated.

6.4   Apply advanced engagement and other relational skills using culturally-sensitive and culturally-informed techniques.

6.5   Partialize and prioritize multiple aspects and dimensions of the client situation into manageable units in order to address them more readily.

6.6   Identify and examine on an ongoing basis one's own positionality and personal experiences and affective reactions in relation to the client and environment to maximize the effectiveness of providing meaningful service and connection.

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

Integrated Practice and Programming (IPP) social workers assess individuals, families, groups, organizations, and communities through a strengths-based and person-in-environment conceptual framework that attends to the interplay among capacities, resources, and challenges at the individual, family, group, organization, and community levels. As they assess across levels and systems, they are aware of underlying biases that support individual, structural, and systemic racism and impact the assets available and the needs assessed. Integrated Practice and Programming (IPP) social workers strive for the ability to identify and separate their personal experiences, affective reactions, biases, and understanding of an individual, family, group, organization, or community and engage in active listening to conduct assessment. They approach assessment positioning themselves as learners and those with whom they work as informants who are the experts about their own lives and situations. They conduct community-based needs and assets assessment to inform program planning, development, and implementation, taking into account key clients' and client systems' cultural and contextual factors. Integrated Practice and Programming (IPP) social workers are knowledgeable of the range of tools, skills, and practices available to conduct assessment in practice in ways that are responsive as well as contextually sensitive.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

7.1   Utilize a strengths-based and person-in-environment conceptual framework to inform the information gathering process in a way that attends to the interplay among capacities, resources, and challenges at the individual, family, group, organization, and community levels.

7.2   Conduct assessment with an understanding of the ways in which biological, psychological, developmental, socioeconomic, environmental, and cultural factors as well as issues of power, race, oppression and privilege may affect an individual, family, group, organization, or community.

7.3   Apply advanced community-based needs and assets assessment, program planning, and program formulation skills across system levels.

7.4   Conduct community-based needs and assets assessment to inform program planning, development, and implementation, taking into account key client and client systems cultural and contextual factors.

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

Integrated Practice and Programming (IPP) social workers intervene with individuals, families, groups, organizations, and communities utilizing professional practice and inter-organizational collaboration among providers, governmental agencies, and relevant stakeholders. They intervene across levels and systems by identifying commonalities and differences in assessment, formulation, and planned change across systems, and working within these parameters to create beneficial change. Integrated Practice and Programming (IPP) social workers apply an ecosystems approach to intervention in integrated, holistic social work practice and programming. They understand the reciprocal relationship among case, cause, and function as they emerge in interventions with clients and program implementation and delivery. Of critical importance is their awareness of the historical and current socio-cultural context of practice and programming in areas of social, economic, and environmental justice with populations that have been historically excluded or underserved. Integrated Practice and Programming (IPP) social workers are aware that interventions should be carefully selected considering all the needs and assets among the clients and communities involved and engaging with compassion, empathy, and sensitivity in the delivery of such interventions.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

8.1   Determine appropriate goals for interventions at the individual, family, group, organization, and/or community level.

8.2   Utilize a range of micro- and macro-level intervention skills to support goal achievement (e.g., focusing, educating, advising, representing, responding with immediacy, reframing, reviewing, supporting, negotiating, mediating, advocating).

8.3   Collaborate with various stakeholder groups on interventions to develop, implement, and ultimately increase the likelihood of organizational and/or programmatic change and program development to promote social and economic justice, capacity building, and/or a desired change.

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

Integrated Practice and Programming (IPP) social workers evaluate practice with individuals, families, groups, organizations, and communities by using processes, tools, and instruments that can measure progress and evaluate the effectiveness of an intervention, program, policy, or procedure, in a manner that is client-focused and culturally sensitive. They utilize program evaluation to inform practice and add relevant values and effective skills to the roster of services. Integrated Practice and Programming (IPP) social workers are capable of using self-reflection, supervision, case consultation, and other approaches to evaluate their work, thus benefitting their professional growth and the people and organizations with and for whom they work. They use program and service evaluation to understand the impact and effectiveness of practice on multiple levels, e.g., differential assessment, asset identification, problem definition, goal setting, intervention, practice monitoring, and evaluation.

Learning Objectives / Behaviors for Integrated Practice and Programming (IPP) social workers:

9.1   Seek out and use tools and instruments that can measure progress and evaluate the effectiveness of an intervention, program, policy, or procedure.

9.2   Adapt and use evaluation tools differentially according to needs of diverse clients, groups, organizations, and communities.

9.2   Determine the costs and benefits of clinical and programmatic interventions based on relevant stakeholder input, environmental systems, and social contexts.

9.3   Plan for and implement data collection to provide a means for measuring progress toward goal attainment.

9.4   Apply advanced program evaluation skills using both quantitative and qualitative methods.

PRACTICUM FOR SPECIALIZED YEAR
POLICY PRACTICE (POL) STUDENTS

The Policy Practice practicum stresses preparation for work in policy analysis and advocacy.

