

Columbia University School of Social Work

Placement Planning Book 2009

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK

Field Education Department

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To: Students and Advisors

From: Cheryl Franks, Ph.D
Assistant Dean, Director of Field Education

Re: Second Year Placements

Welcome to the Placement Planning Book. This booklet contains a paragraph description on each of the placements available **today** for second year students. They are arranged in alphabetical order and each description is followed by a code describing the Method(s) and Field(s) of Practice that are available at that site. Look at the explanation of the Method Codes and Field of Practice Codes at the top of page one of the listings.

Several projects are highlighted and can be found in the main section of the alphabetical listings. These include faculty-driven projects such as the Evidence Based Practice Project with Professor Ellen Lukens, the Hartford Partnership Program for Aging Education with Professor Vicky Rizzo, The Columbia Population Research Center project with Professor Irwin Garfinkel, the Trauma-Focused Cognitive Behavioral Therapy for Children project with Professors Kathy Shear, Ellen Lukens, Mary Sormanti, Marion Riedel and Peggy O'Neill, as well as a project at Memorial Sloan Kettering Hospital.

Please go online to access this book electronically. When you do you will be able to view the listings by Method, by Field of Practice, by geography, etc. Please go to:

<http://socialwork.columbia.edu/planbook/>

We look forward to seeing you at the Placement Fair on Monday, March 2nd at 9 o'clock at Roone Arledge Auditorium in Lerner Hall. The next day, March 3rd, you will be able to go online and look up the names of the second year students who are placed at some of the agencies you are exploring. You will be able to email them directly. And I encourage you to use the Associate Directors of Field, who know these agencies well, to give you the additional information you need. They will be available as much as possible between the day of the Fair and the day your second year selection forms are due, Friday, March 27th.

Selecting a Second Year Placement

Now is the time to think about your second year placement. For many students this is a confusing time. How do you find out about "good" placements? Who do you listen to: friends, field advisors, practice teachers? Some students have expectations about what a particular agency will be like. If these expectations don't match with reality, their second year can be a disappointment.

To help students navigate the many variables involved in choosing a second-year placement, the Department of Field Education publishes this Manual, and hosts the Placement Fair. Associate Directors are also available to answer questions about particular placements. *After* the Fair, they will post appointment sign-up sheets next to their offices or on their doors.

We suggest that before considering any particular agency, you "take stock" of your own educational needs and interests. Think about two central questions:

- What do YOU need to learn?
- Under what conditions do YOU learn best?

The questions below lend themselves to a personal educational inventory. Take the time to answer them carefully, then read the agency listings and talk with your advisor with a view toward identifying which agencies best meet YOUR PARTICULAR LEARNING NEEDS.

Questions Related to Populations and Services Offered

1. What do I need to learn more about in terms of client population?
2. Do I need exposure to a diversity of ethnic groups or presenting problems or ages?
3. Do I need to focus on one particular population with particular needs?
4. Do I need more experience with brief crisis work or planned short term treatment or longer term work or would I prefer a mix?
5. In what modalities do I need greater skills—group work, individual work, family work, program planning, research or community organizing?
6. In what modalities do I have the most interest? Am I clear about what method I have chosen?
7. How good are my skills in the delivery of concrete services?
8. How good are my skills in the delivery of interpersonal services?

Questions Related to Agency Structure and Assignments

1. Do I learn best in small, informal, family-like settings or do I function better in large, more formal bureaucratic ones?
2. Do I prefer to work in a setting in which social work is the only discipline, or in a multi-disciplinary setting?
3. How important is it for me to have the support of other students in a field placement?
4. Do I learn best in a structured environment or one in which there is less structure, but lots of opportunities to be creative?
5. Do I most enjoy a slow-paced environment or a crisis oriented, quick-paced setting?
6. Do I learn best in settings with a great deal of collaborative work with other disciplines, a team, or other agencies?
7. Would I feel comfortable in an agency where social workers are not primary therapists?
8. Would I learn as much by working mostly in conjoint or co-therapy situations?
9. Do my skills and personality fit well with a high-powered agency with a "name"?

Questions Related to Field Instruction

You can ask questions about specific field instructors, but staff often leave or change plans so the field instructors in any agency may not be the same next year. Therefore, questions about how you learn best are important.

1. Are there particular instructional styles which make it difficult for me to learn?
2. What methods of teaching have most benefited my learning? (e.g., role play, videotaping, line-by-line reading of process recording)
3. How important to my learning is access to other social workers, seminars, etc.?
4. How important to my learning is the interchange with other students received in group supervision?

Other Factors

1. Geography—Many students make specific requests according to geography. While travel time is important, try to assess how flexible you can be given your learning needs. To get the exact type of placement that is educationally the best, you may have to travel.

2. Stipends—A few agencies do offer stipends. Federal Work Study monies are available in most settings, if you qualify for financial aid. You can find out whether you qualify from the Financial Aid Office.

As you talk to people representing agencies at the Fair, please think about and/or ask some of these questions to help focus you on your learning needs.

Fields of Practice

Social Work is a wide-ranging profession that addresses many different social situations and problems. As its focus has broadened, it has become necessary to develop specialized knowledge, so as to manage the breadth and complexity of the field at large. While the way to specialize has not yet found consensus in social work, Columbia University and most other schools of social work have decided upon "Fields of Practice" as the way to do this.

