Social Work Student Handbook and
Field Education Manual

2013 - 2014
Dear Student,

Welcome to the Adelphi University School of Social Work (AUSSW). On behalf of AUSSW faculty, administration, and staff, I trust you will have a successful and rewarding educational experience as you prepare for professional social work practice.

This handbook was developed to help you understand our educational programs, our field internships, the professional advisement process, student life at the School, your rights and responsibilities as a student, and the policies and procedures that govern student academic progress in the B.S.W. and M.S.W. programs. You will also find a brief chapter on our Ph.D. program, details of which are available in a separate handbook.

Social work education prepares students for professional practice and, therefore, is distinguished from the academic disciplines in some important respects. Students are expected to meet not only academic performance standards and abide by the University honor code, but to evidence professional standards of behavior as well. The National Association of Social Workers’ Code of Ethics (see Appendix A) explicates those standards. Students are expected to observe the provisions of the Code of Ethics in the classroom, field setting, and the community. The attainment of professional status confers a role and authority that must be balanced with responsible, sensitive, ethical, and professional behavior for the well-being of clients and the community.

In addition to the contents of this handbook, information on rules, regulations, and disciplinary procedures for undergraduate students can also be found in the Guide to Undergraduate Life and the Undergraduate Bulletin. For graduate students, additional information can be found in the Graduate Bulletin. Our website, socialwork.adelphi.edu, is another source of information.

We hope that you find this a useful guide as you pursue your professional studies at AUSSW and would welcome any suggestions you have as to how to make it more helpful.

Sincerely,

Andrew W. Safyer, Ph.D.
Dean, Adelphi University School of Social Work
2013 - 2014

STUDENT HANDBOOK/FIELD MANUAL

TABLE OF CONTENTS

A Letter from Dean Safyer ............................................................................................................................................ 2
AUSSW Telephone Directory ....................................................................................................................................... 8
Academic Calendar 2013–2014 .................................................................................................................................. 11

Chapter I: Adelphi University School of Social Work
Overview ..................................................................................................................................................................... 14
Mission Statement ....................................................................................................................................................... 14
Academic Integrity ....................................................................................................................................................... 14
Garden City Campus and Off-Campus Centers ............................................................................................................. 16
Network of Student Resources ................................................................................................................................... 17
Private Practice ............................................................................................................................................................ 20
Student Grievance Procedure ...................................................................................................................................... 20
Licensing (L.M.S.W. Exam) ........................................................................................................................................ 21

Chapter II: Bachelor of Social Work
Overview .................................................................................................................................................................... 23
Academic Programs
  B.S.W. Course Requirements ................................................................................................................................ . 23
  ANSWER Program .................................................................................................................................................. 25
  Advanced Standing ................................................................................................................................................ 25
Professional and Academic Advisement and Registration ................................................................................................. 25
Financial Assistance .................................................................................................................................................... 27
Requirement for Graduation ...................................................................................................................................... 27
Academic Policies and Procedures
  Grading Policies ...................................................................................................................................................... 28
  Incomplete Grades ................................................................................................................................................. 28
  Leave of Absence .................................................................................................................................................... 29
  Medical Leave ........................................................................................................................................................ 29
  Undergraduate Academic Standards Committee ................................................................................................... 30
  Financial Aid ......................................................................................................................................................... 31
Student Life
  S.W.A.G. ................................................................................................................................................................ . 31
  Student Committees ............................................................................................................................................. 32
Chapter III: Master of Social Work

Overview .......................................................................................................................................................33
Professional and Academic Advisement and Registration .................................................................33
E-Mail and Other Communications ........................................................................................................34

The M.S.W. Programs

Full-Time, Two-Year Program ..................................................................................................................35
Spring Start 16-Month Full-Time Program ............................................................................................35
Part-Time Programs ....................................................................................................................................35
One-Year Residency Program ..................................................................................................................35
Advanced Standing Program ....................................................................................................................36
Bilingual School of Social Work Program ...............................................................................................36
Human Resource Management Certificate Program ................................................................................36

Planning Guidelines for the M.S.W. Program .........................................................................................36
M.S.W. Program Planning Worksheet ......................................................................................................38
Courses and Prerequisites ........................................................................................................................39

Social Work Course Offering Checklist ...............................................................................................41

M.S.W. Curriculum by Program

M.S.W. Full-Time Program (Two Years) ....................................................................................................42
M.S.W. Spring Start 16-Month Full-Time Program ..................................................................................43
M.S.W. Part-Time Program, Fall Start, Three Years (Includes Summers) .................................................44
M.S.W. Part-Time Program, Spring Start, 3 Years (Includes Summers) ....................................................46
M.S.W. Part-Time Program, Fall Start, Three and a Half Years (Includes Summers) ................................48
M.S.W. Part-Time Program, Fall Start, Four Years (No Summers) ............................................................50
M.S.W. One-Year Residency (OYR), Full-Time Program .........................................................................52
M.S.W. One-Year Residency, Part-Time Program ....................................................................................53
M.S.W. Advanced Standing Full-Time Program (Fall Start) ....................................................................54
M.S.W. Advanced Standing Part-Time Program (Fall Start) ....................................................................55
M.S.W. Advanced Standing Part-Time Program (Spring Start) .................................................................56
M.S.W. Bilingual School Social Work Full-Time Program ......................................................................57
M.S.W. Bilingual School Social Work Part-Time Program (Includes Summers) .....................................58
M.S.W. Bilingual School Social Work Part-Time Program (No Summers) ..............................................60

Academic Policies and Procedures

Grading Policy M.S.W. Program .................................................................................................................61
Academic Courses ......................................................................................................................................61
Field Instruction ........................................................................................................................................61
Incomplete Grades ....................................................................................................................................61

Academic Probation Policy ........................................................................................................................62
Student Grievance Procedure ....................................................................................................................62
Leave of Absence .......................................................................................................................................62
Medical Leave of Absence ..........................................................................................................................64
Academic Standards Committee (ASC) for Graduate Students ..............................................................65
Flow Chart: M.S.W. Student Academic Dishonesty ..................................................................................66
Transfer Credits and Course Waivers .......................................................................................................67
Financial Aid ..............................................................................................................................................68
Chapter IV: Doctor of Philosophy in Social Work

Overview .....................................................................................................................................................................74
Doctoral Faculty Committee ....................................................................................................................................... 74
Application Requirements ........................................................................................................................................... 74

Chapter V: Field Education Manual

Welcome .....................................................................................................................................................................75

Section I: Introduction & Field Education Orientation

Field Education Orientation ......................................................................................................................................... 76
Departmental Policies & Practices

Student Responsibilities .............................................................................................................................................76
Holidays and Vacations ......................................................................................................................................... 76
Student Absences & Illnesses ................................................................................................................................... 77
Adelphi E-mail Address ........................................................................................................................................ 77
Field Education Calendar ...................................................................................................................................... 77
Dress Code .......................................................................................................................................................... 77
Field Schedules & Minimum Requirement of Hours .......................................................................................... 78
Continuous Matriculation Fee and Fees for Extended Field Instruction .......................................................... 79
Student Attendance at School Committees or Special Student Campus Programs ........................................ 79
Social Action Day or Lobby Day .......................................................................................................................... 79
Strikes or Other Labor Disputes by Agency Personnel ....................................................................................... 79
Home Visits ......................................................................................................................................................... 80
Transportation Reimbursement .......................................................................................................................... 80
Malpractice Insurance Coverage ......................................................................................................................... 81
Legal Affiliation Agreements ................................................................................................................................ 81
Identification of Student Status ............................................................................................................................ 81
Student communication with Faculty Field Liaison ............................................................................................. 81
Section II: The Role of Field Education in the Curriculum
The Structure and Function of the Field Education Department ................................................................. 82
Who’s Who in Field Education .......................................................................................................................... 83
The Faculty Field Liaison ................................................................................................................................. 83
The Primary Field Instructor ............................................................................................................................ 86
The Task Supervisor ......................................................................................................................................... 86
Responsibilities of the Agency and Field Instructor .......................................................................................... 87
Seminar in Field Instruction (SIFI) .................................................................................................................. 89