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

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

Core Competencies and Learning Objectives / Behaviors Related to Policy Practice Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Practicum Learning Evaluation Form on the Office of Practicum Learning webpage:

https://socialwork.columbia.edu/content/practicum-educators

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

Excellent: Performance is exceptional, and the skill is an integrated part of the student's practice

Very Good: Performance is above expectations for students at this level

Good: Performance generally meets expectations for students at this level

Needs Improvement: Performance shows signs of competency, but generally does not meet expectations for students at this level

Unsatisfactory: Performance is unsatisfactory

Competency 1: **Demonstrate Ethical and Professional Behavior**

Policy Practice social workers demonstrate ethical and professional behavior by engaging in the development, assessment, and critique of policy to uphold social work professional practice, values and ethical standards. They apply professional use of self, attending to one's own personal experiences and affective responses, in policy analysis and advocacy. They use advanced and audience-aware oral and written communication skills in working with individuals, families, groups, organizations, communities, and governments to effect policy change. They understand the importance of collaborating professionally and respectfully with individuals, families, groups, organizations, communities, governments, and colleagues in social work and other professions. They apply advanced critical thinking skills by identifying and analyzing the values and ethics underlying policy choices. These concepts transcend individual relationships with clients and encompass a code of behavior and ethics within organizations and communities, and with collaborators.

Learning Objectives / Behaviors for Policy Practice social workers:

Apply professional use of self in policy analysis and advocacy as reflected in the NASW Code of Ethics, attending to one's own personal experiences and affective responses.

Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and governments.

Effectively engage in the wide range of tasks and responsibilities involved in formulating, establishing, implementing, and changing policy.

1.4   Demonstrate professionalism and respect for individuals, families, groups, organizations, communities, governments, and colleagues in social work and other professions.

1.5   Identify and analyze the values and ethical issues underlying policy choices.

1.6   Engage in the development, assessment, and critique of policy that upholds social work values and ethical standards.

Competency 2:   Engage Diversity and Difference in Practice

Policy Practice social workers engage in diversity and difference in practice by advocating for policies that address oppression, poverty, marginalization, and alienation and promote equity, justice, and wellbeing of diverse groups and populations. They not only take into consideration these forms and mechanisms of oppression and discrimination in policy analysis, but also promote deeper engagement with diverse stakeholders as part of a process aiming to achieve equity, justice, and wellbeing of diverse individuals and populations. Policy Practice social workers understand and appreciate the broad range of personal and group variables (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) that affect social policy. They also engage with diverse stakeholders in promoting policies that these constituencies support and need. Policy practice social workers approach their policy work with individuals, families, groups, communities, and governments with self-awareness and cultural humility. They understand how bias, power, and privilege impact how policy is conceived and implemented.

Learning Objectives / Behaviors for Policy Practice social workers:

2.1   Identify and critically analyze a broad range of personal and group variables (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) that affect the development of social policies.

2.2   Engage with diverse stakeholders in promoting deeper practitioner self-awareness and cultural humility, with an understanding of how personal biases, power, and privilege affect policy practice.

2.3   Advocate for policies that address oppression, poverty, marginalization, and alienation and promote equity, justice, and wellbeing of diverse groups and populations.

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

Policy Practice social workers advance human rights and social, economic, and environmental justice by working in a self-aware, culturally-sensitive manner with diverse stakeholders to develop and advocate for policies that promote equity and counter discrimination and marginalization. To support that work, they understand the historical effects of oppression, discrimination, and economic and social disparities on populations to guide the development and implementation of just social policies. Policy Practice social workers collaborate with diverse stakeholders to advance policy proposals that positively impact vulnerable or oppressed client populations. To ensure they are effective, they provide compelling evidence to policymakers and engage with humility and empathy with clients and client systems to promote social justice.

Learning Objectives / Behaviors for Policy Practice social workers:

3.1   Analyze, design, implement, and/or evaluate policies in a self-aware, culturally-sensitive manner, to promote human rights and social, economic, and environmental justice and to counter discrimination and marginalization.

3.2   Use knowledge of the historical effects of oppression, discrimination, and economic and social disparities on populations to guide the development and implementation of just social policies.

3.3   Use ethical and collaborative strategies with key stakeholders to advance policy proposals that positively impact vulnerable or oppressed client populations.

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

Policy Practice social workers engage in practice-informed research and research-informed practice by using academic research, stories of lived experience, and practice wisdom to identify and assess the effectiveness and impacts of social policies and their implementations. They develop and/or use existing research-based evidence in policy analysis and advocate for policies that research indicates will improve clients' and client systems' well-being. Policy Practice social workers collaborate with key stakeholders to engage in practice-informed research for policy making, program design, and evaluation, through dissemination of research findings to diverse groups and levels of government. They value research as an important tool for long-term and wide-ranging change, and also understand its limitations in the social policy arena.

