Welcome to the Columbia School of Social Work Field Education Manual. This manual contains all the information necessary for understanding and successfully navigating the field education program at Columbia School of Social Work (CSSW). Please visit our field education webpage for more information:

https://socialwork.columbia.edu/student-experience/student-services/field-education/

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 behaviors and learning objectives that students will be evaluated upon in their Field Education 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 field education program 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 the Field. The success of that implementation is due to the incredible work of the field 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 STATEMENT

The mission of the Columbia University School of Social Work is to develop leaders in social work practice and research whose work advances professional values, knowledge, and skills through programs and policies that enhance well-being and promote human rights and social justice at the local, national, and global level. We derive this mission from Columbia University's goal to advance knowledge and learning at the highest level and to use that knowledge for human betterment and societal advancement. Recognizing the importance of New York as a global city, the School seeks academic relationships with many countries and regions.

To that end, the School aims to:

- Prepare graduate students for advanced social work practice and professional leadership within a diverse learning environment
- Advance knowledge for effective social work practice and education
- Enhance the well-being of the people and communities of New York City, the nation, and around the world
- Further the goals of the University and the social work profession though collaboration, consultation, and public service

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

- Reaffirm the importance of respectful, meaningful, collaborative relationships as a core element of social work practice
- Strengthen practices, programs, and policies that support and enhance the opportunities, resources, and capacities of people to achieve their full potential
- Prevent and alleviate personal, interpersonal, and societal problems
- Redress conditions that limit human development and quality of life
- Promote human rights, social justice, and respect for human diversity.
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.
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 field practicum, CSSW students train to become clinicians, planners, administrators, policy practitioners, and researchers, within their chosen field of practice.

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

Field education is viewed as a unique partnership between the School and its agencies with the purpose of designing, implementing, and monitoring a sound educational program for students. Through ongoing communication, the agency and School personnel work towards the development of a shared educational philosophy and standards regarding field assignments, field education, and student performance. This partnership is dynamic in its orientation 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 which focus on understanding professional purpose, values, and ethical implications of social work practice; developing knowledge of the multiple frames of reference that reflect the organization and diversity of the profession; developing basic skill in the practice of social work with individuals, families, groups, organizations, and communities; and fostering an appreciation of the role of research for evaluating practice, programs, and service delivery. The second term refines the skills of tuning in, engagement, contracting, assessment, intervention in the ongoing phase, and evaluation.

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

SPECIALIZED YEAR

In the Specialized Year of field education, students select a specialization in one of four areas: Advanced Clinical Practice, Advanced Generalist Practice and Programming, Policy Practice, or Social Enterprise Administration. The choice of the specialization determines the type of specialized year field 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 field 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.

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.

Campuses

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 field requirements are the same for both options whether students choose to move to New York City or study from their hometown. This Field Education Manual applies to all students regardless of campus designation.

Due to Homeland Security's guidelines, all international students must be residential and reside in NY. The number of online classes they can take is very limited. International students must have an in-person placement.

Program Types

Two-Year

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

16-Month Accelerated

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

One Year Residency for Working Professionals

The One Year Residency for Working Professionals offers students who are currently employed in approved human services programs the opportunity to earn the MSSW degree while counting a portion of their employment hours toward the field education requirement. In place of a
generalist year field placement, students enroll in a field education 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 field 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 field education requirement in a four-day per week schedule.

One Year Residency for Working Professionals students requesting to complete their field residency at an agency secured by CSSW will need to complete 28 hours of field 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 MSSW degree beginning as a part-time student and eventually moving to full-time status in their final year. Part-time to Full-time Program students meet the same course and field education 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 Field Education, they must plan to be at their placement site three days per week (21 hours).

**Advanced Standing Program**

This accelerated route to the MSSW degree is available to graduates currently within 5 years of 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 semesters: fall-spring, including 600 hours of field work at one field placement.

**Transfer Program**

Students who have completed a full year of field 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 field education.

**5-Term International Program**

Some international students do not begin field 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 field placement in the spring term following this preparation. The program then continues into the following summer, fall, and spring terms. This program option is not available on the online campus.
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.

Advanced Generalist Practice and Programming (AGPP)
Advanced Generalist Practice and Programming 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.

Social Enterprise Administration (SEA)
Social Enterprise Administration (SEA) 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. Within Health, Mental Health and Disabilities students choose between two primary focuses: social work in health care systems and mental health services.

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. For more information about Fields of Practice, see the Student Handbook.
**Dual Degrees**

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

The field 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 field education. 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 field placement.

Students must apply and be admitted to both schools, and generally complete their course work concurrently with their field placement. For more information on Dual Degrees, please review the [Student Handbook](#).