Section III: The Placement Process
New Students .......................................................................................................................................................... 91
Continuing Students ......................................................................................................................................... 91
Field Placement Information for Students Entering Senior Year (BSW) and Advanced Year (MSW) ............. 92
Beginning Placement at the Agency ................................................................................................................ 93
Agency Orientation ............................................................................................................................................. 93
Student Assignments at the Agency ................................................................................................................. 93
Sample Workload Distribution ....................................................................................................................... 95
Group Work Assignments ............................................................................................................................... 95
Individual Supervision ..................................................................................................................................... 98
The Structure and Expectation of Supervision .................................................................................................. 98
Evaluation Responsibilities ............................................................................................................................... 99
Employment Based Field Placements .............................................................................................................. 101

Section IV: Process Recordings
What is a Process Recording? .......................................................................................................................... 103
Student Process Recording Expectations ......................................................................................................... 104
The Process Recording Portfolio ..................................................................................................................... 105
Self-Reflection .................................................................................................................................................... 105
Core Competencies in Field Education ............................................................................................................. 107

Section V: Learning Outcomes of Field Education
Junior BSW Students ........................................................................................................................................... 110
Senior BSW Students ...................................................................................................................................... 114
Foundation Year MSW Students ..................................................................................................................... 114
Advanced Year MSW Students ....................................................................................................................... 119

Section VI: What to do if there’s a Problem in Field
Students Experiencing Difficulty in Field Placement .................................................................................... 120
Request for Change of Field Placement ......................................................................................................... 120
Problem Solving Chart ................................................................................................................................. 121
APPENDICES

Appendix A: NASW Code of Ethics ................................................................................................................................. 122
Appendix B: Adelphi University Anti-Harassment Policy .................................................................................................. 140
Appendix C: Scholarly Writing for Social Work .............................................................................................................. 148
Appendix D: Development of the Professional Self ......................................................................................................... 155
Appendix E: Social Work Skill Sets ............................................................................................................................... 157
SCHOOL OF SOCIAL WORK
TELEPHONE DIRECTORY

On campus – Callers may dial the extension only.
Off campus – Callers must dial area code (if out of area) and three-digit prefix followed by the extension.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew W. Safyer</td>
<td>Dean</td>
<td>X4354</td>
</tr>
<tr>
<td>Peter I. Chernack</td>
<td>Associate Dean for Program Development and Administration</td>
<td>X4350</td>
</tr>
<tr>
<td>Bradley Zodikoff</td>
<td>Associate Dean for Academic Affairs and Director, M.S.W. Program</td>
<td>X4439</td>
</tr>
<tr>
<td>Sergio Argueta</td>
<td>Director, Undergraduate Program</td>
<td>X4362</td>
</tr>
<tr>
<td>Patricia Durecko</td>
<td>Coordinator of Budgets</td>
<td>X4383</td>
</tr>
<tr>
<td>Marcia Edwards</td>
<td>Coordinator of Admissions</td>
<td>X4384</td>
</tr>
<tr>
<td>Audrey Freshman</td>
<td>Director of Continuing Education</td>
<td>X4339</td>
</tr>
<tr>
<td>Anne Marie Montijo</td>
<td>Director of Field Education</td>
<td>X4374</td>
</tr>
<tr>
<td>Anjali Parekh-Singh</td>
<td>Assistant Director of Field Education, Garden City Campus</td>
<td>X4351</td>
</tr>
<tr>
<td>Schanica Pickens</td>
<td>Student Affairs Coordinator, Garden City Campus</td>
<td>X4407</td>
</tr>
<tr>
<td>Susan Rotondo</td>
<td>Student Relations Specialist</td>
<td>X4420</td>
</tr>
</tbody>
</table>