The Fields of Practice currently being offered at Columbia are: Aging; Contemporary Social Issues; Family, Youth and Children's Services; Health, Mental Health and Disabilities; International Social Welfare and Services to Immigrants and Refugees; School-Based and School-Linked Services, and the World of Work.*

These fields reflect the way social services are delivered, and there is some overlap in the subject areas of the courses, just as there is in the field itself. The Field of Practice courses are intended to provide students with a framework for both knowing a particular field, and for knowing how to scan all fields. Thus, while students will choose a field of practice in the second year at school, they will also be prepared to move into a different field in their later careers.

The Field of Practice courses deal with: (1) the populations and social problems typically addressed in each field; (2) the policy (legislative and funding) framework for provision of services; (3) the programs and service structures (settings) that characterize the field, and (4) the professional roles that are distinguishable in each field. When a field's course is linked with the student's advanced practice method concentration (Advanced Clinical Practice, Advanced Generalist Practice and Programming, Social Enterprise Administration, or Policy Practice) and the field work placement, students will find that methods are practiced across all fields, although they are inevitably modified in accordance with the service structures in which they are used. To study in one Field of Practice does not limit a student to it in the future. To learn how to "scope" out a Field of Practice gives students the skills necessary to grasp any Field of Practice later.

* The terminology used for the Fields of Practice is similar to terms in general use, and thus requires some explanation. The titles of each field—Aging, Contemporary Social Issues, Families . . . , Health . . . , International . . . , Work, Schools—are also the designations of people and conditions that all social workers work with in all fields. The distinction is that the fields' title is an umbrella term that includes the framework described above, while the general term refers to ordinary use. For example, most social workers work (in all fields) with and on behalf of families, youth and children, but the field of Family, Youth and Children's Services focuses upon the policy framework that governs the way programs are structured and funded to serve this population group. Similarly, the field of Health, Mental Health, and Disabilities is an umbrella title that covers the relevant governing policies for the service structures where social workers practice, while at the same time, all social workers (in all fields) confront conditions of health, mental health, and disability. The same considerations operate in the other fields of practice.

Aging

Rationale for the Field. One out of every six social workers in the United States works exclusively with the aged. One-third of all outpatient services and hospital beds in New York City are used by the elderly. The aged population is likely to grow significantly over the next few decades. Social workers will be needed in private practice with seniors who are more likely to seek professional counseling as they suffer from isolation, depression, mental illness, dementia and health deterioration. Baby boomers are reaching their retirement years within this decade and are living well. The number of seniors who are victims of elder abuse, neglect, financial abuse and domestic violence is growing, prompting social workers to address these issues in forensic settings. The need for specialists in gerontology-geriatrics has increased by 600% since 1968 and the demand has not leveled off.

Population, Problems, Settings, and Services. The 65+ population is the second largest group of social service consumers and constitutes more than 13 percent of the population. Those aged 85+ are the most rapidly growing component among the elderly.

Aging as a field of practice is open to students interested in the developmental, social, health and mental health service needs and problems of the aging population and their families. Students learn the skills needed to work with multi-generational and multi-ethnic networks on problems of the aging, and apply these skills in a variety of social agencies serving the elderly. M.S. graduates who have specialized in social gerontology will function as leaders in either direct services—serving elderly individuals, families and groups—or in positions devoted to organization, policy setting, planning, research practice, evaluation, and the administration of operating programs for elderly populations.

Field placements in aging cover the entire services network and the continuum of settings range from community services for the "well" aged to institutional supports for the very frail. The emerging service configuration of the field includes services to middle-aged adults (pre-retirement planning, family treatment, lifelong learning); to healthy senior citizens (re-socialization, crisis intervention, advocacy, functional assessment, post-retirement planning); to the frail elderly (specialized housing, congregate care, long-term care, community outreach, and information and referral); and to dying patients and their families.

Required Courses. The School offers two required courses in this field of practice, one that addresses social gerontology generally as the context for practice and a second that is focused on clinical practice.

T6930 AGING: ISSUES, POLICIES, RESEARCH, AND PROGRAMS. This is the foundation course in the field of aging. It is designed to integrate concepts of demography, epidemiology, human development, sociology of the family and age stratification, social benefits and service provision, social planning and the organization of human services. As an introductory course, it starts at the level of social awareness and attitudes held about the aging. It subsequently deals with social science inputs, both descriptive and evaluative. The evolution of major policies and programs is ultimately reviewed in terms of their adequacy, accessibility and effectiveness.

T7113 ADVANCED CLINICAL PRACTICE: AGING. This is required for all clinical students selecting Aging as a field of practice.

Students may choose to take other electives in gerontology from the School of Social Work as well as from those offered by other divisions of the University.

Contemporary Social Issues

Rationale for the Field. Contemporary Social Issues (CSI) is a unique field of practice, which has been designed to ensure that the curriculum is responsive to changing conditions in the field. Each year, the Field of Practice and Advanced Clinical Practice courses in Contemporary Social Issues focus on several social issues that are relatively new and emerging, or in which significant change is occurring. The field is not conceptualized, however, as an examination of the particular problems targeted so much as an integrated approach for understanding Contemporary Social Issues in context. As a result, students who select Contemporary Social Issues will be well positioned to move into new and emerging fields as they arise, and be aware of the classes of information needed to do so effectively.

Population, Problems, Settings and Services. At the present time, CSI focuses on homelessness, violence, and substance abuse. The field of practice explores the interconnections and linkages among these problems, and studies the populations experiencing them. Service system arrangements and coordination, or the lack thereof, which is commonly found in work with emerging issues, is emphasized. The ways in which the criminal justice system cross-cuts and influences these problems are examined, as are the socio-cultural responses to them. The field is designed, however, to be fluid; some of the problems covered may at some point become separate Fields of Practice, and new problems may emerge that require more extensive attention.