Learning Objectives / Behaviors for Policy Practice social workers:

4.1   Identify, collect, and analyze data relevant to social problems that can be addressed by social policies, while balancing self-knowledge of how one's own personal experiences and affective reactions can impact data collection and analysis.

4.2   Develop and/or use existing research-based evidence in policy analysis and advocacy.

4.3   Collaborate with key stakeholders to engage in practice-informed research for policy making, program design, and evaluation, through dissemination of research findings.

4.4   Identify and assess the effectiveness and impacts of social policies and their implementations.

Competency 5:   Engage in Policy Practice

Policy Practice social workers engage in policy practice as professionals in the social policy arena, working to formulate, establish, and/or change policies in groups, organizations, communities, and governments. They personally conduct or lead groups engaged in the full iterative range of activities in policy practice: issue identification, information gathering, analysis, policy option development, presenting to policymakers, implementation approval, and evaluation, which includes recognition of the hierarchy of information. They understand policy options within specific political, economic, social, and cultural contexts, and are aware of the impact of their own personal experience and affective reactions in policy practice. Policy Practice social workers recognize the importance of incorporating the perspectives of diverse stakeholders from all systems levels in the creation and advocacy of social policy. They understand the importance of communication with and the dissemination of information to key policymakers and constituents through a range of formats and platforms.

Learning Objectives / Behaviors for Policy Practice social workers:

5.1   Assess the feasibility of policy options within specific political, economic, social, and cultural contexts.

5.2   Incorporate stakeholders' voices and ideas, irrespective of where the stakeholders are, and the impact of their own personal experiences and affective reactions.

5.3   Prepare and effectively communicate policy analysis results and/or proposals with multiple audiences through a range of written and oral formats and media platforms.

5.4   Document and disseminate information to key policymakers about unmet needs and program accomplishments by using research evidence, practice wisdom, and stories of lived experience.

5.5   Effectively negotiate ethical, political, and other contextual issues that shape the development, implementation, and analyses of social policies.

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

Policy Practice social workers engage with diverse individuals, families, groups, organizations, communities, and levels of government in creating and advocating for social policy. They work with policy makers, community constituents, and/or organizations affected by policy in ways that value, respect, and include the expertise, knowledge, and culture of those impacted by policy. Of critical importance from a social work lens is for the Policy Practice social workers to engage policymakers to educate, inform, and advocate in ways that compel a better understanding of the impact of social

policy on the lived experience of diverse individuals, families, groups, organizations, and communities. This also involves deep engagement with key informants to understand the impact of social issues on the community in ways that promote dialogue and collaborative processes.

Learning Objectives / Behaviors for Policy Practice social workers:

6.1   Engage with policy makers, community constituents, and/or organizations affected by policy in ways that value, respect, and include their expertise, knowledge, and culture.

6.2   Engage with diverse clients and client systems in ways that acknowledge and balance how their personal experiences and affective reactions impact their ability to effectively engage with these constituencies.

6.2   Conduct and analyze interviews with key informants about the impact of social issues on the community in ways that promote dialogue and collaborative processes.

6.3   Use multiple digital, written, and verbal communication skills to engage different constituencies, partners, and target audiences.

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

Policy Practice social workers assess the social policy needs and impacts for diverse individuals, families, groups, organizations, and communities. They are able to use their Policy Practice social work experience to develop, select, and conduct assessments using appropriate metrics, analytical methods, and the lived experience of individuals, families, and groups within organizations and communities affected by social policy. Policy Practice social workers are equipped to understand, and communicate to policymakers, how social policies impact individual behaviors, opportunities, attitudes, and living conditions. They understand how to use evidence at the individual, family, group, organization, and/or community levels to understand the impacts of relevant social policies, advocate for changes based on the evidence, and frame options for action with partners and key stakeholders.

Learning Objectives / Behaviors for Policy Practice social workers:

7.1   Incorporate knowledge of how individual behaviors and living conditions are shaped by the impact of social policies in their assessment of diverse clients and client systems.

7.2   Develop, select, and conduct assessments using appropriate metrics, analytical methods, and the lived experience of individuals, families, and groups within organizations and communities affected by social policy.

7.3   Consider and balance their own personal experiences and affective reactions and their impact on their assessment and decision-making skills.

7.4   Assess evidence at the individual, family, group, organization, and/or community levels to understand the impacts of relevant social policies, advocate for changes based on the evidence, and frame options for action with partners and key stakeholders.

7.5   Prepare reports that summarize and analyze collected data and frame options for action.

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

Policy Practice social workers intervene with diverse individuals, families, groups, organizations, and communities by engaging in the full iterative process of social policy formulation. They understand the importance of sustainable solutions to meet the social welfare needs of diverse clients and client systems. They advocate for policy solutions that are informed by evidence, meeting the needs of diverse populations to develop and revitalize social, economic, and environmental assets, and to build community capacity. Policy Practice social workers use their specialized practice skills to communicate findings from policy research into effective and persuasive arguments for advancing social policy. They work with and on behalf of diverse clients and constituencies, and facilitate the participation of diverse individuals, families, groups, organizations, and communities in policy processes. They reflect on their own personal experiences and affective reactions and the impact those may have on policy interventions.