**International Field Placements**

Occasionally, students with an interest in global social work policy and practice may complete an international field placement during their specialized concentration year of study. Because of the considerable planning involved, placements in agencies outside of the United States can only be completed as a block placement during the second semester of the specialized concentration year. Placements in agencies outside of the United States are not available to students in their Generalist year of study, nor are they available to students admitted to the Advanced Standing Program, nor students admitted on an F-1 or J-1 visa. Interested students should be advised that international opportunities are limited, and are usually planned in cooperation with existing CSSW projects and faculty-led initiatives.

Students with an interest in completing their specialized concentration year field placement in locations outside of the United States are highly encouraged to consult with the Advising Office early in their generalist year to initiate the planning process. Students will then work with the Field Education Department associate director who places students overseas.

Students planning to travel should stay informed of the University's current travel restrictions.
The Field Education Department, under the direction of the Associate Dean of Field Education, is charged with planning, implementing, and evaluating the Field Education program of the School of Social Work.

The Field Education Department 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 field education seminars for field instructors new to Columbia School of Social Work and new to master’s-level student supervision. Field Education staff members work with agencies to enhance communication, mitigate difficulties, advocate for students’ field education and sound social work practice, act as a clearinghouse for information and innovative ideas, and advise on School policy.

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

The Department regularly communicates field education developments with faculty, administrators and community partners. Staff members of the Department serve on standing committees to include the field education perspective. The Department is responsible for suggesting or responding to policy or program changes which affect field education and interpreting these changes to the field education agencies.
The selection of agencies and field instructors for field education training is an important part of the School's educational planning. The Field Education Department carries the responsibility for determining the suitability of each agency for student training and works closely with interested agencies and potential field instructors in this process.

Process and Principles of Selecting Agencies

Potential field placements may be identified in a number of ways. Agencies may request students directly from the Field Education Department. 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 field instructor, the Field Education Department will send a letter acknowledging interest along with a "Placement Request Form." After the agency completes and returns the material to the School, the Director of Field Education will appoint a Field Education staff member to make a formal assessment of the function and services of the agency, possible student assignments, availability of resources for the student, level of practice competence of the field instructor, and special requirements for student placement. The staff member will also interpret school curriculum, Field Education requirements and the School's expectations regarding assignments, supervision, and evaluation. The Agency material and assessment results are forwarded to the Director of Field Education who communicates the decision to the agency. If an agency is accepted to serve as a CSSW field placement, an affiliation agreement is finalized, and information is sent to those field instructors who must attend the Seminar in Field Instruction (SIFI). For more information on this Seminar, see Training of Field Instructors, below.

Criteria for Selection of Agencies

The following criteria are used in the selection of agencies:

- The agency's point of view about training is consonant with that of the School. The agency's orientation and objectives must be educational rather than "apprenticeship."
- There should be a correlation between the practice perspectives of the agency and School so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
- The agency must provide a written description of the agency's program, examples of potential student assignments, the availability of interdisciplinary and collateral work, seminars, and other learning opportunities.
• The agency should provide a range of assignments on an ongoing basis that are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
• The agency must provide the student with the necessary space and facilities, including privacy for interviewing, desk and file space, and clerical assistance.
• The agency will be expected to participate with the School in the development, monitoring, and review of a sound educational program.
• Administrative provision for sufficient supervisory and consultative time for student training is required. Supervisors instructing students for the first time are required to attend a 12-session Seminar in Field Instruction (SIFI) offered by the School.
• The agency agrees that no students accepted by the agency for field placements will be discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status.

Criteria for Selection of Field Instructors

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

• Field instructors must have a Master's degree in social work and at least three years post-master's experience. (CSSW alumni may be granted a waiver to be appointed as field instructor with two years of post-MSSW experience.)
• Field instructors must have interest in and time to fulfill teaching responsibilities of social work trainees.
• Field instructors must demonstrate practice competence or experience in the student's social work method concentration.
• Field instructors should show a willingness to teach in more than one practice modality.
• Field instructors must be familiar with agency policies, programs and procedures and the nature of client needs.
• Field instructors should show a willingness and ability to engage with the School and the student in openly examining issues that may arise in the field setting regarding discrimination and harassment against the student.

Expectations of Field Instructors

The following are expectations of field instructors:

• Field instructors are expected to know of the School's curriculum and practice content and orientation.
• They should have a flexible approach to practice that allows for a range of modalities including work with individuals, families and groups both within the agency as well as outreach to community systems.

• Field instructors should have 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.

• Field instructors must be able to ensure open communication involving the student, field instructor, and advisor.