Given the current mix of problems covered, CSI relates to many agency and organizational service systems including homeless shelters, soup kitchens, battered women's shelters, court dispute resolution centers, correctional settings, therapeutic communities, and a wide range of other substance abuse treatment settings. Students choosing CSI as a field of practice must also have a field placement in an agency that deals with one or more of the focal problems listed above.

Required Courses. The School offers two required courses in this field of practice, one that addresses Contemporary Social Issues generally as the context for practice and a second that is focused on clinical practice.

T6970 CONTEMPORARY SOCIAL ISSUES: ISSUES, POLICIES, RESEARCH, AND PROGRAMS is the Field of Practice course taken by all students in CSI. On completing this course students will have substantive knowledge regarding each of the emerging issues on which we focus.

Core Content Themes:

- (1) The importance of staying current with knowledge about the social problems with which one's practice is concerned, including their epidemiology and etiology.
- (2) The value of familiarity with the history of previous understandings of the issue and approaches for addressing it.
- (3) Understanding the framework for provision of services, including laws, regulations, funding streams, policy-making authorities, eligibility and coverage, and other structural factors as relevant.
- (4) Knowledge of alternative program structures and delivery systems.
- (5) Familiarity with alternative practice models and approaches, and what is known about their relative effectiveness and efficiency.
- (6) Familiarity with current issues, trends and debates regarding contemporary social problems.
- (7) Where and how to obtain information needed to move into a new field of practice.

All Clinical Practice students are required to take T7113 ADVANCED CLINICAL PRACTICE: CONTEMPORARY SOCIAL ISSUES.

Given its wide purview, there are a number of electives offered by the School and in other parts of the University relevant to students who have selected CSI as their field of practice.

Family, Youth and Children's Services

Rationale for the Field. Historically, services to families, youth, and children have been at the center of social work concern. Because this field is particularly sensitive to the ebb and flow of the socio-cultural and political environment, its programs are diverse and constantly changing. While families, youth, and children are clients in every field, it is the Family, Youth and Children Services field of practice that focuses on the legislation, funding sources, and service structures as they relate primarily to this population. Further, this population does not require a categorically defined problem such as mental or physical illness or substance abuse to gain entrance into the service system.

Population, Problems, Settings and Services. To the extent that legislation, funding, and services are geared to the population of families, youth and children at large (e.g. day care, recreation, schools) courses in this field may address the circumstances of the non-client population. However, as the conditions of families, youth and children have been increasingly identified as at-risk due to encroaching poverty, violence, substance abuse, and loss of supports, the field primarily addresses the range of community-based and residential services for this population group. Thus, it is concerned with the sweep of circumstances in which families, youth, and children live, particularly in the urban society.

While necessarily emphasizing the problems of families, youth and children, the courses in this field attend to prevention of family breakdown through community-based networks, family services, parent education, child care, family supports, and prevention programs. Particular attention is given to the problem of adolescent pregnancy, and the services and practice roles required to serve this population. In view of the threats of child and woman abuse, courses deal with protection through legal, child protective and battered women's services. Child placement is dealt with as a service option through foster care, group homes, residential care, and adoption.

In keeping with the breadth of the population and problems involved in this field of practice, there is a wide array of agency and organizational settings that provide services. There is some overlap with school-based services and mental health services, and with multi-service community-based services and settlement houses. Preventive or family services are provided through family service agencies, family support programs (home help, respite, and child care services), family preservation services, (Homebuilders, etc.) and preventive child welfare services. Protective services for children at risk of abuse are provided essentially through the public child welfare agency and its delegated voluntary child welfare agencies. Women's shelters serve as protective services for victims of domestic violence.

Placement services of foster care, group, residential care and adoption services are provided through community based child welfare agencies.

Special School Supports. Students who choose this field of practice for their concentration have their second year placements in settings that are designated as belonging in this field of practice, or in settings that are designated as cross-over between schools or mental health clinics.

Required Courses. The School offers two required courses in this field of practice, one that addresses Family, Youth and Children Services generally as the context for practice and a second that is focused on clinical practice.

T6920 FAMILY, YOUTH AND CHILDREN'S SERVICES: ISSUES, POLICIES, RESEARCH, AND PROGRAMS is the foundation course required of all second year students who are enrolled in this field of practice. Although this is not a course that deals with practice skills, it is oriented to the practice issues that students confront in their field placements and can anticipate addressing in their future careers.

Core Content Themes:

- (1) The Field of Practice concept; defining the field; linking policy and practice.
- (2) Demographic, social and political change: the impact on families: changes in family composition; ethnic and economic differences and trends; the situation of children today.
- (3) The framework for service provision: historical development of family's and Children's services; major laws and funding streams shaping service programs; current organization of services at the local level; current trends and proposals for reform.
- (4) Core family and Children's services; policy and programming issues: family support and child care services; preventive and protective services; placement services, permanency planning dilemmas youth services: school-based services; teen- aged pregnancy and parenting services.
- (5) Child advocacy and children's rights: potential roles for social workers.

T7113 ADVANCED CLINICAL PRACTICE: FAMILY, YOUTH AND CHILDREN'S SERVICES is required of all second year students who are enrolled in this field of practice.

Health, Mental Health, and Disabilities

Rationale for the Field. The School originally developed this field of practice because of its commitment to a holistic view of body and mind; soma and psyche; health and mental health. Developments in health care policies and programs, particularly in recent years, have reinforced the School's initial conviction that bringing together physical health and mental health as a unified field of practice accurately reflects emerging models of service delivery, funding streams, organizational issues, as well as the multiple health and social stress factors that have an impact on many clients.