Learning Objectives / Behaviors for Policy Practice social workers:

8.1   Prioritize policy recommendations that create sustainable solutions to meet the social welfare needs of different populations.

8.2   Negotiate and mediate on behalf of diverse clients and constituencies and facilitate their participation in policy processes.

8.3   Translate findings from policy research into effective oral and written communications (e.g., memos, policy briefs, presentations), providing persuasive arguments for advancing social policy.

8.4   Advocate for policy solutions that are informed by evidence, meeting the needs of diverse populations to develop and revitalize social, economic, and environmental assets, and to build community capacity.

8.5   Consider and balance their own personal experiences and affective reactions and their impact on their interventions related to social policy.

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

Policy Practice social workers evaluate policy practice with diverse individuals, families, groups, organizations, and communities by differentially analyzing effectiveness and impacts of social policies for diverse populations. They develop appropriate evaluative strategies, using theoretical and conceptual frameworks to evaluate policy, taking into account how one's own personal experiences and affective reactions influence the evaluation. Policy Practice social workers crucially use principles of micro and macroeconomics in the development, analysis, and evaluation of social policies, drawing on their specialized practice expertise. They also understand advanced quantitative and qualitative data analysis and current technology and resources that inform and enhance policy evaluation across client systems.

Learning Objectives / Behaviors for Policy Practice social workers:

9.1   Apply principles of micro and macroeconomics in the development, analysis, and evaluation of social policies.

9.2   Formulate appropriate evaluative questions that integrate applicable theoretical and conceptual frameworks into strategies to evaluate policy dynamics, processes, and outcomes, balancing that with how their own personal experiences and affective responses influence the formulation of these questions and strategies.

9.3   Demonstrate the ability to use and apply quantitative and qualitative data analysis and current technological applications and resources that inform and enhance policy evaluation.

9.4   Differentially evaluate the effectiveness and impacts of social policies for diverse populations.

PRACTICUM FOR SPECIALIZED YEAR
LEADERSHIP, MANAGEMENT, AND ENTREPRENEURSHIP FOR
SOCIAL JUSTICE (LME) STUDENTS

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

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

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

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

Core Competencies and Learning Objectives / Behaviors Related to Leadership, Management, and Entrepreneurship for Social Justice Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Practicum Learning Evaluation Form on the Office of Practicum Learning webpage:

https://socialwork.columbia.edu/content/practicum-educators

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

Excellent: Performance is exceptional, and the skill is an integrated part of the student's practice

Very Good: Performance is above expectations for students at this level

Good: Performance generally meets expectations for students at this level

Needs Improvement: Performance shows signs of competency, but generally does not meet expectations for students at this level

Unsatisfactory: Performance is unsatisfactory

Competency 1:   Demonstrate Ethical and Professional Behavior

Leadership, Management, and Entrepreneurship for Social Justice social workers demonstrate ethical and professional behavior through analyzing and working to transform how micro, mezzo, and macro systems impact each other and individuals, families, groups, organizations, and communities. They recognize the breadth of leadership and managerial activities and the requisite values, knowledge, and skills that must be demonstrated by human service professionals. LME social workers understand the organizational theories, assumptions, and practices used to address the needs of those who are disenfranchised. This includes advanced knowledge of the essential deliverables of a given organization, including its fiscal, legal, community, and contractual obligations. LME social workers lead change efforts in their organizations, adhering to the ethical and professional standards of the social work profession while working collaboratively with other disciplines and at all organizational levels. This includes specialized knowledge of issues related to human resources development, staff well-being, finances, and the local, state, and federal laws impacting the organization as well as any proposed organizational change. LME social workers also apply advanced critical thinking skills by identifying and analyzing the values and ethics underlying policy choices and they give particular attention to the dynamics of power, race, oppression, and privilege (PROP) throughout systems. These concepts transcend individual relationships with clients and encompass a code of behavior and ethics within organizations and communities, and with collaborators.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

1.1 Demonstrate professionalism and respect for stakeholders, including clients, client systems, colleagues, partners, communities, and organizations, and apply professional use of self as reflected in the NASW Code of Ethics.

1.2 Communicate effectively in oral and written modalities in work with individuals, families, groups, organizations, communities, and colleagues.

1.3 Interact with clients and client systems in a way that positions themselves as learners and those with whom they work as informants and experts on their own lives and situations.

1.4 Develop and critique management functions and service delivery to uphold ethical standards and social work values.

1.5 Identify potential sources of ethical dilemmas in organizational life and strategies for confronting the dilemmas.

1.6 Effectively negotiate ethical, political, and other contextual issues embedded in the design, implementation, and evaluation of management processes, programs, organizations, and/or social services.