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

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

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

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

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

Training of Field Instructors

Seminar in Field Instruction (SIFI)

All field instructors supervising for the first time are required to attend a Seminar in Field Instruction course taught by SIFI instructors. Field instructors who have completed a comparable seminar at another School of Social Work may be exempt from this requirement by the Field Education Department. Field 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 field instructors to effectively meet the range of educational responsibilities in their role as supervisors of social work students. This Seminar covers: beginning processes in field education (orientation to the agency and supervision, selection of student assignments); transitioning students into assignments; range and use of student recordings; teaching of concepts and methodology; and evaluation processes. The SIFI course has been suffused with PROP material to ensure parallel learning with students and field instructors.
To receive credit for completion of the Seminar in Field Instruction:

- The field instructor's class participation and written work must demonstrate their ability to meet the administrative expectations for all field instructors as set forth in this Field Education Manual.
- The field 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 2 excused absences, and completing 4 recording requirements.
- The field 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 field 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-field instructor interaction. It should be accompanied by a clear statement of what the field instructor was attempting to do, a self-evaluation of whether these goals were achieved and a follow-up plan.
- Provide a written evaluation that demonstrates mastery of SIFI content and adherence to guidelines set forth in this Field Education Manual.
- Demonstrate awareness of the professional role and adherence to the NASW Code of Ethics.

**Field Instructor Workshops**

For continuing field instructors, the School offers opportunities for training and collaboration such as webinars on specific areas of interest or periodic, jointly planned workshops. Columbia field 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. Field Instructors can receive continuing education credits for their participation.
ROLES IN FIELD EDUCATION

Associate Director

The role of the associate director is to develop agency partnerships, provide instruction and training to field instructors, orient field instructors to field education at Columbia School of Social Work, train students on tenets of social work and preparation for social work practice, and support students in the field 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 field placement process is led and managed by associate directors in the Field Education Department. Associate directors work closely with students to secure and finalize their field 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 field advisor. The advisor considers academics, field education 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 Field Department at an agency, and the person charged with coordinating field placements and assigning field instructors within an agency, is known as the education coordinator. The education coordinator is employed by the agency.

External Supervisor

The External Supervisor role is a combined role of field instructor and advisor. The Field Education Department appoints an external field supervisor to act as both field instructor and advisor to support the student when an agency does not have a licensed qualified professional on staff to fulfill the field Instructor role. An on-site task supervisor must be identified at the agency site when an external supervisor is assigned to a student. (See the 'Task Supervisor' section above for more information.) 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 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. The external supervisor completes the end of semester evaluation for the student and determines the student's grade.
Field Instructor

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

The field instructor is expected to hold 1.5-hour weekly individual supervisory conferences with the student, select appropriate assignments for the student, monitor and coordinate the student's work in the agency, read the student's recorded material prior to conferences, assume responsibility for the student's evaluations, and confer with the student's advisor.

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

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

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 field instructor. The primary field instructor retains all educational teaching functions, and would supervise the student on these assignments.
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 student's academic and field advisor. The advisor approaches the student's education from a holistic perspective, considering academics, field education 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 field instructor, and the agency to meet the educational objectives established for the student's academic and field training experience.

Advisors have regular staff meetings with the Office of Advising and are evaluated by students at the end of each semester.

**Agency Site Visits**

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

**Relationship with the Agencies**

The Field Department establishes and maintains relationships with community partners at agencies to support field instruction. The advisor works with the field 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 Field Education Department. 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 semester 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 field instructor to develop ways to provide them.

**Student Meetings with Advisors**

Advisors meet with students individually at the beginning of the semester and 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 field practicum, and personal circumstances impacting successfully doing the program. Advisors provide resources and guidance about University policies to students.

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

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

If the student is in jeopardy of failing Field Education, 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 field instructor. The Associate Director of Field Education who secured the field placement for the student contributes as a consultant on the PIP process. For further information about the PIP go to, see the CSSW Student Handbook and the Grades section below.

When a student is requesting a change in placement, the advisor assesses the situation and identifies solutions with the field 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 field instructor, the associate director of Field Education who secured the field placement for the student provides the advisor and field 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 (see Student Handbook).
Evaluation of Agencies and Students

Students provide the Field Education Department with their feedback on the field placement by completing a CSSW Field Feedback Survey form at the end of each semester. Students also complete a survey about their advisor issued by the Office of Advising.

At the end of each semester, the advisor assigns the grade (P/F) for Field Education. This is based on the student's performance at the field placement based on the field instructor’s written feedback on the student’s end-of-semester evaluation form, submission and review of process recordings, reflective journals, engagement in advising seminars, and individual meetings. (See The Field 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 field placement options.
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 field education 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 field education 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 field education.
THE PLACEMENT PROCESS

The Field Education Department is responsible for securing field 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 field instructors, and other information that might be helpful to the Department in securing placements for students. This information is entered into our field placement data management system, Sonia. (See Appendix G for more information about Sonia.) Field placements are finalized in Sonia from January until September.