Population, Problems, Settings, and Services. By definition, Health, Mental Health, and Disabilities (HMHD) involves individuals of every age, class, racial and ethnic group, and family situation. Courses in HMHD challenge students to examine the organization of health and mental health services, key problems and policy issues, and legislative and cost containment influences in both an historical and current context. HMHD courses also address the social, economic, and personal impact of acute and chronic physical and/or mental illness and developmental impairments. We focus on identification of such risk factors as ethnicity, race, and socio-cultural variables, and the application of this knowledge to the shaping and evaluation of clinical interventions and programs that are congruent with client need.

In keeping with the broad range of settings and populations in HMHD, we offer students field placements in a wide array of agency and organizational settings. For example, students working under the auspices of hospitals may be found on inpatient services, in outpatient clinics, and in community- and school-based clinics and outreach programs. They may work on medical or psychiatric services, or have placements that combine a primary assignment to medical or psychiatric services with secondary assignment in the contrasting domain. Community-based mental health services provide opportunities for students to work with clients ranging from those with severe and persistent mental illnesses, such as in day-treatment programs, to those requesting shorter-term services to deal with the emotional stresses associated with problems in living. There are also placements in agencies that deal with the specific problems such as college students or with individuals who identify as GLBT.

Required Courses. T6910 Health, Mental Health, and Disabilities: Issues Policies, Research, and Programs is the Field of Practice course required as a foundation for all students in the Health, Mental Health, and Disabilities field of practice.

Major course objectives are to enable the student:

- (1) To develop the capacity to apply the knowledge, skills and values of social work in the identification and modification of health problems.

- (2) To understand the relationship between social policy and health organizational structures as they affect the planning and implementation of health and social work services.
- (3) To recognize the social, economic and personal impact of physical and emotional illness and mental retardation on individuals and families.
- (4) To identify such risk factors as ethnicity, race, socio-cultural variables, economic factors and geographic characteristics, and to apply this knowledge to developing programs to meet individual and family needs.
- (5) To understand the range of effective interventive strategies congruent with fiscal, legal and organizational sanctions and constraints.
- (6) To assess viable entry points into organizational health systems for the improvement of health care to the consumer as s/he attempts to negotiate a complex, fragmented health care system.
- (7) To develop the critical capacity to help in the formulation and innovation of and/or advocacy for appropriate change.
- (8) To become familiar with methodological approaches and research practice designs that assess and evaluate the effectiveness of social work service delivery in the health field.
- (9) To examine the organizational structures of social services departments within hierarchical health delivery systems.

T7113 ADVANCED CLINICAL PRACTICE: HEALTH, MENTAL HEALTH AND DISABILITIES is the Field of Practice course required of all HMHD students who specialize in clinical practice.

In keeping with the broad vision of practice in the HMHD domains of practice, students find numerous electives suitable for deepening their study of social work within this field of practice.

International Social Welfare

Rationale for the Field. International Social Welfare is a newly established field of practice at CUSSW. It is open to students specializing in Advanced Generalist Practice, Policy Practice, or Social Enterprise Administration. Students *must* have substantial prior work or volunteer experience in another country to select this field of practice. A second language is strongly preferred.

Students at CUSSW have increasingly advocated for an educational base at the School to provide a foundation for their interest in international social welfare. Columbia University has indicated its interest in "internationalizing" the curricula throughout the various departments and professional schools. In recent years both CSWE and NASW have indicated that the social work profession should be paying more attention to training social workers for practice in a variety of international arenas, and for incorporating into social work education an international or comparative perspective. It is in this context that CUSSW has launched this new field of practice for second year students with appropriate background and particular interest in the field. It is expected that if there is sufficient student interest, within the next few years the School will also offer a special practice course in this field.

Definition of International Social Welfare. Following the definition used in the *Encyclopedia of Social Work*, international social welfare is the activities of intergovernmental organizations and non-governmental organizations operating cross-nationally, and national governments in their interactions with other governments, regarding social policies, programs, and practices. These activities include (but are not limited to) technical assistance, exchange of ideas, personnel, and information, cross-national research practice, as well as direct service provision. The latter includes immigration and refugee programs, programs in response to natural and man-made disasters, and inter-country adoptions. Those carrying out these activities are not necessarily social workers, but social work is clearly relevant to the work.

Students choosing this field of practice are required to take T6925 (INTERNATIONAL SOCIAL WELFARE AND SERVICES TO IMMIGRANTS AND REFUGEES), which will provide a general introduction to and survey of the field and is open as an elective to clinical practice students as well. They are also required to take at least one other course that is relevant to the field (e.g. a course in social work practice with diverse populations; a course on the particular geographic region in which they hope to practice; a course on international organizations; a course in human rights).

Settings, Population Groups, Problems, and Services. The practice of International Social Welfare is associated with various types of settings: international organizations, both governmental (various U.N. agencies including UNICEF, the High Commission on

Refugees, the International Labor Organization; the U.S. Agency for International Development) and nongovernmental or voluntary organizations providing social services internationally (e.g. International Social Services; Amnesty International), or agencies providing services to an international population of immigrants and refugees either in the U.S. (e.g. NYANA, Lutheran Social Services) or in other countries (e.g. Doctors Without Borders, International Rescue Com., the Red Cross) or organizations providing assistance in community development (e.g. the Peace Corps, the World Bank). Only some of these serve as field placement sites (see International lists in the Placement Planning Book Web site).