Competency 2:   Engage Diversity and Difference in Practice

Leadership, Management, and Entrepreneurship for Social Justice social workers engage in diversity and difference in practice through analyzing and, as needed, working to modify macro social work practice in organizations through an anti-racist lens. They understand the differential core values, norms, and beliefs that may hold explicit and implicit biases against diverse individuals, families, groups, organizations, and communities in different organizational structures (e.g., nonprofit, government, foundations, for-profit). Their professional use of self acknowledges their personal values, norms, and beliefs, and how these relate to their development as professionals aware of the influence of power, race, oppression, and privilege (PROP). Social Enterprise Administration social workers understand the diverse variety of interest groups, affinities, and staff categories within an organization and how they are differentially affected by its power and privilege structure, and by individual factors of diversity such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. They encourage and strengthen the use of self, allowing individuals to integrate their own multicultural perspectives into organizational change decisions.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

2.1   Identify and address issues of diversity and difference (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) that may impact the development and implementation of practices within a social enterprise administration context.

2.2   Consider and address management practices derived from social and structural inequities using a respectful, inclusive perspective.

2.3   Apply culturally appropriate, evidence-based practice and analytical approaches across multiple organizational systems.

2.4   Respect and include diverse individuals and communities in the development and ongoing work of social service programs and organizations committed to social justice.

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

Leadership, Management, and Entrepreneurship for Social Justice social workers advance human rights and social, economic, and environmental justice by analyzing and/or developing tools, strategies, and practices that work towards social justice. They respect, acknowledge, and promote opportunities for marginalized individuals and groups within an organization. They participate in and

often lead the development of anti-bias, anti-racist organizational policies and procedures. Social Enterprise Administration social workers ethically and professionally demonstrate conscious use of self through a power, race, oppression, and privilege (PROP) lens, and understand the structure, dynamics, and pace essential to enable change within organizations to achieve more just systems and outcomes. As part of the critical focus in social work on social justice, Social Enterprise Administration social workers work to dismantle or change core values, norms, and beliefs that may hold implicit and explicit bias within different organizational sectors (private nonprofit, public governmental organizations, foundations, social enterprises, etc.).

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

3.1   Analyze, design, implement, and/or evaluate programs to promote human rights and social, economic, and environmental justice and to counter discrimination.

3.2   Identify and negotiate multiple sources of power including statutory, informational, economic, and political power, and work to make organizational systems equitable and fair with respect to human rights and social, economic, and environmental justice.

3.3   Design and administer social enterprises to combat the systemic oppressive conditions which racism and other forms of injustice cause for individuals, families, groups, organizations, and communities.

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

Leadership, Management, and Entrepreneurship for Social Justice social workers engage in practice-informed research and research-informed practice by identifying and analyzing the theories and models from research that form the bases of contemporary organizational practice. They synthesize and apply theory and research on human behavior and social environments to the development of skills and knowledge essential to innovative LME practice. Adopting social justice and anti-racist lenses, LME social workers make use of research models to help determine best practices for transforming organizational structures that hold explicit and implicit biases. In particular, they look to research and theoretical models that draw on clients' lived experience to identify interventions and services that are most appropriate and beneficial for clients and their communities. LME social workers value and promote client participation and leadership in the research process.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

4.1   Use research-based practice models as well as clients' lived experience to guide development of innovative Leadership, Management, and Entrepreneurship for Social Justice practice.

4.2   Use evidence-based anti-oppression practice in the design, implementation, and management of programs and organizations.

4.3   Analyze theoretical and empirical frameworks that explain the causes and consequences of individual experiences (including the social worker's own personal experiences and affective reactions) and their implications for policy and service delivery.

4.4   Utilize differential cost analyses in conducting make/buy, keep/stop, and expand/reduce decisions, keeping focus on client and community needs and impacts on client systems.

4.5   Partner fully with communities served and with members who serve as leaders in research endeavors.

Competency 5:   Engage in Policy Practice

Leadership, Management, and Entrepreneurship for Social Justice social workers engage in policy practice focusing on organizational-change policies upon which they are best suited to effect change. They understand the roles of policies, structures, and client systems and their impact on organizations and service delivery. Leadership, Management, and Entrepreneurship for Social Justice social workers develop and advocate for policies that are most likely to be productive and effective as they relate to individuals and groups within organizations and communities. They identify, and work to dismantle, policies and procedures which are explicitly and/or implicitly biased and models that might favor or disadvantage some individuals and groups. Leadership, Management, and Entrepreneurship for Social Justice social workers also understand the contradictions and paradoxes that may emerge in social policy work at the individual, family, group, organizational, or community level.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

5.1   Identify and critically analyze the relationships of social policies, organizational structures, stakeholders' interests, and their impact on organizations and social program implementation.

5.2   Attend to and incorporate all stakeholders' voices and ideas during policy formulation, while remaining mindful of the impact of their own personal experiences and affective reactions.

5.3   Identify, critically analyze, and advocate for policies at all levels to serve the needs of underrepresented and marginalized populations.