The School uses different procedures to place generalist and specialized year students.

Generalist year students submit a resume and a Generalist Year Placement Form to the Field Education Department. Every effort is made to ensure students are provided field placement learning opportunities that meet their educational needs and the agency sites’ requirements. Interviews are required. Special attention is given to broadening the incoming students’ experiences.

The Field Education Department actively engages specialized year students in planning their field education placement. Each spring, the Department holds a Placement Planning Event where generalist year students moving into their specialized year meet representatives of agencies who present the placement opportunities they have for specialized year students. Additionally, current specialized year students share information about their field education experience to provide a student’s perspective.

The Field Education Department, Office of Advising, Office of Career Development, advisors, and agency representatives host a number of panel presentations to better inform students of methods and fields of practice. The planning event is followed by group meetings that explain program options to students, and suggest how they might go about investigating a field education placement choice. Students consult with their advisors, and are encouraged to talk to other faculty, students, and the field department staff to find out which placements will most likely meet their interests. Students submit a Specialized Year Placement Form and updated resume. They also select agencies from a list as examples of where they would like to complete their specialized year field placement. Working with these variables, the Field Education Department finalizes the placements and notifies students and agencies throughout the field placement process.
STUDENTS IN THE FIELD

Orientation of Students in the Field

Field Education Orientation at CSSW

The Field Education Department participates fully in Orientation Week. During orientation, the Field Education Department informs students about the role of social work, the agency's function, clients' needs and perceptions; the nature of field training and field education; and field education policies and student's rights in their field education placement and in the School.

The Office of Advising hosts an additional orientation prior to the beginning of Field placement. "Preparation for Practice," the first advising seminar, provides students with an overview of the skills necessary to begin social work practice.

Students must independently complete the Child Abuse Reporting Exam, known as CARE, that is the mandatory training on child abuse identification and reporting required for licensure.

Orientation at the Agency

Student orientation at the agency is important during the beginning weeks of field education; it is both encouraged and supported by the Field Education Department.

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

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

Student Arrival at the Agency

Students are instructed to arrive at the agency at 9:00 a.m. on the first day of field education. Field instructors are expected to greet them upon their arrival. If this time is not suitable, the agency should notify the Field Education Department 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 field instructor on the first day in placement.

Students may be invited to visit the agency prior to the first day of field education.

Students may be required to complete the same clearances as the agency staff, including but not limited to: 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.

Field Assignments

It is the School's educational philosophy that students need to begin a specific assignment early in their field placement, since this serves as the crux of their learning. 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 field teaching grows. The kinds of assignments that the field instructor selects directly affect the quality of education provided to the student and the degree to which the student can meet the service needs of clients.

Assignment Development

After meeting the student, the field instructor should select appropriate assignments for them and thoroughly prepare the student for the first contacts.

Preparation of Students for their Assignments

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

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 a week so that students will have sufficient time for the needed practice experiences.

At full workload, students should spend the following range of time in each activity. For specialized year students, the category Practice Assignments includes those activities appropriate to their chosen Advanced Practice Method Concentration. 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)

<table>
<thead>
<tr>
<th>Practice Assignments</th>
<th>12-16 hours$^1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Supervision (minimum of 1.5 hours) or mix of Individual (minimum 1 hour) and Group Supervision</td>
<td>2 hours</td>
</tr>
<tr>
<td>Recording</td>
<td>1-2 hours$^2$</td>
</tr>
<tr>
<td>Staff meetings, seminars, team conferences, group supervision, in-service trainings, etc.</td>
<td>4-6 hours</td>
</tr>
</tbody>
</table>

$^1$ 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.
Early in the academic year, students and their field 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. (See Evaluation, “Learning Outcomes” in this manual.)

**Overview**

During the first three weeks of Field, as part of supervision, students and field 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 Field Education Manual that describe the appropriate assignments expected for each student according to their year and method. (See Evaluation, “Learning Outcomes” in this manual.) The manual also describes minimum standards for supervision and suggests several options for recording. Use the manual fully in developing the Education Plan for Field.

Since the Plans are due to advisors by the third week after the student begins their field placement, they should serve students and field 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 field instructor's and the agency's willingness to develop and adhere to an instructionally appropriate Education Plan, the Field Department can ensure the continued appropriate use of a particular field site.

**Plan Implementation**

Early in the student's field placement, the Department sends an email to the student and field instructor with directions pertaining to the Education Plan. The Education Plan is designed as a fillable form which, after completion and signatures, is reviewed by the Advisor.