Graduates of this field of practice should have a basic foundation in international social welfare and be prepared to use their social work method in an international setting or context and with a diverse population with a variety of problems. They are expected to be prepared to practice either in an international organization (e.g. the U.N., Amnesty International), or to carry out comparative or cross-national policy practice and community development, or work with immigrants and refugees in the U.S. or elsewhere, or with other kinds of victims of disaster/relief situations in other countries.

Special School Supports. The Cross-National Research Practice Program, carrying out studies of relevant social policies and programs in the advanced industrialized countries, has existed at the School since the early 1970s. The School has also begun a process of establishing closer links with the U.N. There will be two models of field instruction for students placed in agencies that offer the international field of practice:

- (1) Students will meet once per week with their Field Instructor who has an MSW on site at the agency for 90 minutes of supervision.
- (2) In order for students to benefit from agencies that do not have MSWs on site, students will have a Task Supervisor and a Field Instructor. The Task Supervisor will be from the agency and will meet with the student for a minimum of 30 minutes a week. The Field Instructor, employed by CUSSW, who has a MSW, will meet with students for 90 minutes every other week for individual supervision and on the alternate weeks, meet in small groups for two hours.

Overseas Placements. Overseas internships will be available in the Spring Term (January to May) of the second year to students who have selected Policy Practice as their Advanced Practice Method Concentration and International Social Welfare as their Field of Practice. Students will complete their classes in the Fall of their second year, except for T7144 SEMINAR ON POLICY PRACTICE II which will be taken

concurrently with the overseas internship in the Spring Term. Students will select their internships in two ways:

- (1) Students will work on projects that CUSSW faculty is currently undertaking overseas.
- (2) Students will go to countries where alumni of CUSSW are working in Social Work related projects.

Required Courses. T6925 INTERNATIONAL SOCIAL WELFARE AND SERVICES TO IMMIGRANTS AND REFUGEES is the foundation course required of all students choosing this field. It provides a general survey of the field, and an introduction to social work practice in international agencies and organizations and to social work training and practice in other countries.

The core topics covered in the course include:

- (1) The concept of the field, the major social and economic trends occurring globally and their affects on the field, and the major social problems occurring cross- nationally.
- (2) The major international governmental organizations, in particular the U.N. and its affiliate agencies.
- (3) The major international non-governmental agencies located in the U.S.
- (4) Social policies and programs internationally, with particular attention to those targeted on the elderly, children and their families, women;, in developed and developing countries.
- (5) Human rights.
- (6) Immigrants and refugees.
- (7) Current "hot spots" as a result of natural or manmade disasters in other countries.
- (8) Social work education, training, and practice internationally.

School-Based and School-Linked Services

Rationale for the Field. Public education has long been an arena in which social work services are essential. Currently, an unprecedented number of youth are dropping out of school or are functionally illiterate despite having earned a high school diploma. In any given year, approximately 35% of students are at serious risk of failing, with this rate more than doubling in urban areas. School failure is a complex, multi-faceted problem with serious consequences for both the individual student and society-at-large. Learning does not occur in a vacuum and is directly affected by a number of interrelated factors such as health, safety, housing, family nurturance and discipline, peers, school climate, community influences, culture, and economics. For many students, succeeding in school hinges upon the comprehensive and interdependent efforts of different professionals, including educators, social workers, and health care providers.

Populations, Problems, Settings and Services. This field of practice is organized around the population of school-aged children, with a range of problems, who can be served either directly or indirectly through the school setting. The evolution of the field has been largely shaped by the prevailing belief that all children can succeed in school. School-based and school-linked services are typically designed to prevent or resolve the range of academic and nonacademic obstacles that interfere with school performance. An array of agency and organizational settings are involved in the delivery of school-based and school-linked social work services.

The social work services germane to this field of practice include clinical intervention with individual students, groups of students, and families; consultation and collaboration with educators; case management; design, implementation, and evaluation of relevant programs, such as parent involvement and drug prevention programs; facilitating school-community partnerships; and advocacy and lobbying to influence educational and family policies at the local, state, and federal levels. Traditionally, these services were provided almost exclusively by school social workers. The employment of social workers by public schools dates back to 1906. More recently, the demand for service integration and inter professional collaboration has led to the design and evaluation of school-linked services. In the school-linked service approach, schools and human service systems work collaboratively to administer, finance, and deliver child and family services that are either school-based or located nearby the school. Consequently, school-linked social work services are provided in a range of diverse service settings, including hospitals, family service agencies, and within child welfare and mental health service systems. Students placed in this field of practice should plan to modify their schedules to accommodate school hours and vacations.

Special School Supports. Students can choose from among a variety of school-based and community-based field placement options. School-based internships are available at the preschool, elementary, middle, and high school levels. These school-based field sites are further differentiated by school auspices (e.g., public vs. private) and school program (e.g., regular education; special education; bilingual education; alternative education). School-linked, community-based field sites include school-based hospital clinics; child/family and mental health agencies with programs and services that are school-based; human service settings participating in a school-linked initiative to provide collaborative services to children and families.

In addition to specialized field placements, the Columbia University and Bank Street College Dual Degree Program in Social Work and Special Education provides students with the option to expand their professional knowledge and expertise in school-based and school-linked services. Graduates of this unique dual degree program, earn both an M.S. in Social Work and an M.S. in Education (with a specialization in Special Education). All students in the dual degree program must opt for either School Based and School Related Services or Family and Children's Services as a concentration. Students eligible for and accepted by the Board of Education Scholarship Program have taken the necessary tests through the New York City Board of Education to qualify for bi-lingual practice. Students approved by the Board of Education have a first year placement where they use their bilingual skills. In second year, these students are placed in a school based or school linked placement to meet the agreement between CUSSW and the Board of Education. In many of these sites students will continue to use their language skills.