GENERAL TELEPHONE NUMBERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelphi University Switchboard</td>
<td>(516) 877-3000</td>
</tr>
<tr>
<td>School of Social Work Main Telephone</td>
<td>(516) 877-4300</td>
</tr>
<tr>
<td>ADMINISTRATION – HUDSON VALLEY CENTER</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Eileen Chadwick</td>
<td>Director, Hudson Valley Center Social Work Program</td>
</tr>
<tr>
<td>Llonia Gordon</td>
<td>Assistant Director of Field Education, Hudson Valley Center</td>
</tr>
<tr>
<td>Regina Tracy</td>
<td>Student Affairs Coordinator, Hudson Valley Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADMINISTRATION – MANHATTAN CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Peters</td>
</tr>
<tr>
<td>James Amato</td>
</tr>
<tr>
<td>Lisa Henshaw</td>
</tr>
<tr>
<td>Aixa Rodriguez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADMINISTRATION – HAUPPAUGE CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynne Shulman</td>
</tr>
<tr>
<td>Tara Bulin</td>
</tr>
<tr>
<td>Jamie Gergen</td>
</tr>
<tr>
<td>Joanne Quinn-Beers</td>
</tr>
<tr>
<td>FULL-TIME FACULTY</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Wahiba Abu-Rass, Ph.D.</td>
</tr>
<tr>
<td>Julie Cooper Altman, Ph.D.</td>
</tr>
<tr>
<td>Beverly Araujo, Ph.D.</td>
</tr>
<tr>
<td>Richard Belson, D.S.W.</td>
</tr>
<tr>
<td>Roni Berger, Ph.D.</td>
</tr>
<tr>
<td>Ellen Bogolub, Ph.D.</td>
</tr>
<tr>
<td>Carol S. Cohen, D.S.W.</td>
</tr>
<tr>
<td>CarolAnn Daniel, Ph.D.</td>
</tr>
<tr>
<td>Judy Fenster, Ph.D.</td>
</tr>
<tr>
<td>Richard B. Francoeur, Ph.D.</td>
</tr>
<tr>
<td>Godfrey Gregg, Ph.D.</td>
</tr>
<tr>
<td>Patricia Joyce, D.S.W.</td>
</tr>
<tr>
<td>Jacqueline Njeri Kagotho, Ph.D.</td>
</tr>
<tr>
<td>Diann Cameron Kelly, Ph.D.</td>
</tr>
<tr>
<td>Tae Kuen Kim, Ph.D.</td>
</tr>
<tr>
<td>Stavroula Kyriakakis, Ph.D.</td>
</tr>
<tr>
<td>Shannon R. Lane, Ph.D.</td>
</tr>
<tr>
<td>Roger Levin, Ph.D.</td>
</tr>
<tr>
<td>Elizabeth Palley, Ph.D.</td>
</tr>
<tr>
<td>Subadra Panchanadeswaran, Ph.D.</td>
</tr>
<tr>
<td>Marilyn Paul, Ph.D.</td>
</tr>
<tr>
<td>Laura Quiros, Ph.D.</td>
</tr>
<tr>
<td>Geoffrey Ream, Ph.D.</td>
</tr>
<tr>
<td>Philip Rozario, Ph.D.</td>
</tr>
<tr>
<td>Andrew W. Safyer, Ph.D.</td>
</tr>
<tr>
<td>Carol Sussal, D.S.W.</td>
</tr>
<tr>
<td>Bradley Zodikoff, Ph.D.</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>AUGUST 28, 2013</td>
</tr>
<tr>
<td>AUGUST 31 - SEPTEMBER 2</td>
</tr>
<tr>
<td>SEPTEMBER 7 &amp; 8 (SATURDAY AND SUNDAY)</td>
</tr>
<tr>
<td>SEPTEMBER 10</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 25</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>OCTOBER 14</td>
</tr>
<tr>
<td>OCTOBER 30</td>
</tr>
<tr>
<td>OCTOBER 31 – NOVEMBER 1</td>
</tr>
<tr>
<td>NOVEMBER 4 - 8</td>
</tr>
<tr>
<td>NOVEMBER 27</td>
</tr>
<tr>
<td>NOVEMBER 28 – DECEMBER 1</td>
</tr>
<tr>
<td>DECEMBER 10 - 11</td>
</tr>
<tr>
<td>DECEMBER 12</td>
</tr>
<tr>
<td>DECEMBER 18</td>
</tr>
<tr>
<td>DECEMBER 19</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>JANUARY 2, 2014</td>
</tr>
<tr>
<td>JANUARY 20</td>
</tr>
<tr>
<td>JANUARY 22</td>
</tr>
<tr>
<td>JANUARY 23</td>
</tr>
<tr>
<td>FEBRUARY 4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>FEBRUARY 19</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>MARCH 3</td>
</tr>
<tr>
<td>MARCH 17 – 23</td>
</tr>
<tr>
<td>MARCH 26</td>
</tr>
<tr>
<td>MARCH 27</td>
</tr>
<tr>
<td>MARCH 31</td>
</tr>
<tr>
<td>APRIL 10</td>
</tr>
<tr>
<td>MAY 9</td>
</tr>
<tr>
<td>MAY 10</td>
</tr>
<tr>
<td>MAY 16</td>
</tr>
<tr>
<td>MAY 18</td>
</tr>
<tr>
<td>MAY 19</td>
</tr>
</tbody>
</table>
### SUMMER 2014*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 27</td>
<td>Classes Begin – Summer I 2014</td>
</tr>
<tr>
<td>May 30</td>
<td>Last Day to Add a Course for Summer 2014 Session I</td>
</tr>
<tr>
<td>JUNE 4</td>
<td>Last Day to Add a Course for Full Summer 2014 Session</td>
</tr>
<tr>
<td>JUNE 5</td>
<td>Last Day to Drop a Course for Summer 2014 Session I</td>
</tr>
<tr>
<td>JUNE 16</td>
<td>Last Day to Drop a Course for Full Summer 2014 Session</td>
</tr>
<tr>
<td>JUNE 30</td>
<td>Last Day of Classes Summer I 2014</td>
</tr>
<tr>
<td>JULY 4</td>
<td>Independence Day – No Classes</td>
</tr>
<tr>
<td>JULY 7</td>
<td>Classes Begin Summer II 2014</td>
</tr>
<tr>
<td>JULY 10</td>
<td>Last Day to Add a Course for Summer 2014 Session II</td>
</tr>
<tr>
<td>JULY 16</td>
<td>Last Day to Drop a Course for Summer 2014 Session II</td>
</tr>
<tr>
<td>AUGUST 10</td>
<td>Last Day of Classes – Summer II 2014</td>
</tr>
</tbody>
</table>

*Please note that all social work classes in Summer 2014 meet for 10 weeks, one class per week. Each class is scheduled for three hours. **There is only one summer session for social work classes.**

*Calendar subject to change.*
CHAPTER I:

ADELPHI UNIVERSITY SCHOOL OF SOCIAL WORK

OVERVIEW

The School of Social Work prepares professional social workers who are competent and ethical practitioners committed to improving the well-being of the clients they serve, the communities in which they live and promoting the achievement of a more socially and economically just society. Professional education and training to work with individuals, families, groups, and communities are built upon a broad-based liberal arts education that emphasizes the values and ethics of social work practice. The curriculum includes courses in social work practice, human behavior and the social environment, social policy, research, and field instruction.

The educational programs for the B.S.W. and M.S.W. degrees are fully accredited by the Council on Social Work Education. In addition, the School offers the Ph.D. degree in social welfare and post-master's certificate programs in bilingual school social work and human resource management.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

The Adelphi University School of Social Work prepares graduates to practice ethically and effectively in diverse cultural and social contexts upon entering the profession and throughout their careers. Through our student-centered curricula, faculty scholarship, and community-engaged programs, we provide leadership to advance knowledge, skills, and values for the profession. We are committed to the enhancement of human well-being, the advancement of human rights, and the promotion of social justice for individuals and communities, regionally, nationally and globally.

ACADEMIC INTEGRITY

“Academic integrity occupies the very center of the educational enterprise. Adelphi University encourages academic excellence in an environment that promotes honesty, integrity, and fairness. All members of the University community are expected to exercise honesty and integrity in their academic work and interactions with members of the University community. Each member of the University community shares the responsibility for securing and respecting an environment conducive to academic integrity. Academic dishonesty will not be tolerated, and persons who breach academic integrity will be sanctioned in accordance with the section entitled Academic Honesty at Adelphi.”  -- Adelphi University Code of Conduct

Refer to: http://academics.adelphi.edu/policies/honesty.php or Adelphi University’s Undergraduate & Graduate Bulletins

THE ADELPHI UNIVERSITY HONOR CODE

“The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University’s Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals.”
THE ADELPHI UNIVERSITY CODE OF ACADEMIC HONESTY

The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:
1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submissions of work
4. Sabotage of others’ work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials, or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Refer to: http://academics.adelphi.edu/policies/honesty.php or Adelphi University’s Undergraduate & Graduate Bulletins

PLAGIARISM
Plagiarism occurs when one does not give credit to another author’s ideas. This includes lifting paragraphs from a book or the Internet, using someone else’s papers, and failing to acknowledge the ideas of another person. Plagiarism and other forms of academic dishonesty are serious offenses. Penalties can range from failure for the assignment or course, to dismissal from the program. See Appendix C for further information on using citations.

The School of Social Work’s policy on academic dishonesty and procedures for the reporting of suspected academic dishonesty follow:

UNIVERSITY POLICIES FOR SUSPECTED ACADEMIC DISHONESTY
Suspected academic dishonesty will be treated seriously, and will launch a series of actions by classroom faculty, faculty adviser or faculty field liaison, and the associate dean for academic affairs. The School of Social Work will decide whether the suspected dishonesty is of an egregious or non-egregious nature. Egregious dishonesty may include—but is not limited to—cheating on an exam, buying a paper, or stealing a portion or all of someone else’s paper. All second offenses are treated as egregious, regardless of the type of dishonesty. The policies for B.S.W. and M.S.W. students are somewhat different, and are briefly described below.