The six areas set forth below should be covered in discussions between the student and the field instructor. The student, based on these discussions, will write up the Education Plan, which will then be reviewed by the field 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 final document will be filed with the Field Education Department.
Plan Format

The top portion of the Education Plan asks for the Student Name, Semester, Year, Direct Practice or Advanced Practice Concentration, Agency Name, Field Instructor Name, Field Instructor Email, Advisor Name, and Advisor Email. At the bottom, it asks for three signatures (student, field instructor, and advisor).

Develop the bulk of the Education Plan using the following outline.

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 Field Education and Educational Planning, "Assignments"; and Evaluation, "Learning Objectives" specific to the student's Advanced Practice Method Concentration, in this manual.) Describe the types of clients, the options for interventions, the expected duration of service, and the opportunities to self-evaluate the work. Include anything in this section that is unique or particular about your setting that must be 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

Include a description of the field instructor. (See Criteria for Field 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 field instructor or task supervisor, describe that person and be specific about their qualifications, range of responsibility and availability.
Group Supervision

Some agencies provide regularly scheduled group supervision to students. The interchange with others that this model of supervision provides can be very useful in expanding the student's learning of practice. We particularly encourage agencies that have several students in placement from our or other schools to provide opportunities for them to meet together. Students can learn about other programs and the range of clients' needs in their agency. The opportunities for teaching areas of practice such as contracting, assessment, differential interventions and modalities are greatly expanded when students can present their work to one another or in similar exchanges with staff. If group supervision is offered it can be a supplement to one hour of weekly individual field 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 field instructor when they are not on site. Explain the agency policy on student responsibility for making up any hours of placement which are missed.
Recording Expectations

From an educational perspective, recording is viewed as a major learning tool. It also serves as a form of accountability and should help students improve their provision of service and organize their work. All students are expected to write curriculum-appropriate records throughout their student training. Field instructors may designate some variations in recording expectations, based on student learning needs or agency requirements. However, the School provides overall parameters for its recording expectations for students in the field. The Field Education Department provides all students and advisors with a separate manual entitled Handbook for Student Social Work Recording.

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

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

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

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

Types of Recordings

Please see the Handbook for Student Social Work Recording.

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

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, 2021); a description in chronological order of what happened in the interview/meeting including actions, observations, interaction, and select dialogue; and a section on the student's own reactions, impressions, assessment, questions, and/or future plans.

**Reflective Journal**

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

**Program Assessment File**

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

**Summary Records**

Many agencies have their own formats for intake, bio-psycho-social, transfer (closing or periodic) and progress summaries. 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.

**Use of Records**

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

After students are comfortable in their field setting, some may use tape or video recordings with the permission of clients and field 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.
RESPONSIBILITIES OF THE AGENCIES

It is the responsibility of the agency's education coordinator or field instructor to inform the advisor and assigned associate director of any changes in field 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 field 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 field instructor from the agency for more than one week
- Student absences for more than three days per term

Transportation and Reimbursement

The agency is required to reimburse students for travel expenses incurred to complete field education assignments (e.g. if a student uses a personal vehicle to visit multiple sites within a day). In no instance may students use their own vehicle to transport agency clients. Students may, if they have the appropriate license, drive the agency-owned vehicle.

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

Home Visits

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

Labor Disputes

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

Dress Code

CSSW students must adhere to the same dress code that is required of agency staff, including, but not limited to, dress, tattoos, and/or piercings.

Open Identification of Student Status

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

Student Services to Clients

While on field education assignments, CSSW students will serve any client served by the field education agency. No student may refuse an assignment to serve a client. Any student who feels that they will experience difficulty on a field education assignment because of a client's diagnosis, personality, characteristics, or disability is encouraged to discuss such concerns with their field instructor and advisor, if necessary.
RESPONSIBILITIES OF THE SCHOOL

**Insurance**

All students registered for field education are covered in their field 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 field setting based on race, color, age, national origin, religion, gender, sexual orientation, disability or veteran status may contact the Associate Dean of Field Education, the Director of Field Education, 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.

**Students Experiencing Difficulty in the Field**

Students who experience difficulty in the field are encouraged to reach out to their field 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, field instructor and advisor meet to identify the issue and create a solution. The associate director of Field Education will be notified about the concern and outcome.

When a field instructor has attempted to work with a student around a set of practice and learning issues and has seen little progress in resolving them, they should contact the advisor immediately. The advisor will intervene with both the student and field instructor, sometimes jointly, to clarify the problem and suggest ways to resolve it.
If the problem continues, the advisor is encouraged to bring the matter to the associate director of Field responsible for the agency at which the student is placed. If there is no resolution at that level, then any and all problems should be brought to the Director of Field Education and/or the Director of Advising.
Field Education Schedule (Days and Hours)

Field education placements are usually made for three eight-hour days, less an hour for lunch or dinner, for a total of 21 hours per week. Mondays and Fridays are generally reserved for field education for all students. One other full day is scheduled based on the requirements of the agency and the class schedule of the student. Typically, all first-year students are in Field on Monday, Tuesday, and Friday; and second years are in Field on Monday, Thursday, and Friday. Alternative field education schedules or hours must be approved by the Field Education Department through the advisor. Students may not change their regularly scheduled field hours without the written authorization of their advisor. Students must make up any time falling below the required hours due to unexcused holidays, illness, or emergencies. See "Required Total Hours for Students" 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 Field Education.