Required Courses. The field of practice course, T6960 SCHOOL-BASED AND SCHOOL-LINKED SERVICES: ISSUES, PROGRAMS, AND POLICIES, provides students with specialized knowledge for school-based and school-linked social work practice, regardless of the student's method concentration (e.g., Advanced Clinical Practice, Advanced Generalist Practice and Programming).

By the completion of T6960, students are expected to demonstrate the following:

- (1) Understanding of the school as a complex social system within the urban community and broader society, including its being a host setting for the practice of social work.
- (2) Knowledge of theoretical and empirical frameworks that explain the causes and consequences of school failure, and the implications of such for child and family policy and service delivery.

- (3) Understanding of legal and policy issues that shape educational systems, including how the delivery of social work services is impacted.
- (4) Understanding of current "best practices", both in education and social work, for working with at-risk students and their families.
- (5) Ability to analytically differentiate between the delivery of traditional school social work services, school-linked social work services, and social work services delivered within the context of full-service schools.
- (6) Expanded knowledge and understanding of the emerging school-linked services paradigm, including: (a) philosophy; (b) efficacy of existing model programs; (c) implications for educational and social welfare policy.

Required of all clinical practice students: T7113 ADVANCED CLINICAL PRACTICE: SCHOOL-BASED AND SCHOOL-LINKED SERVICES

A number of CUSSW's elective courses are directly related to the school-based and school-linked services field of practice.

World of Work

Rationale for the Field. Historically, social work has been remote from the world of work and has paid little attention to the significance of work in people's lives and to the importance of the world of work auspices in social policy decisions and service delivery efforts. This field of practice redresses that historic circumstance as it seeks to educate students to understand the many dimensions of the world of work (both positive and negative), to apply their knowledge and skill to work across institutional arrangements and target populations, to reach clients in their natural life space, and to engage institutions in those arenas of their self-interest that are related to social work concerns.

Population, Problems, Settings, and Services. This field of practice prepares students to focus on reaching clients in their role as worker, or dependent of a worker, and in viewing the workplace as a strategic environment through which they can have an impact on the totality of people's lives, and on community well-being. The problems in the field are as varied as those encountered in any setting where adults and their dependents are a target population, but particular attention is directed at helping with those conditions that may interfere with achievement or maintenance of the work role (e.g., unemployment, physical and mental illness, aging, substance abuse, responsibility for child care or elder care), and those circumstances that typify practice in the field (e.g., interdisciplinary collaboration, collective bargaining arrangements, plant closing situations, race or gender discrimination and unequal opportunity).

Many services are delivered through Employee Assistance Programs (EAPs) or their union counterparts, Membership Assistance Programs (MAPs) which constitute the departmental umbrella within a particular corporation or union. Contractors that provide such services from a hospital, health services or unaffiliated setting offer another service delivery alternative. Family service agencies, vocational rehabilitation facilities, policy and Research Practice centers and corporate units (e.g., work/family programs or benefit/disability management departments) are also likely sites for professional practice focused on the world of work.

Social workers in the workplace carry out practice roles generic to social work, including direct service to individuals, families and groups, advocacy, program planning and evaluation, supervision, social administration, research practice and policy analysis. There are also opportunities to pursue such nontraditional roles as human resource manager, trainer, union organizer and foundation program manager.

Special School Supports. The settings for this field of practice are well developed in the New York City area where numerous unions, corporations and not-for-profit health

institutions, as well as many public city and state agencies, have been leading proponents for development of broad-based social service delivery through the world of work. Many of the School's graduates direct these programs and have maintained close ties with the School in a rich dialogue that has enhanced both the quality of practice in the field and of education in the classroom.

The Center for Social Policy and Practice in the Workplace is located at the School. Otherwise known as the Workplace Center, this institute has a twenty-eight year history of providing leadership to the field of social work in research practice, program development and training concerning the conditions under which workers can be maintained at, or returned to work, despite circumstances that place them "at risk" for maintaining work roles. The Center provides a field placement site for several students each year, and a focus for the development of new knowledge and educational materials for this field of practice throughout the country.

Required Courses Offered. T6950 WORKERS AND THE WORKPLACE: ISSUES, POLICIES, RESEARCH, AND PROGRAMS is the required course as a platform to this field of practice.

Core Topics Covered:

- (1) The concept of a field of practice and the definition of the boundaries of the world of work as a field of practice in relation to population, legislation, structures and interventions.
- (2) The meaning of work from an individual, historical and societal perspective.
- (3) Trade unions and employers as sponsoring auspices and financial supporters of social policy formulation and social service program delivery and their impact on professional roles, values and ethics including distinctive opportunities and dilemmas in the world of work, the selective application of general social work ideas, theories and practices to the specialized interests of work setting and the diversity of workers as the target population, and how to use this view as a conceptual framework for identifying the nature of other Fields of Practice.
- (4) Mutuality and conflict in coping with multiple roles of worker and family member over the life cycle, the impact of work, and employment, on presenting problems, (e.g., unemployment, safety and health, disability, displacement, alcoholism and substance abuse), service eligibility, (e.g., the occupational social welfare system), specialized service delivery systems, (e.g. EAPs, managed care and disability management) and relevant interventions, (e.g., prevention, case management, traumatic

event debriefing, job jeopardy), legislation relevant to the relationship between the world of work and the social welfare sector, and social workers as workers; options for self empowerment through organizing, evaluation of practice, use of specialized knowledge and skill.

For all students specializing in clinical practice, there is also a required clinical course focused on this field of practice: T7113 ADVANCED CLINICAL PRACTICE: WORLD OF WORK.