Note: These procedures were drawn from the University’s Policies and Procedures on Academic Honesty, which can be found at http://academics.adelphi.edu/policies/honesty.php
GARDEN CITY CAMPUS AND OFF-CAMPUS CENTERS

The School of Social Work offers programs of study at the main campus in Garden City, in addition to three off-campus extension centers in Manhattan, Hauppauge, and Poughkeepsie. Each center provides convenient and flexible course schedules to meet all student needs. Students enrolled at the off-campus centers are required to take SWK 736 at the main Garden City campus. Degree programs offered at each center are as follows:

<table>
<thead>
<tr>
<th></th>
<th>B.S.W.</th>
<th>M.S.W.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden City Campus</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Hauppauge Center</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Hudson Valley Center</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manhattan Center</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Garden City Campus
School of Social Work
One South Avenue
P.O. Box 701
Garden City, NY 11530
Phone: (516) 877-4300

Hauppauge Center
55 Kennedy Drive
Hauppauge, NY 11788
Phone: (631) 300-4350
Fax: (631) 300-4360

Manhattan Center
75 Varick Street, Second Floor
New York, NY 10013
Phone: (212) 965-8340
Fax: (212) 965-8341

Hudson Valley Center
St. Francis Medical Arts Pavilion
19 Baker Avenue, Suite 400
Poughkeepsie, NY 12601
Phone: (845) 471-3348
Fax: (845) 452-096
<table>
<thead>
<tr>
<th>AU</th>
<th>Library Resources</th>
<th>Technology Resources</th>
<th>Writing Resources</th>
<th>Academic Services</th>
<th>Field Placement</th>
<th>Counseling Services</th>
<th>Disability Services</th>
<th>Social Work Licensing Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden City</td>
<td>Library Resources 516.877.3570</td>
<td>Customer Services</td>
<td>Located in Earle Hall, Lower Level</td>
<td>Schanica Pickens Student Affairs</td>
<td>Anjali Parekh-Singh Assistant Director of Field Education</td>
<td>Carol Lucas Director, Student Counseling Center</td>
<td>Located in University Center, Room 310</td>
<td>Schanica Pickens Licensing Coordinator</td>
</tr>
<tr>
<td></td>
<td>R.O.L.E. Eloise Bellard 516.877.3584</td>
<td>516.877.3340</td>
<td>516.877.3296</td>
<td>Coordinator 516.877.4407</td>
<td>516.877.4351</td>
<td>516.877.3154</td>
<td>516.877.4407</td>
<td></td>
</tr>
<tr>
<td>Manhattan</td>
<td>Library Resources 212.965.8379</td>
<td>Customer Services</td>
<td>Located in the Library 212.965.8340</td>
<td>Aixa Rodriguez Student Affairs</td>
<td>James Amato Assistant Director of Field Education 212.965.8340</td>
<td>Carol Lucas Director, Student Counseling Center</td>
<td>Rosemary Garabedian Coordinator Disability Support Services 516.877.3145</td>
<td>Lisa Henshaw Licensing Coordinator</td>
</tr>
<tr>
<td></td>
<td>R.O.L.E. Kristin Hart 212.965.8340</td>
<td>516.877.3340</td>
<td>x8379</td>
<td>Coordinator 212.965.8340, x8361</td>
<td>212.965.8340, x8360</td>
<td>516.877.3154</td>
<td>516.877.3145</td>
<td></td>
</tr>
<tr>
<td>Hauppauge</td>
<td>Library Resources 631.300.4366</td>
<td>Customer Services</td>
<td>Located in the Library 516.877.3296</td>
<td>Joanne Quinn-Beers Student Affairs</td>
<td>Jamie Gergen Assistant Director of Field Education 516.237.8608</td>
<td>Carol Lucas Director, Student Counseling Center</td>
<td>Rosemary Garabedian Coordinator Disability Support Services 516.877.3145</td>
<td>Tara Bulin Licensing Coordinator</td>
</tr>
<tr>
<td></td>
<td>R.O.L.E. James Cassidy 631.300.4366</td>
<td>516.877.3340</td>
<td></td>
<td>Coordinator 516.237.8608</td>
<td>516.877.8609</td>
<td>516.877.3154</td>
<td>516.877.3145</td>
<td></td>
</tr>
<tr>
<td>Hudson Valley</td>
<td>Library Resources 845.471.3348</td>
<td>Customer Services</td>
<td>Located in the Library 516.877.3296</td>
<td>Regina Tracy Student Affairs</td>
<td>Llonia Gordon Assistant Director of Field Education 845.471.3348</td>
<td>Carol Lucas Director, Student Counseling Center</td>
<td>Rosemary Garabedian Coordinator Disability Support Services 516.877.3145</td>
<td>Regina Tracy Licensing Coordinator</td>
</tr>
</tbody>
</table>
NETWORK OF STUDENT RESOURCES

CUSTOMER SERVICES

The IT Help Desk (Customer Services) provides a point of contact for students, faculty, administration, and staff who have computer and related technology questions, problems, or work requests. The Help Desk will attempt to resolve reported issues and assist the user in maximizing his/her use of applications and/or equipment. The Help Desk can be reached at 516 877-3340.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) are available to all Adelphi students and can be accessed by contacting Rosemary Garabedian, coordinator of the student counseling center and disability services, at (516) 877-3145 or by emailing garabedian@adelphi.edu. The Office for Disability Support Services is located in Room 310 of the University Center, Garden City campus.

PERSONS WITH DISABILITIES: LEGAL RIGHTS & RESPONSIBILITIES

A disabled person is defined in federal legislation as any person who has a physical or mental impairment that substantially limits one or more major life activities. Physical, emotional, and learning disabilities are covered. It is the student’s responsibility to inform the University’s Office of Disability Support Services concerning special problems and needs so that the proper accommodations may be made. Special parking arrangements are available for those students who have impairments that prevent them from using the facilities made available for the general student population. Please apply for a special parking permit through the Office of Disability Support Services. Contact Rosemary Garabedian, coordinator, Disability Support Services, (516) 877-3145, University Center, Room 310.

LEARNING CENTER

The Learning Center provides a wide array of services geared toward enhancing students’ academic performance at Adelphi University. The center’s resources are available to all students enrolled on any Adelphi University campus (undergraduate and graduate). The Learning Center staff is comprised of peer tutors. These are students who have excelled in the classes in which they will assist other students. Tutors are usually recommended by the professors teaching the courses. Excellent communication skills, devotion, and personal charisma are among the qualifications required for employment.

The Learning Center can be reached by calling 516 877-3200.

STUDENT COUNSELING CENTER

The Student Counseling Center (SCC) helps all students with problems or concerns that may interfere with their academic and personal goals. Counselors are available by calling the Student Counseling Center at (516) 877-3646 or by visiting the Center in the University Center, Room 310.
WRITING CENTER

The Writing Center is the hub of writing-related activity at Adelphi University. The primary purpose of the Writing Center is to help students learn to use writing more effectively in all aspects of college life. The Writing Center is designed for any student, of any ability, who wants to improve his or her writing process. The Writing Center can be reached at 516 877-3296.

WHAT CAN THE WRITING CENTER DO FOR YOU?
When you come in, you decide with the tutor what aspect of your writing you want to focus on. Topics you might discuss include:

- Writing with clarity
- Developing a sophisticated argument
- Deepening your analyses
- Deciding on organization and structure
- Improving sentence-level style
- Understanding rhetorical techniques
- Incorporating and citing sources
- Grammar problems

Note: The Writing Center is not a proofreading service. Writing Center staff can help you learn to proofread and revise your own essay, but they will not simply edit your paper for you.

WHO SHOULD USE THE WRITING CENTER?
In a word, everyone. The Writing Center is a free service available to any Adelphi undergraduate or graduate student. They see writers of all levels—from those who have great difficulty even getting started to those grappling with the most sophisticated arguments. They can help with essay assignments in all subjects, lab reports, or any other written project on which you find yourself working.

HOW DOES THE WRITING CENTER WORK?