Required Total Field 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 field education in January and complete their generalist year of field education 3 days per week during Spring and Summer semesters. 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 field education requirements in either four (4) days a week in extended Fall and Spring terms, or three days a week in extended Fall, Spring and a modified Summer term. 900 hours of field education must be completed to satisfy degree requirements.

Dual Degree and Minor program students also complete 21 hours of field education per week, 300 hours each term for a four-term total of 1200 hours.
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 field placement. The program then continues into the following summer, fall, and spring terms for a four-term total of 1200 hours.

**Evening Hours**

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

**School, Agency, and Religious Holidays**

Students do not attend field education on agency holidays but do attend on some school holidays (e.g., Election Day) if their agency is open on their usual day in the field. During winter and spring breaks (one week each) and the November holiday (Thursday and Friday), students do not attend field education.

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

**Student Absences Due to Illness**

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

**Prolonged Absences**

Should it become necessary for a student to be absent from Field for a period that exceeds three weeks (or nine days) consecutively, an assessment will be required to determine the impact of these absences on the educational requirements/contract of consistent participation in Field and the ability to return to Field.
**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 Field Education Department and advisor immediately of 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 field 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 field instructor and the student in deciding how the work should be completed.

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

Process

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

Every student should have a mid-term oral evaluation conference and a written evaluation at the end of each term. No student is to be requested to write their own evaluation. The writing of the evaluation is the responsibility of each field instructor, who will appropriately ask for student input and have an evaluation conference before, or at, the time it is finalized.

Purposes

The major purposes of an evaluation follow:

- It provides an opportunity for the student and field 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 field 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 Field each term. The field instructor is expected to set aside a part of the regularly scheduled weekly conference during one of these weeks for this oral evaluation. The student should be notified in advance so they can prepare for the conference as well. It is a time for the student and field 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 field instructor should share the initiative in evaluating performance. Assessments should be supported by practice illustrations and conference notes. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference.
End of Term Written Evaluation

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

Please use the appropriate Form and refer to the relevant criteria for each end-of-term evaluation. The Table of Contents gives page numbers for criteria, listed by concentration and term. Field Education Evaluation Forms for each Year and Specialization are available on the Field Education Department webpage at: https://www1.columbia.edu/sec/cu/ssw/field/evaluation-forms/.

The Form is a checklist. It does, however, provide ample room for, and does require 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 field instructor. It is educationally essential that we provide students with a thorough and complete evaluation of their Field Education Course.

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

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

Field 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.

Due Dates

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

Field is a course that is graded 'Pass' or 'Fail'. A student achieves a grade of 'Pass' by meeting the required performance criteria outlined in this manual and in the student's field placement Performance Improvement Plan (if applicable), 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). 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 field instructor.

Field Education Grading Policies

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

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

When the student unilaterally withdraws from field education. Any student who withdraws from Field without following the official process will receive a grade of "UW" (unofficial withdrawal) in Field Education for the semester.

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

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

An assessment may be made by the advisor, Field Education Department, and field instructor about replacing the student in an alternative field education agency or setting. Replacement is used as a last resort to ensure that students have sufficient opportunities to succeed in field education when it is the judgement of the Field Education Department, the student’s advisor, and the field instructor, that student performance problems are due in part to a mismatch between the student and the agency.

NOTE: Professional termination from an agency requires communication with student, advisor, field instructor, and Field Education Department. This communication may be in the form of a three-way meeting, phone conversation, or email. The purpose of the meeting is to discuss all the attending issues, and, if necessary, develop a plan for professional termination from the student's work in the agency.
When a student receives a failing grade, the student will be required to contact the Director of Advising to discuss academic planning. The student has the right to appeal. See Student Handbook for the appeals process.
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 field 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.
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 curriculum, each of the nine competencies are further broken down into specific Behaviors. These behaviors represent basic learning areas that all students are expected to accomplish during their Field experience.

For example:

Competency 1: Demonstrate Ethical and Professional Behavior

- Behavior 1
- Behavior 2

Competency 2: Engage Diversity and Difference in Practice

- Behavior 1
- Behavior 2
- Behavior 3

In the Specialized Year curriculum, students choose from among four available advanced practice method concentrations: Advanced Clinical Practice, Advanced Generalist Practice and Programming, Social Enterprise Administration, and Policy Practice. They continue to develop
expertise within the same nine core competency areas as above. Additionally, the competencies are defined by a set of advanced behaviors that are specific to that concentration.