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

Leadership, Management, and Entrepreneurship for Social Justice social workers engage with individuals, families, groups, organizations, and communities by including clients, client systems, and all levels of staff in organizational structures and change processes and plans. They understand the unique contributions of time, social context, constructed reality, self-knowledge, and positionality within an organization as key to the engagement process. Leadership, Management, and Entrepreneurship for Social Justice social workers recognize the importance of building relationships and facilitating interactions in all areas of social work engagement and across all system levels. They understand how to make conscious use of self in engagement with individuals and groups to encourage and support positive system change for the long term. Engagement is practiced within the organization, with clients and client systems, and with other internal and external professionals that impact those relationships and practices.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

6.1   Demonstrate the ability to engage in a variety of relationships and interactions in all areas of practice (micro, mezzo, and macro) and across all system levels (individual, social, and environmental).

6.2   Engage with staff members, community constituents, and/or organizations and their staff and representatives in a respectful and professionally self-aware manner.

6.3   Discuss legal, policy, and ethical factors to ensure that all potentially relevant factors are covered as critical elements in the development of authentic working relationships (e.g., informed consent, confidentiality, reporting).

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

Leadership, Management, and Entrepreneurship for Social Justice social workers assess individuals, families, groups, organizations, and communities by determining variables within each that contribute to or hinder change in organizations and systems. Using a social justice lens, they design and conduct assessments of the structure, composition, process, and environmental factors that affect organizational and community functioning. Leadership, Management, and Entrepreneurship for Social Justice social workers understand that assessments at the micro, mezzo, and macro levels all must be tailored to and informed by those being assessed. They understand methods for assessment of the organizational change process and realize that a holistic organizational assessment must use a lens of power, race, oppression, and privilege (PROP). They understand the importance of conducting assessments with substantive guidance by community stakeholders rather than by top-down dictates.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

7.1   Assess individual and organizational behavior, adopting social justice standards as their basis for assessment.

7.2   Identify and critically analyze how their personal experiences and affective reactions may impact their assessment and decision-making.

7.3   Design and conduct assessments of the structure, composition, process, and environmental factors that affect organizational and community functioning.

7.4   Adopt effective assessment strategies to recruit and maintain employees.

7.5   Design and conduct employee performance and staff development assessments.

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

Leadership, Management, and Entrepreneurship for Social Justice social workers intervene with individuals, families, groups, organizations, and communities with a focus on change at the organizational level while understanding impact on all levels of staff and client systems. They understand the unique role of organizations in addressing the social welfare needs of clients, systems, and constituencies. Leadership, Management, and Entrepreneurship for Social Justice social workers understand systemic deficits and develop plans for systemic change interventions that will ensure broader societal benefits. They develop staff, teams, groups, coalitions, programs, and

organizations that can address the specific needs of disenfranchised and marginalized individuals and groups. Leadership, Management, and Entrepreneurship for Social Justice social workers intervene to develop and as needed, modify the structure, dynamics, resources, and pace of change to enable equitable, successful, and more just systems and outcomes.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

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

8.2   Adopt social justice approaches to coalition formation to resolve organizational and community problems and achieve positive system change.

8.3   Advance the role of organizations in developing sustainable solutions to social welfare needs to enhance the wellbeing of clients and constituencies.

8.4   Identify initial intervention steps based on the assessment of an organization or community's problems and goals.

8.5   Plan, design, and/or manage social service agencies and enterprises at the individual program level, the organizational level, and the systems level to achieve staff, organizational, and community goals.

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

Leadership, Management, and Entrepreneurship for Social Justice social workers evaluate practice with individuals, families, groups, organizations, and communities, with a focus on understanding organizational impact and effectiveness. They evaluate the efficacy of interventions and programs at the individual, program, and organizational level. Leadership, Management, and Entrepreneurship for Social Justice social workers focus on evaluation of programs, organizations, and systems, in particular their role in combating or perpetuating unequal outcomes for individuals and communities that may be impacted by bias due to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status, etc. They understand these inequities may impact the development, implementation, and evaluation of practices at the program and organizational level, and that a variety of perspectives, voices, and tools may be needed to effectively determine outcomes and impact.

Learning Objectives / Behaviors for Leadership, Management, and Entrepreneurship for Social Justice social workers:

9.1   Describe and use program evaluation knowledge and skills that reflect the profession's social justice lens in partnership with the community being served.

9.2   Create and apply evaluative designs that are relevant to the community served.

9.3   Apply advanced program and organizational evaluation skills.

9.4   Evaluate one's work with clients and organizations to arrive at a realistic assessment of one's cognitive and affective processes and practice strengths and weaknesses, and their impact on both knowledge and skills.

APPENDIX A:
THE CODE OF ETHICS OF THE
NATIONAL ASSOCIATION OF SOCIAL WORKERS

The NASW Code of Ethics is a set of standards that guides the professional conduct of social workers. All social workers should review the full text at the link below and affirm their commitment to abide by the Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English The preamble is replicated below.