- You can sign up for an appointment by registering at the Writing Center online or by coming to the Center.
- You may also schedule a standing weekly or bi-weekly appointment for a whole term. Tutoring sessions are generally 45 minutes.
- While a full draft is best, you can bring in an outline or even just a set of notes, and Writing Center tutors will help you move to the next stage in your writing process.
- If you wish to cancel or reschedule an appointment, please call the Writing Center or cancel on WC online. Anyone who fails to cancel an appointment in advance will receive a “no show” notification. Students who receive two “no shows” will be denied Writing Center privileges for the remainder of that semester.

OTHER SERVICES
The Writing Center also offers other services, which include:
PRIVATE PRACTICE

Adelphi social work students at the B.S.W. and M.S.W. levels may not be engaged in private practice of social work and/or other private activities that could be identified as social work practice. Students who violate this policy will be referred to the Academic Standards Committee for disposition. Students are advised to be guided by the standards of the social work profession regarding preparation for self-regulated practice as well as the relevant ethical principles and legislation that have bearing on such professional activity. A faculty member may not engage in private practice with a currently enrolled student.

STUDENT GRIEVENCE PROCEDURE

If students feel they have been summarily or unfairly treated by a member of the School of Social Work faculty, or have had a decision of a non-disciplinary nature rendered against them in what they consider an unfair, or an unjust manner, the student shall have recourse to the associate dean for academic affairs in the case of master’s level students and the director of the undergraduate program in the case of bachelor level students. If warranted, the associate dean or director shall in this convene a Grievance and Review Committee, to be made up of the associate dean or director, plus 2–3 School of Social Work faculty members.

1. If the associate dean for academic affairs or the director of the undergraduate program and the Grievance and Review Committee receive and consider the grievance and find that the evidence is insufficient to make any recommendation or take any action, this decision is final and not subject to appeal.

2. If the associate dean for academic affairs or the director of the undergraduate social work program and the Grievance and Review Committee receive and consider the grievance and find that the evidence supports making a recommendation or taking further action, the committee will:
   A. Attempt to resolve the matter by having the individuals involved meet with the committee;
   B. If the situation cannot be resolved, the committee’s recommendations shall be sent to the dean, the highest administrative officer of the School, for further action.

Note: While students may request a hearing by the Associate Dean, Undergraduate Director, and/or Grievance Review Committee, only the instructor may change a student’s grade.

Graduate Students Contact:
Dr. Bradley Zodikoff, Associate Dean for Academic Affairs, (516) 877-4439, Room 221.

Undergraduate Students Contact:
Sergio Argueta, Director of the Undergraduate Program, (516) 877-4362, Room 225.
LICENSED MASTER OF SOCIAL WORK (L.M.S.W) EXAM

New York State was among the first states to regulate the social work profession, enacting its certification law in 1962. In September 2004, that law was replaced by a new statute that created two licensed social work titles in New York State—the Licensed Master Social Worker (L.M.S.W.) and the Licensed Clinical Social Worker (L.C.S.W.). Upon completion of the M.S.W. degree, Adelphi graduates are eligible to apply for licensure as a Licensed Master Social Worker (L.M.S.W.).

The American Association of State Social Work Board administers the exam throughout the year. Students are not permitted to sit for the examination until they have received the M.S.W. degree.

REQUIREMENTS
To be licensed as a Licensed Master Social Worker (L.M.S.W.) in New York State you must:

• Be of good moral character.
• Be at least 21 years of age.
• Meet education and examination requirements.
• Complete coursework or training in the identification and reporting of child abuse offered by a New York State-approved provider.

REGISTRATION PROCEDURES
To register for the L.M.S.W. exam, you must first be eligible to take the exam. To establish eligibility, you will need to apply to the New York State Education Department, Office of the Professions, Social Work Board. After all of the required documentation is received and reviewed by the NYSED, you will be notified of your eligibility to take the exam. Complete the following steps to establish your eligibility to take the L.M.S.W. exam:

Step One: Submit an application for Licensure (Form 1):

a) Application forms can be downloaded from the State Education Department Web site: op.nysed.gov/prof/sw/lmswforms.htm.
b) Complete and sign this form before a notary.
c) Mail form to the New York State Education Department, Office of the Professions, P. O. Box 22063, Albany, NY 12201. You must include a licensure fee of $294.00 (check or money order payable to New York State Education Department).

Step Two: Submit Form 2 L.M.S.W. Application:

a) Application forms can be downloaded from the State Education Department Web site: op.nysed.gov/prof/sw/lmswforms.htm.
b) Complete Form 2 and attach your check or money order for $10 payable to Adelphi University.
c) Submit to Susan Rotondo, School of Social Work, Room 221, Garden City campus. This will be sent to the Registrar’s office and your final transcript will be sent directly to the NYSED.

The above Steps 1 and 2 should be completed after graduation when all grades are submitted and your final transcript reflects completion of the M.S.W. degree.
Step Three: Complete L.M.S.W. Exam Registration


Complete the “Exam Registration” form in this Handbook and mail to ASWB Candidate Registration Center, P.O. Box 1508, Culpepper, VA 22701. The registration fee is $230 and can be a certified check, money order, or credit card. No personal checks accepted. (You can also register online by going to aswb.org.)

ADDITIONAL INFORMATION FOR THE L.M.S.W EXAM

- Adelphi’s school code is 421000. (Enter this into page two of the ASWB Exam Registration Form.)
- To inquire about the status of your application, call the NYSED customer services at (518) 474-3817. NYSED will notify you and ASWB (the Association of Social Work Boards, who administer the examination) when you have satisfied the examination eligibility requirements. Details are also available at aswb.org or at 1-888-579-EXAM. Adelphi graduates applying for the L.M.S.W. take the master’s level exam. Detailed information about the Licensing Law is available at op.nysed.gov/prof/sw/L.M.S.W..htm
- Contact: Dr. Peter Chernack, Associate Dean for Program Development and Administration, (516) 877-4350, Room 209, or Dr. Bradley Zodikoff, Associate Dean for Academic Affairs and director of the M.S.W. Program, (516) 877-4439, Room 221.

LICENSURE EXAMINATION PREPARATION

The School of Social Work provides a licensure preparation series for all M.S.W. graduates. The licensure preparation series is funded through a student fee associated with SWK 520 and SWK 736. The series includes an in-home/online study package, a three-hour workshop on test-taking strategies, and an eight-hour review course. Completing the licensure preparation series will greatly enhance your chances of passing the L.M.S.W. exam.

Becoming licensed as an L.M.S.W. is essential for any master’s level social worker seeking employment (or wanting to remain employed) as a social worker in New York State. As with other professions (e.g., law, medicine, education, nursing, or psychology), licensure preparation is essential to successful completion of licensing exams. The three-hour workshop and eight-hour course are conducted by experienced trainers from the Martha K. Selig Institute of the Jewish Board of Family and Children’s Services (JBFCS), who have an excellent reputation and track record in preparing social workers for the L.M.S.W. exam. The online package and in-home study guides are provided by the Association for Advanced Training in the Behavioral Sciences (AATBS). This quality licensure preparation is provided at a cost well below what a student could expect to pay on his or her own.

Graduating students are notified through their Adelphi email account and through information distributed in the SWK 736 class of the registration procedures and the days/times for the licensing preparation courses. Students will also receive study guides and login information for the in-home/online package. Courses will begin shortly after the end of the spring semester for May graduates, the summer semester for August graduates, and the fall semester for January graduates. Contact Dr. Peter Chernack, Associate Dean for Program Development, (516) 877-4350, Room 209.
CHAPTER II: BACHELOR OF SOCIAL WORK

OVERVIEW

The undergraduate social work program provides a broad foundation in the liberal arts and sciences, as well as specialized education in generalist social work practice. The Bachelor of Social Work (B.S.W.) degree requires completion of 120 credits, including 47 credits in required social work courses. Students must also satisfy the University’s General Education requirements and complete 21–22 credits in the liberal arts courses required by the School of Social Work.