For example:

Advanced Clinical Practice

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

- Advanced Clinical Practice: Behavior 1
- Advanced Clinical Practice: Behavior 2

**Competency 2:** Engage Diversity and Difference in Practice

- Advanced Clinical Practice: Behavior 1
- Advanced Clinical Practice: Behavior 2

**Assessment of Student Competency (Field Instructors, Advisors)**

Competency behaviors in the Field are measured by field instructors. Field instructors design the student assignments and measure a student’s demonstrated achievement of each behavior afforded by the assignments. Field instructors rate each student on each behavior as Excellent, Very Good, Good, Poor, Unsatisfactory. In some cases, Not Assessed will be the rating if the placement did not afford the student the opportunity to practice a particular behavior.

Field 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 field instructor. See the *Handbook of Student Recording*. At the end of every term, the field instructor measures student progress on each of the applicable learning objectives or the behavior in which it is categorized and also provides an overall holistic, integrated impression of the student's progress.

Because of this serious educational responsibility to both teach and measure progress in skill acquisition, field instructors are required to complete the Seminar in Field Instruction (SIFI) described above. After completing the Seminar, field 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 field instructors are teaching and students are learning. Student Evaluations in Field are prepared by field instructors and then reviewed by advisors before they are accepted by the Field Education Department.
It should be noted that student progress in the behaviors is also measured by the advisors who meet with the students in an advising course, 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, field instructors who do not take the evaluation process seriously, or do not provide adequate documentation to support their evaluation of the student's acquisition of skills and knowledge, 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 field instructor.
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 Behaviors Related to Direct Practice Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Field Education Evaluation Form on the Field Education Department webpage:

https://www1.columbia.edu/sec/cu/ssw/field_evaluation_forms/

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

**Not Assessed**: Assignment did not provide an opportunity to demonstrate the behavior

**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.

Behaviors for 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.

Behaviors for 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.

Behaviors for 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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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.

Behaviors for 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.

Behaviors for 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.

Behaviors for 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.

Behaviors for 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.

Behaviors for 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.
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 the placement opportunities in the Field. In class students learn a variety of counseling and therapy models, as well as specific interventions, which they are then, as appropriate to the site, instructed to implement with clients.

Core Competencies and Behaviors Related to Advanced Clinical Practice Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Field Education Evaluation Form on the Field Education Department 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
- **Not Assessed**: Assignment did not provide an opportunity to demonstrate the behavior

**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.

Advanced Clinical Practice social workers:

1.1 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.

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.

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.

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.

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.

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.

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.

**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.

**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
ADVANCED GENERALIST PRACTICE AND PROGRAMMING
(AGPP) STUDENTS

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

Based on this experience, all AGPP students have assignments that include Programming (planning, developing, implementing, evaluating). 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, AGPP students have assignments, as appropriate to the Field site and student interest, in Community Organizing (with clients, communities, committees), Supervision (of volunteers, students, undergraduates), and Administrative Tasks (committee work, report writing, information management, conference planning).

Core Competencies and Behaviors Related to Advanced Generalist Practice and Programming Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Field Education Evaluation Form on the Field Education Department 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 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

Not Assessed: Assignment did not provide an opportunity to demonstrate the behavior

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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 Advanced Generalist Practice and Programming social workers. These concepts transcend individual relationships with clients to encompass work within organizations and communities and with collaborators from other professions. Advanced Generalist Practice and Programming social workers are aware of laws and regulations related to their practice, and procedures to ensure ethical use of technology.

Advanced Generalist Practice and Programming social workers:

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

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

1.3 Demonstrate professionalism and respect for client systems and colleagues.

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

1.5 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.

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

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

1.8 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

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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.

Advanced Generalist Practice and Programming 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 advanced generalist 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

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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.

Advanced Generalist Practice and Programming 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**

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming social workers use practice and research evidence to make recommendations and/or decisions about possible modifications to care plans, programs, or organizational focus.

Advanced Generalist Practice and Programming 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**

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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.

Advanced Generalist Practice and Programming 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**

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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.

Advanced Generalist Practice and Programming 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

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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.

Advanced Generalist Practice and Programming 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

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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.

**Advanced Generalist Practice and Programming 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**

Advanced Generalist Practice and Programming 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. Advanced Generalist Practice and Programming 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.

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

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

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

**Core Competencies and Behaviors Related to Policy Practice Skills and Knowledge**

These Core Competencies and related Behaviors are organized to match the Student Field Education Evaluation Form on the Field Education Department webpage:

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

**Not Assessed**: Assignment did not provide an opportunity to demonstrate the behavior
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 and the field's 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.