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 dual 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.

APPENDIX B:
COLUMBIA UNIVERSITY EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION (EOAA) POLICIES AND PROCEDURES

For information on University policies and procedures including Columbia University's Discrimination & Harassment Policies, Columbia's Complaint, Investigation, Adjudication, and Appeals Procedures, and Interim Title IX Grievance Process, please visit the EOAA website:

https://eoaa.columbia.edu/sites/default/files/content/docs/EOAA-Policies-and-Procedures-081420-Final.pdf

NON-DISCRIMINATION STATEMENT

This statement can be found on the Equal Opportunity and Affirmative Action (EOAA) Policies and Procedures webpage: https://eoaa.columbia.edu/content/non-discrimination-statement-and-policies.

Columbia University is committed to providing a learning, living, and working environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. Each individual has the right to work and learn in a professional atmosphere that promotes equal employment opportunities and prohibits discrimination and harassment. All employees, applicants for employment, students, interns (paid or unpaid), contractors and people conducting business with the University are protected from prohibited conduct.

The Office of Equal Opportunity and Affirmative Action Policies and Procedures ("EOAA Policies & Procedures") are designed to establish a non-discriminatory work and educational environment and to meet relevant legal requirements, including: Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; relevant sections of the Violence Against Women Reauthorization Act; the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, New York State Education and Human Rights Laws, and New York City laws that prohibit discrimination on the basis of certain enumerated categories. The University does not tolerate discrimination, harassment, sexual assault, domestic violence, dating violence, stalking, or sexual exploitation and all such conduct is forbidden by University Policy.

The University strongly encourages those who have experienced, witnessed, or become aware of conduct that violates EOAA Policies & Procedures to come forward promptly so that the University can take appropriate steps to prevent such conduct from occurring in the future and to ameliorate its effects. The University will protect the privacy of those who come forward to the extent possible and permissible by law.

Nothing in EOAA Policies & Procedures shall be construed to abridge academic freedom and inquiry, principles of free speech, or the University's educational mission.

EOAA Policies & Procedures include:

- Columbia University's Discrimination & Harassment Policies: These policies identify conduct prohibited by the University and defines the prohibited conduct. This section also includes the University's Duty to Report and Managers & Supervisors Duty to Report & Act policies, Columbia's Romantic & Sexual Relationship policies, and accommodation policies.

- Columbia's Complaint, Investigation, Adjudication, and Appeals Procedures: This section spells out the complaint, resolution, investigation, discipline, and appeals processes for incidents where University employees or third Parties are accused of misconduct. Conduct that is covered by Title IX will be addressed through the Interim Title IX Grievance Process.

- Interim Title IX Grievance Process: This section describes the interim process that will be used solely for complaints, investigations, adjudication, and appeals of matters where employees or third Parties are accused of misconduct covered by the recently released regulations under Title IX of the Education Amendments Act of 1972 ("Title IX"). Conduct that may violate Title IX includes sexual harassment, sexual assault, stalking, sexual exploitation that constitutes Title IX sexual harassment, dating violence, and domestic violence as defined by Title IX. This conduct must occur in the United States and in an education program or activity of the University. All prohibited conduct not covered by Title IX will be addressed through EOAA Discrimination & Harassment Procedures.

- Appendices: This section includes resources related to the policies and procedures. All University employees are expected to read, understand, and adhere to these Policies. The University provides mandatory and recommended online and in-person training programs and briefings for faculty and staff concerning EOAA Policies & Procedures.

All University employees are expected to participate in required programs and to be knowledgeable about the University's EOAA Policies & Procedures. Requests for workshops and briefings as well as any questions about EOAA Policies & Procedures should be addressed to EOAA. The University provides a variety of resources for individuals who believe they have experienced prohibited conduct and all Parties involved in EOAA investigative processes.

APPENDIX C:
STUDENT FEEDBACK ON PRACTICUM LEARNING FORM

The Student Feedback Form provides an opportunity for students to tell the Office of Practicum Learning about the essentials of their placement experience.

Students are strongly encouraged to reach out to their advisors as soon as possible if they are having difficulties in placement. The Practicum Learning Office's goal is to support students in their practicum experience. At the end of the year, students will have the opportunity to complete a comprehensive evaluation of their practicum experience. Students also complete a survey about their advisor issued by the Office of Advising.

The Student Feedback on Practicum Learning Form will be available on the student's Sonia Portal.

APPENDIX D:
CSSW PRACTICUM LEARNING GOALS

- To actualize the pursuit of advocacy, social and all justices to improve the quality of life for community members.

- To expose students to the principles of social work practice including the commitment to service, self-awareness, diversity, ethics, and professional practice.

- To provide students an in-depth experiential learning experience as they explore the broad practice areas in their work with individuals, families, groups, organizations and communities.

- To acquire and apply advanced practice skills in the work with populations in need.

- To integrate classroom and practicum learning where students will utilize the ecological approach with the populations they are serving.