The B.S.W. prepares graduates for social work positions in a variety of practice settings. Many of our graduates accept social work positions upon completion of the degree, while others pursue the master’s in social work degree. B.S.W. graduates are eligible to apply for advanced standing in the M.S.W. program within five years from the date of graduation (see page 10).

B.S.W. COURSE REQUIREMENTS

Undergraduate social work majors must complete three sets of required courses: (I) General Education core; (II) liberal arts and science foundation; and (III) social work courses.

I. GENERAL EDUCATION CORE

Adelphi University requires two competency courses, as well as two courses each in the arts, humanities, social sciences, and science and mathematics. These courses are usually taken in the student’s freshman and sophomore years. For transfer students who have earned an associate’s degree from a recognized community college, the General Education requirement is waived. Students transferring with less than an associate’s degree will have their transcript reviewed and will receive credit for any equivalent course; any courses not taken at another institution must be completed at Adelphi.

II. LIBERAL ARTS AND SCIENCE FOUNDATION

Social work education is grounded in a liberal arts and science perspective. The liberal arts and sciences furnish competencies in language, literacy, and communication that are building blocks for the acquisition of knowledge, and provide the substantive knowledge that is necessary for understanding the human condition.

Students who transfer to Adelphi will have their transcripts reviewed to provide credit for any of these prerequisites where there is demonstrated equivalence. Transfer students are required to enroll in any of these required courses not taken at their prior institution(s).
A total of seven liberal arts and science courses must be taken from among the following:

A. The following are required:
   - Biology or SWK 245 Science of Social Issues
   - Psychology
   - Sociology

PLUS

B. An additional four from the following:
   - History (up to two courses)
   - Cultural Anthropology
   - Economics
   - Political Science
   - Statistics

III. SOCIAL WORK COURSES
The Social Work major is offered as listed below, distributed across the junior and senior years:

B.S.W. PROGRAM

47 Credits of SWK Curriculum

<table>
<thead>
<tr>
<th>Junior Year - Total of 21 Credits</th>
<th>Senior Year - Total of 26 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>8 SWK Credits 11 w Elective</td>
<td>8 SWK credits 11 w Elective</td>
</tr>
<tr>
<td>332 (Must be taken w Field)</td>
<td>333 (Must be taken w Field)</td>
</tr>
<tr>
<td>(3cr) Principles &amp; Practice I</td>
<td>(3cr) Principles &amp; Practice II</td>
</tr>
<tr>
<td>330 *Field</td>
<td>331 *Field</td>
</tr>
<tr>
<td>(3cr)</td>
<td>(3cr)</td>
</tr>
<tr>
<td>510 Human Behavior</td>
<td>511 Human Behavior</td>
</tr>
<tr>
<td>(3cr) Theory for SWK Practice I</td>
<td>(3cr) Theory for SWK Practice II</td>
</tr>
<tr>
<td>*Register for Role 510</td>
<td></td>
</tr>
<tr>
<td>SWK Elective</td>
<td>500 Issues</td>
</tr>
<tr>
<td>(3cr)</td>
<td>(3cr) Social Welfare I</td>
</tr>
<tr>
<td></td>
<td>542 Oppression, Div. &amp; Struggle for Hum Rights</td>
</tr>
<tr>
<td></td>
<td>(3cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester 3</strong></th>
<th><strong>Semester 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>520 (Must be taken w Field)</td>
<td>521 (Must be taken w Field)</td>
</tr>
<tr>
<td>(3cr) Foundations of SWK Practice I</td>
<td>(3cr) Foundations of SWK Practice II</td>
</tr>
<tr>
<td>490* Field GC/ HG</td>
<td>491* Field GC/ HG</td>
</tr>
<tr>
<td>(4cr)</td>
<td>(4cr)</td>
</tr>
<tr>
<td>492 *Man</td>
<td>493* Man</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>500 Issues</td>
<td>501 Issues</td>
</tr>
<tr>
<td>(3cr) Social Welfare I</td>
<td>(3cr) Social Welfare II</td>
</tr>
<tr>
<td>557 Social Work Research I</td>
<td></td>
</tr>
<tr>
<td>(3cr)</td>
<td></td>
</tr>
</tbody>
</table>

Electives Junior Year:
- SWK 305 Case Management
- SWK 306 Introduction to Social Services with Children

Electives Senior Year: *Pre-req. 500, 510, 520, or Consent of Instructor
- SWK 741 Child Abuse & Neglect
- SWK 788 Immigrants & Refugees
- SWK 738 Social Work & the Law

*Additional Social work electives are offered for 3 credits each and include:
- SWK 245 The Science of Social Issues
- SWK 246 Writing for the Helping Professions
- SWK 247 Violence and the Community
ANSWER PROGRAM

The ANSWER (Adelphi’s New Social Work Education Route) program is designed for individuals working in social and human service organizations who desire to pursue a B.S.W. degree in social work. To accommodate students who may work full-time, AUSSW provides social work courses during evenings and weekends. In some instances, a work-study arrangement for field instruction can be developed for ANSWER students. The work-study placement is developed in collaboration with AUSSW and must meet the criteria for work-study as outlined in the AUSSW Field Education Manual. The ANSWER program can grant qualified students up to 10 undergraduate credits for prior learning or work/life experiences. Although these credits can be applied to the total number needed for the baccalaureate degree, they cannot be used to substitute for or “waive” any of the required social work or liberal arts courses. Students interested in the ANSWER program should contact either the Manhattan Center or Hauppauge Center director of social work programs.

ADVANCED STANDING

Students who graduate from the School of Social Work’s baccalaureate program may apply to the advanced standing program and complete an M.S.W. in one year of full-time study. This program allows students to be admitted directly to the advanced level of study toward the Master of Social Work (M.S.W.) degree. Advanced standing students complete the M.S.W. in one year of study with 32 credits of academic and field courses. Eligibility for the program presupposes a better-than-average record in the social work major, including above-average field instruction performance. Applicants must have a minimum overall grade-point average of 3.0, with grades of B or better in their social work courses. Students apply for admission during their senior year of study. A comprehensive assessment of the candidate’s appropriateness for advanced standing is an integral part of the admissions process. This assessment includes advice from faculty advisers, classroom professors, and members of the School’s Admissions Committee. Students who are interested in the advanced standing program should contact the director of the undergraduate program.

PROFESSIONAL AND ACADEMIC ADVISEMENT

Students in the bachelor’s program are provided with professional social work advisement from the point of their admission to the University and continuing until they complete their degree requirements. Professional social work advisement is designed to assist social work majors in thinking through their choice of social work as a career, assess their capabilities to successfully pursue social work as a vocation, monitor and evaluate their academic and field performance, and guide them in selecting field placements that will best meet their educational needs and professional aspirations.

Initial advisement in the B.S.W. program is provided by the director of the undergraduate program who meets with all transfer students applying to the social work major and with freshmen or sophomores who are interested in the social work major. Freshmen and sophomores who have declared social work as their major retain the director as their adviser until they enter their junior year. These students will follow an academic path that results in their preparation to begin taking social work courses as juniors. Upon admission to the major, the director works with each student to prepare their academic schedule and design their course of study. Transfer students and continuing students entering their junior year are assigned to a faculty member who serves as their faculty adviser and field liaison.