Policy Practice social workers:

1.1 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.

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

1.3 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.

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.

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' wellbeing. 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.

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.

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.

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.

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.

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.

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

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

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

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

Core Competencies and Behaviors Related to Social Enterprise Administration Skills and Knowledge

These Core Competencies and related Behaviors are organized to match the Student Field Education Evaluation Form on the Field Education Department 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

**Not Assessed**: Assignment did not provide an opportunity to demonstrate the behavior

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

Social Enterprise Administration social workers demonstrate ethical and professional behavior through analyzing and, if needed, modifying how micro, mezzo, and macro systems impact each other and individuals, families, groups, organizations, and communities. They recognize the breadth of managerial activities and the requisite values, knowledge, and skills that must be demonstrated by human service leaders. Social Enterprise Administration social workers understand the organizational 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. Social Enterprise Administration social workers lead change efforts in their organizations, adhering to the ethical and professional standards of the field 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. Social Enterprise Administration social workers also 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.

Social Enterprise Administration 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**

Social Enterprise Administration 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.

Social Enterprise Administration 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**

Social Enterprise Administration 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.).

Social Enterprise Administration 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**

Social Enterprise Administration 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 Social Enterprise Administration practice. Adopting social justice and anti-racist lenses, Social Enterprise Administration 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. Social Enterprise Administration social workers value and promote client participation and leadership in the research process.

Social Enterprise Administration social workers:

4.1 Use research-based practice models as well as clients' lived experience to guide development of innovative Social Enterprise Administration 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

Social Enterprise Administration 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. Social Enterprise Administration 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. Social Enterprise Administration social workers also understand the contradictions and paradoxes that may emerge in social policy work at the individual, family, group, organizational, or community level.

Social Enterprise Administration 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 one's 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**

Social Enterprise Administration 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. Social Enterprise Administration 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.

Social Enterprise Administration 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**

Social Enterprise Administration 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. Social Enterprise Administration 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.
Social Enterprise Administration 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

Social Enterprise Administration 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. Social Enterprise Administration 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. Social Enterprise Administration 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.

Social Enterprise Administration 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**

Social Enterprise Administration 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. Social Enterprise Administration 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.

Social Enterprise Administration 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.
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.
All active Columbia University School of Social Work field instructors who have completed the Seminar in Field Education (SIFI) are eligible to receive Academic Appointments. Those who are instructing field education, having completed the SIFI, are assigned the title Lecturer.

The social worker who coordinates a comprehensive student program (for multiple students), known as the Education Coordinator, is assigned the title of Lecturer.

An Academic Appointment enables one to secure a Columbia University identification card which gives access to the Columbia University facilities, including the Library (in person and electronically) and gym (fees apply) and affords one a discount (of 10%) at the Columbia Bookstore.
APPENDIX C:
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.
The Feedback Form provides an opportunity for students to tell the Field Education Department about the essentials of their field experience.

Students are strongly encouraged to reach out to their advisors as soon as possible if they are having difficulties in the field. The Field Department's goal is to support students in their field education experience. At the end of the year, students will have the opportunity to complete a comprehensive evaluation of their field experience. Students also complete a survey about their advisor issued by the Office of Advising.

The Field Education Feedback Form will be available on the student's Sonia Portal.
Goal 1. Prepare graduate students to be competent, ethical advanced social work practitioners.

Objectives:

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

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

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

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

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

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

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

CSSW Student Handbook

Handbook for Student Social Work Reporting

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/student-experience/student-services/advising/

Sonia Portal
https://field.socialwork.columbia.edu/SoniaOnline/

Field Department webpage
https://socialwork.columbia.edu/student-experience/student-services/field-education/

Field Education Manual

University Office of Disability Services
https://health.columbia.edu/content/disability-services

Field Education Evaluation Forms
https://www1.columbia.edu/sec/cu/ssw/field/evaluation-forms/

CSSW Academic Calendar
https://socialwork.columbia.edu/about/academic-calendar

Equal Opportunity and Affirmative Action (EOAA) Policies and Procedures
Sonia is CSSW's Field Placement Management System that maintains information about field placements, students, agencies, and supervisors.

Students and Field Instructors must have an active UNI to gain access to the Sonia portal, where they can update information, locate and add to information about placements, read FAQs, access helpful documents, and complete required forms.

Sonia training is available throughout the year for students, staff, and field instructors on how to use this effort-saving tool. For more questions or to schedule a group training, contact swfieldeducation@columbia.edu.
The Field Department Staff Directory can be accessed on our website: Field Department Staff Directory

Email: swfieldeducation@columbia.edu
Office: 212-851-2307
Webpage: Field Education Department

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