Students are also encouraged to complete a course in chemical dependency.

Special Projects

Evidence Based Practice Project for Persons with Mental Health Conditions

This is a collaborative project between the New York State Office of Mental Health (OMH), CUSSW, and seven other New York Schools of Social Work. These unique evidence-based practice field placements focus on recovery-oriented and strengths-based intervention for persons with mental health conditions. The project is an integrated one: student participants are required to enroll in the EBP seminar in Mental Health during the spring term, taught by Professor Ellen Lukens. Methods include AGPP or Clinical Practice. Fields of practice are Health, Mental Health and Disabilities, Contemporary Social Issues, or World or Work.

What to expect: Participation in community-based interventions that include assertive community treatment (ACT), family psychoeducation, supported employment, or wellness management. Integration of classroom and field education through a special one-term course on EBP with an emphasis on critical thinking; monitoring and integration of progress through a series of colloquia that include students, faculty, and field instructors.**

The possible placements for include:

Assertive Community Treatment (ACT) teams—

- Goddard-Riverside Community Mental Health Center (Manhattan) AGPP/HMHD
- Pathways to Housing (Manhattan, Brooklyn, Queens) AGPP/CSI
- The Bridge (Manhattan) AGPP/HMHD

Supported Employment—

- The Workplace Center-CUSSW AGPP/WOW

Wellness Management—

- The Bridge (Manhattan) AGPP/HMHD

Family Psychoeducation—

- NY State Psychiatric Institute (PI) Manhattan ACP/HMHD

** Small stipend for students who successfully complete the EBP placement, the Seminar taught by Dr. Lukens, and the colloquia.

Dr. Lukens will be at the placement fair to provide additional information and answer questions.

**Memorial Sloan Kettering Cancer Center, Department of Social Work:
Summer Fellowship/2nd Year Field Placement Student Unit**

Columbia University School of Social Work

The Department of Social Work of Memorial Sloan-Kettering Cancer Center is an intensive field experience: a ten week summer fellowship program which will be linked with a second year field placement in oncology.

Summer Fellowship. Sponsored by a grant from the Social Services Committee of the Society of MSKCC, the fellowship provides a didactic as well as clinical component designed to meet the educational objectives of students who have completed their first year of the MSW program. Within a multidisciplinary context, training is provided with the following educational objectives:

- (1) To enhance knowledge of a range of different cancer diagnoses, current treatments and their effects on the human experience of both patient and family at all stages of the disease.
- (2) To develop advanced clinical skills in oncology social work, including specialized techniques such as behavioral interventions, utilization of self-help networks and crisis intervention during stressful life events associated with a cancer diagnosis.
- (3) To enhance knowledge of the social work role in community programs, such as cancer prevention and screening.
- (4) To increase knowledge of ethical issues in cancer care.
- (5) To develop self-awareness of the impact of oncology social work on the practitioner and to develop constructive coping mechanisms.

Each fellow will receive individual supervision by a member of the MSKCC's social work staff and twice weekly supervisory meetings. Fellows may be placed in either the inpatient or outpatient services.

A stipend of \$4,500 is provided to each fellow. At the completion of the ten-week program (9am-5pm, Mon.-Fri.), each fellow will be required to submit a comprehensive report delineating the specifics of their Summer fellowship and how it met their educational objectives in oncology social work.

Second Year Advanced Clinical Practice Field Placement. Students completing their summer fellowships *must* agree to continue at MSKCC for their second year placement. This allows for continuity and the opportunity to continue developing clinical skills specific to this population. Students may or may not be placed with the

same field instructor. This is dependent on the student's individual learning requirements and interests.

Concurrent with the fieldwork, students will be required to take T7113 ADVANCED CLINICAL PRACTICE: HEALTH, MENTAL HEALTH AND DISABILITIES in the fall term and Professor Mary Sormanti's 7-week course T7114 CLINICAL PRACTICE WITH INDIVIDUALS AND FAMILIES COPING WITH LIFE-THREATENING MEDICAL ILLNESS in the spring term. It is anticipated that the course work and field experience will provide an integrated and focused learning experience. Staff from MSKCC will be available by invitation to teach a class in a designated fall or spring term course.

In order to be eligible, applicants must have an initial consultation with Dr. Susan Oppenheim, Associate Director of Field Education. Interviews for the summer fellowship/field placement will take place during the month of March. Memorial will offer one Advanced Clinical Practice placement beginning in September, 2009 which will *not* include the summer or an early interview. That placement would just be listed as a choice on the placement planning form. MSKCC will make the ultimate selection among those candidates recommended by CUSSW for the fellowship slots.

The Arthritis Foundation, New York Chapter

The Arthritis Foundation is a voluntary health agency covering all arthritis and related conditions. A \$5,000 grant is available for an ACP student in the Aging field of practice. The ACP student will work on the agency's telephone help-line and co-lead disease management programs as well as conduct support/psychoeducational groups and single-session individual treatment for consumers. Supervision will be by CUSSW faculty member, Dr. Vicky Rizzo. Please e-mail Dr. Rizzo for additional details at vr2178@columbia.edu for additional details.

This site is also an AGPP & ACP Hartford Partnership Program for Aging Education internship program partner.

The Jeremiah Kaplan Foundation
Working with Persons with Alzheimer's Disease

This grant will be awarded to a second year advanced clinical practice student with a very strong interest in working with individuals afflicted with Alzheimer's disease and their families. The Foundation is affiliated with the UJA-Federation of New York and was established to provide an opportunity for a CUSSW student to expand his/her knowledge and practice skills related to work with older adults.