- To ensure students an educationally sound practicum by working closely with agencies, the Office of Advising, and Student Services.

APPENDIX E:
HELPFUL LINKS

CSSW Student Handbook

https://socialwork.columbia.edu/wp-content/uploads/student-handbook.pdf

Handbook for Student Social Work Reporting

https://socialwork.columbia.edu/wp-content/uploads/2015/06/Process_Recordings_Handbook1.pdf

Code of Ethics of the National Association of Social Workers

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

Office of Advising webpage

https://socialwork.columbia.edu/content/office-advising

Sonia Portal

https://field.socialwork.columbia.edu/SoniaOnline/

Practicum Learning Office webpage

https://socialwork.columbia.edu/content/practicum-learning

Practicum Learning Manual

https://socialwork.columbia.edu/wp-content/uploads/fe-manual.pdf

University Office of Disability Services

https://health.columbia.edu/content/disability-services

Practicum Learning Evaluation Forms – sample only

https://www1.columbia.edu/sec/cu/ssw/practicum/evaluation-forms/

CSSW Academic Calendar

https://socialwork.columbia.edu/about/academic-calendar

Equal Opportunity and Affirmative Action (EOAA) Policies and Procedures

https://eoaa.columbia.edu/sites/default/files/content/EOAA%20Policies%20and%20Procedures%20Updated%20092021.pdf

APPENDIX F:
ADDITIONAL STUDENT SAFETY SUPPORT

University Health Insurance

Each academic year, all registered full-time students must make an insurance selection. They must either confirm enrollment in the Columbia Plan (Columbia University Student Health Insurance Plan) or request a waiver from mandatory enrollment in the Columbia Plan (domestic students only).

Immunization Requirements

All students–in both Online and Residential campuses–must comply with the University's immunization requirements. This year, along with MMR and meningitis requirements, all students must abide by the University's COVID-19 and seasonal influenza immunization requirements. Failure to comply will prohibit enrollment.

Covid-19 Practicum Learning Policies and Guidelines

Students should follow the Columbia University COVID-19 testing requirements, as well as any requirements established by their placement site.

Mental Health and Wellbeing

Students in placement sites are advised to access additional support through Columbia's Counseling and Psychological Services as needed. Additional resources are available through the University's Alice! Health Promotion roster of services.

Non-discrimination statement and policy

Columbia University and CSSW are committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct.

Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Students who feel they may have been harassed or discriminated against in their practicum setting based on race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status may contact the Associate Dean of Practicum Learning, the Director of Practicum Learning, or the Director of Advising.

Gender-Based Misconduct

The Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students are one part of the University's multifaceted approach to eliminate gender-based misconduct from our community, which also includes educational programs; services and resources for those affected by gender-based misconduct; accessible, prompt, and fair methods of investigation and resolution of reports of misconduct; and protections designed to prevent against recurrence. For gender-based misconduct, the University's Equal Opportunity and Affirmative Action office is tasked with investigating complaints of harassment and discrimination involving students.

Additionally, all associate directors of Practicum Learning and Advisors are mandated reporters. All other University employees (faculty and staff) have a responsibility under federal law and University policy to immediately report gender-based misconduct involving undergraduate and graduate students.

These policies are noted in the *Student Policies and Procedures on Discrimination, Harassment, Gender-Based and Sexual Misconduct, and Consensual Romantic and Sexual Relationships* section in the CSSW Student Handbook (see Volume III).

Columbia University Department of Public Safety

Columbia University is committed to the safety and well-being of our students, faculty, and staff. The mission of the Columbia University Department of Public Safety is to enhance the quality of life for the Columbia community by maintaining a secure and open environment where the safety of all is balanced with the rights of the individual. governs policies on campus safety and publishes an annual security report containing information on security policies and crime incidents. The Public Safety Annual Security Report is publicly available online, and printed copies are available at the Public Safety offices on the Columbia University Morningside, Manhattanville, and Medical Center campuses.

Internet Security

Duo Multi-Factor Authentication is required for all logins to Columbia web applications. This gives a higher level of assurances about the user's identity and significantly enhances cybersecurity. In addition, Proofpoint URL Defense (URL rewrite) has been enabled for all email messages that come into Columbia "Lionmail" and CUIT Exchange inboxes, which provides an extra layer of security by blocking access to malicious websites.

APPENDIX G: SONIA

Sonia is CSSW's Placement Management System that maintains information about placements, students, agencies, and supervisors.

Students must have an active UNI to gain access to the Sonia portal, where they can update information, locate information about placements, read FAQs, access helpful documents, and complete required forms.

Sonia training is available throughout the year for students and staff about how to use this effort-saving tool. For more questions or to schedule a group training, contact swpracticum@columbia.edu.

APPENDIX H: OFFICE OF PRACTICUM LEARNING DIRECTORY

Warren K. Graham, LCSW, ACSW, CASAC-M, Associate Dean

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Associate Director	Contact	Field of Practice or Region
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