The director of the undergraduate program serves as the “backup” to these faculty, answering questions, keeping them informed regarding any changes in University or School policies, and being available to students.
B.S.W. students entering field instruction are introduced to their adviser during the School’s Field Instruction Orientation where each adviser meets his or her advisees as a group. In this meeting, the adviser distributes the Student Handbook and Field Education Manual, and addresses the following topics in depth: academic and field requirements, adviser availability, ongoing individual student/adviser conferences, adviser office hours, voicemail communication, and the adviser’s role as faculty field liaison.

Faculty have a minimum of six office hours per week spread over three days. Faculty generally plan their office hours around their class schedules in order to be available to both their advisees and the students they are teaching. Office hours are changed each semester to accommodate new teaching schedules and faculty have extended hours during registration periods each semester. In the senior year, as students enter a second year of field placement, a different faculty field liaison is assigned.

REGISTRATION

Each semester, all students receive registration instructions from the University Registrar. Registration can be completed online through the Course Listing, Advising, and Student Services (C.L.A.S.S.) system, which can be accessed on the Internet at class.adelphi.edu or through the University’s Web site at adelphi.edu. If you prefer, you can register in person at the Office of the Registrar. Both methods require faculty adviser approval, which can be secured online or in person. Students who are financially and administratively cleared may register by the dates established by the Registrar and be billed by the Office of Student Financial Services. It is the responsibility of each student to complete his or her registration by pressing the “Submit” button on the C.L.A.S.S. system.

The School reserves the right to cancel any class, change class schedules, divide a class, or change instructors as necessary.

ADVISEMENT CHECKLIST

- Advisement and open planning for intersession/Spring 2014 semester: October 14, 2013

Undergraduate students “hit Submit” when indicated. All students must hit the submit button on C.L.A.S.S. registration after adviser approves the classes in order to be registered.

For questions regarding the B.S.W. program, please contact Sergio Argueta at (516) 877-4362 or email sargueta@adelphi.edu.

THE REGISTRATION PROCESS

The following information will guide you through the registration process:

- Contact your adviser to schedule an appointment to plan for registration.
- Check your email at least weekly for important information about registration.
- Registration will be conducted through C.L.A.S.S., the University’s online registration system. All course schedules are online. Note that campus sites are identified by Garden City (GC), Manhattan (NY), Hudson Valley (HV), and Hauppauge (HG).
- All faculty advisers are required to review and approve your program on the C.L.A.S.S. system.
- Following adviser approval of the program, students are required to hit “Submit” to finalize registration.
- All students are required to maintain a 2.8 GPA. Consult with your advisor if you do not meet this minimum
and/or you are at risk for academic probation.

- All outstanding incompletes in any class must be completed within one year or as stipulated and agreed upon in an academic contract.
- Prerequisites and corequisites are required as indicated on the course schedules. Follow them carefully.

All students are reminded of the following student services, accessible from all campus sites:
- Writing Center
- Learning Center
- Counseling Services
- Student Disability Services

E-MAIL AND OTHER COMMUNICATIONS

All students are provided with a GroupWise email account and are encouraged to check their email at least once each week throughout the academic year. With a convenient single sign-on, the Adelphi eCampus gives students one-stop access to information services and applications including: Gmail, ALICAT and other library resources, Moodle, C.L.A.S.S. for online advising and registration, and many other services. When you visit the eCampus portal, ecampus.adelphi.edu, you will be able to look up your username and create or reset your login password. Adelphi’s online services, including eCampus, are available 24/7 on the World Wide Web.

Mailboxes for full-time and part-time faculty, administration, and staff are located at: Room 223, Social Work Building, Garden City; Mailroom, Hauppauge; Social Work Suite, Manhattan Center. Contact: Customer Services, Swirbul Library, Second Floor, (516) 877-3340, customerservices@adelphi.edu.

FINANCIAL ASSISTANCE

Adelphi University offers a wide variety of financial assistance programs in addition to the various federal and state programs that are available to undergraduate students. Financial assistance is defined as any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses. The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the financial aid package. Undergraduate students interested in applying for financial assistance should contact the Office of Student Financial Services at (516) 877-3080.

REQUIREMENT FOR GRADUATION

All students are required to file a graduation application form at the beginning of the last year of their program. (See the University Registrar website for specific dates.) The Graduation Application form can be obtained online at ecampus.adelphi.edu/registrar/graduation/php or by picking up a form from one of the School of Social Work administrative offices. Students must file this form in order to graduate and receive their degree.

Undergraduate students must submit their Graduation Application form to Sergio Argueta, director of undergraduate programs, (516) 877-4362, Social Work, Room 225 for clearance. If a student’s date of graduation changes, they must file a new graduation application form for their new graduation date.

Note: B.S.W. students are not required to complete the Child Abuse and Maltreatment Certificate of Completion.
ACADEMIC POLICIES

GRADING POLICIES

1. Undergraduate students must maintain a 2.8 cumulative GPA with grades of B or better in all social work practice courses (SWK 332, 333, 520, & 521) in order to be in good standing.

2. Any undergraduate student whose cumulative GPA falls below the required 2.8 average will be placed on probation by the director of the undergraduate program and will be advised to meet with his or her faculty adviser.

3. The student’s academic progress will be followed closely to determine if the student should remain in the program. (See University probation policies and procedures in the Undergraduate Bulletin.)

4. The School’s Undergraduate Committee will designate a subcommittee to review specific students who present persistent academic difficulties in the class or field.
   i. The committee will engage the student in a process designed to find a solution to his or her needs.
   ii. The committee will recommend to the dean or his designee if a student is to be removed from the program. Oftentimes, the committee helps the student to find a new major. Decisions to remove a student from the University are made by the associate provost.

INCOMPLETE GRADES

1. All incomplete grades require the student and instructor to complete and sign an Incomplete Grade Contract. For further information, contact the Office of the Director of the Undergraduate Program.

2. Incomplete grades can be given in a course at the discretion of the instructor. Students have a maximum of one year to complete the contract. The incomplete will change to an “F” if the contract has not been completed.

3. Students who have received an incomplete in a prerequisite course, and are enrolled in the subsequent course, have until the second meeting of the subsequent course to remove the incomplete. If an incomplete on a prerequisite course is not removed by the second meeting, the student must withdraw from the course.

NOTE: Incomplete grades conferred to an extended student in field instruction are not subject to this policy.
LEAVE OF ABSENCE

Undergraduate students who wish to take a leave of absence from the School of Social Work must request the proposed leave of absence in writing to the director of the undergraduate program.

MEDICAL LEAVE OF ABSENCE

All requests for a medical leave of absence are submitted first to the director of the undergraduate program, and then to Dr. Lester Baltimore, associate provost, academic affairs, baltimor@adelphi.edu, (516) 877-3142. Dr. Baltimore approves the medical leave and maintains confidential records in his office. See the requirements for medical leave of absence that follow:

1. Student shall request leave and state reason why request is being made.
2. Student shall submit letter from a licensed healthcare provider that contains:
   A. Diagnosis
   B. The duration of treatment prior to request
   C. Plans for treatment during period of leave (if appropriate)
   D. A positive recommendation that the leave is necessary for medical reasons
   E. Adelphi University retains the right to obtain supplemental medical information
3. All requests and documentation must be made during the semester for which the leave is requested.
4. Requests for medical leaves will not be considered if the student has completed any of his or her courses.
5. If a student has completed all course work, except for final exams or final projects, a medical leave will not be granted. The grade of incomplete will be issued and the student will be permitted to take the exam or finish the project when the medical issues are resolved.