One student will be awarded a \$25,000 stipend. A competitive interview process will be conducted. Interested students will need to demonstrate commitment to the field of aging and a desire to enhance the lives of the older persons.

Eligibility Criteria:

- Demonstrated interest in the field of aging
- Selected across all methods of practice—ACP, AGPP, SEA, Policy
- Field of Practice must be Aging
- Must have a particular interest in Alzheimer's disease
- Student will submit a report at the end of placement
- Meet with Dean Takamura throughout the academic year to discuss your work at the agency
- Student will be interviewed for this award

Make an appointment as soon as possible with Associate Director of Field Work (Aging) Anthony Del Vecchio, who will be conducting the interviews with Professors Ada Mui and Denise Burnette. E-mail agd2126@columbia.edu or call (212) 851-2311.

Hartford Partnership Program for Aging Education **Innovative Program to Train Social Workers in Older Adult Care**

This is a social work education training grant sponsored by the Social Work Leadership Institute, New York Academy of Medicine and the John A. Hartford Foundation. The Social Work Leadership Institute developed the model of social work training adopted for this project. The Hartford Foundation supports nationwide initiatives to increase the social work workforce needed to service the growing numbers of aging.

Four Hartford Student Fellows will be selected competitively. Students selected for this program will participate in a rotation field placement model for field education during the academic year. Each student will complete three ten-week rotations at three of the following five exemplary field education sites: Jewish Home and Hospital; Morningside Retirement & Health Services; Jewish Association Services for the Aged; New York City Department for the Aging, and the Arthritis Foundation.

The project is designed to enhance student Fellows' mastery of knowledge and skills for advanced practice with diverse groups of older adults and their families across the care continuum. It will also offer excellent opportunities for interdisciplinary experience, brief and long-term service, family and community intervention, advocacy, and practice-based research. Each student will participate in monthly integrative seminars with members of the partner agencies and Columbia University faculty members with expertise in aging, including Social Work Professors Barbara Berkman, Denise Burnette, Ada Mui, and Victoria Rizzo, as well as faculty members in other schools. Anthony Del Vecchio, LCSW, and Vicky Rizzo, LCSW-R, Ph.D., are the co-directors of this program and will act as the primary liaisons for students and partner agencies.

Each student will be awarded a \$5,000 stipend. A competitive interview process will be conducted. Interested students will need to demonstrate commitment to the field of aging, and a desire to enhance the lives of the elderly.

Eligibility Criteria:

- Demonstrated interest in the field of aging
- Attend a monthly integrative seminar
- Selected AGPP or CP as a method of practice
- Excellent writing and oral abilities
- Flexibility to work in a variety of settings

Make an appointment as soon as possible with Associate Director of Aging Anthony Del Vecchio, who will be conducting the interviews with Professor Vicky Rizzo. Email agd2126@columbia.edu or call (212) 851-2311.

Columbia Population Research Center

The Columbia Population Research Center (CPRC) is a multidisciplinary community of scholars unified by their commitment to research that focuses on the health and well-being of vulnerable populations as well as the social policies that address these vulnerabilities. CPRC promotes research in four signature areas:

- Children, youth and families
- HIV/AIDS and reproductive health
- Immigration/migration
- Urbanism

CPRC is seeking the placement of up to 5 second-year policy students. Responsibilities will include research assistance, data analysis, project management, report production, and other tasks related to the Center's core research activities. Students will have the opportunity to work closely with faculty, attend research seminars and policy lectures, and collaborate on other ongoing Center projects. Those considering this as a placement option should have a strong interest in policy research, be comfortable taking initiative, and enjoy working independently. Please refer <http://www.cupop.columbia.edu> for more information.

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) for Children Special CUSSW Project Newly Funded by NIMH*

A newly funded and unique project that focuses on training both Clinical and AGPP students in TF-CBT for children through field placement that are complemented by intensive coursework. TF-CBT is an evidence-based and manualized practice for children and adolescents aged 8-17 who have faced various forms of trauma. Developed by Judith Cohen, M.D., and her colleagues, it is a well studied intervention that is being widely used by practicing social workers.

This exciting new project is an integrated one: student participants will be required to complete four electives over the course of the 2009-2010 academic year. Methods include AGPP *or* Advanced Clinical Practice, and Fields of Practice are Health, Mental Health and Disabilities *or* Family, Youth and Children's Services. Faculty involved in the development and implementation of this project include Professors Kathy Shear, Ellen Lukens, Mary Sormanti, Marion Riedel and Peggy O'Neill, and Associate Director of Field Work Susan Oppenheim.

What to expect: Participation in a field setting where students will conduct TF-CBT with a small caseload of children under close supervision along with other social work responsibilities relevant to their method. Integration of classroom and field education through four complementary courses that include: (1) a two-semester course on TF-CBT for children, with a focus on theory, applied skills, case formulation, and case presentation, (2) a one semester course on evidence based practices for children and adolescents, and (3) a one semester course on psychopathology and pathways to wellness for children and adolescents.

The possible placements for 2009-2010 will be in settings serving children and adolescents in Manhattan, Brooklyn, Queens, or the Bronx.

Dr. Cohen presented a comprehensive overview of TF-CBT at a recent Columbia lecture series that was videotaped. The lecture may be viewed at <http://www.columbia.edu/cu/ssw/ocit/media>.

* Participation in this project will be selective. Interested students will be invited to complete an application. Please note that all participants will be required to take the full complement of **four** electives in addition to all second year required courses.

Professors Lukens and O'Neill will be at the placement fair to provide additional information and answer questions.