REQUIREMENTS TO RETURN FROM MEDICAL LEAVE OF ABSENCE

1. Student must request readmission.
2. Student must submit letter from a licensed healthcare provider.
   A. If possible, the letter should be from the same provider who recommended the leave.
   B. If that person is unable to provide a letter, a healthcare professional from the same specialty may provide the letter.
   C. The letter must contain:
      i. treatment that has taken place during the leave
      ii. if needed, treatment plans after return from leave
      iii. any recommended restrictions (e.g., reduced credit load)
      iv. statement that student is medically able to return to school
3. Adelphi University retains the right to obtain supplemental medical information.
UNDERGRADUATE ACADEMIC STANDARDS SUBCOMMITTEE

The Undergraduate Academic Standards Subcommittee reviews undergraduate students at risk due to problems in their academic performance, field education performance, or allegations of unprofessional conduct and makes recommendations to the dean concerning their standing. The subcommittee is comprised of faculty and staff designated by the director of the undergraduate program.

1) PURPOSE:
   a) To review the student’s academic performance, field performance, or alleged unprofessional conduct to determine whether he or she meets the School’s educational standards.
   b) To recommend to the dean an educational plan or change of academic status that may involve probation, termination, or other alternative consonant with due process and the findings of the committee.

2) REASONS FOR REFERRAL TO THE SUBCOMMITTEE INCLUDE, BUT ARE NOT LIMITED TO:
   a) A report of unethical and/or unprofessional behavior by the student, submitted by either the field instructor, the faculty field liaison, a classroom instructor, or other persons relevant to the student’s educational program. Breaches of professional ethics that may warrant a referral include:
      • Plagiarism
      • Absence from field without notification
      • Breach of confidentiality
      • Inappropriate relations and/or boundary problems with clients, staff, or other students
      • Failure to disclose a potential conflict of interest
      • Impairment due to alcohol or drug abuse
      • Threatening behavior to clients or others

3) DUE PROCESS:
   a) Prior to referring students to the subcommittee for problems in field performance, the following due process must be followed:
      i) Conference of field instructor, faculty field liaison, and student
      ii) Conference of faculty field liaison, assistant dean for field education, or designee and student

   b) If the faculty field liaison determines that the student remains at risk, he/she will prepare a referral to the subcommittee 10 days prior to formal review and inform the student of the right to submit a written statement to the committee
      i) The student is expected to attend the subcommittee review and may bring an advocate who must be either a student colleague or Adelphi faculty member
      ii) The faculty field liaison attends the subcommittee review
      iii) The director for field education attends the subcommittee review
      iv) The director of the undergraduate program attends the subcommittee review
      v) The subcommittee may invite any other person(s) who is deemed relevant to the review process
c) Following its deliberations, the subcommittee informs the student of its recommendations and forwards the written recommendation to the dean or her designee for disposition.

4) In its decision making, the subcommittee relies on the School’s criteria for field performance, the grading policy, the expectations for professional behavior as described above, and written and oral materials presented during the hearing process.

5) POSSIBLE RECOMMENDATIONS MAY INCLUDE, BUT ARE NOT LIMITED TO:
   • No action
   • Probation with conditions of remediation
   • Leave of absence with recommendation of remediation
   • Termination from program or major
   • Summary dismissal

   If termination from the University is recommended, the matter is referred to the associate provost for review and final disposition.

FINANCIAL AID

Adelphi University offers a wide variety of financial assistance programs in addition to the various federal and state programs that are available to undergraduate students. Financial assistance is defined as any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses. The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the financial aid package. Undergraduate students interested in applying for financial assistance should contact the Office of Student Financial Services at (516) 877-3080.

STUDENT LIFE

SOCIAL WORK ACTION GATEWAY (S.W.A.G.) IS THE UNDERGRADUATE STUDENT ORGANIZATION

S.W.A.G. meets independently on a regular basis. It is composed of social work majors and non-majors, freshmen through seniors, and is organized for the purpose of enabling members to develop into dedicated, informed, and knowledgeable professionals with values based on social work ideals.

The specific goals of the organization are to:
1. Exchange ideas about the profession and the undergraduate social work program.
2. Help socialize and integrate new students into the School and the profession, as well as provide an ongoing socialization process for all students.
3. Facilitate the free exchange of ideas and concerns between students and faculty members creating a reciprocal interaction that will lead to a better understanding of student and faculty expectations.
4. Provide a unified voice to represent the student’s concerns with the University Administration.
5. Begin to network with the professional social work community and NASW.
6. Engage in community service activities to raise awareness of public issues and serve communities in need.

All programs sponsored by S.W.A.G. are announced through email.
STUDENT COMMITTEES

Students have the opportunity to serve on School of Social Work academic committees. The following committees welcome active student participation:

Undergraduate Committee is responsible for recommending policies to the faculty of the School of Social Work for the undergraduate program. This committee reviews all curriculum matters relative to the baccalaureate program, and refers appropriate recommendations to the School's Curriculum Committee.

Undergraduate Academic Standards Subcommittee has the responsibility of acting as consultant to faculty field liaisons and academic advisers with respect to undergraduate student progress, as well as maintenance of educational standards. It reviews students for probationary status and possible termination for the social welfare major, and makes recommendations for action to the dean.

Contact: Sergio Argueta, director of the undergraduate program, (516) 877-4362, Social Work, Room 225. You may also contact Stacey Avella (Avella@adelphi.edu), assistant to the undergraduate program, (516-877-4385), Room 227 to schedule an appointment with the director.
CHAPTER III:  
MASTER OF SOCIAL WORK

OVERVIEW

The Master of Social Work (M.S.W.) program prepares students for the demands and complexities of advanced practice through its diverse field opportunities and classroom learning. The M.S.W. curriculum consists of a foundation core of study that leads to advanced level courses. The foundation year offers the knowledge base drawn from behavioral and social science theory, research, social policy planning, and generalist practice, all within the context of a common value base. The advanced course level provides students the opportunity to strengthen and deepen their knowledge and skills in contemporary direct practice with individuals, couples, families, and small groups. The M.S.W. course of study requires 64 credits in class and field learning.

PROFESSIONAL AND ACADEMIC ADVISEMENT

Professional social work advisement is a priority in the master’s program, guiding students in making course and field placement choices. In addition, advisement enhances learning, contributes to the development of professional identity, and supports decisions about career goals. An important component of the advisement role is a gatekeeper for our profession of social work. All M.S.W. students receive advisement throughout their Adelphi program and are required to confer with their adviser when making decisions about registration, course planning, and field assignments.

When students are accepted into the program, they meet with their assigned adviser to plan and schedule their program, course work, and field instruction. Each semester, students are required to meet with their adviser to register, to address academic questions, and plan for field placement.

The Field Education Office reviews the field instruction requirements for all students. Students in field are assigned a faculty field liaison who serves as both academic adviser and field liaison. Those students only taking course work (no field placement) are assigned an academic adviser.

REGISTRATION

Each semester, all students receive registration instructions from the University Registrar. Registration can be completed online through the Course Listing, Advising, and Student Services (C.L.A.S.S.) system, which can be accessed on the Internet at class.adelphi.edu or through the University’s Web site at adelphi.edu. If you prefer, you can register in person at the Office of the Registrar. Both methods require faculty adviser approval, which can be secured online or in person. Students who are financially and administratively cleared may register by the dates established by the Registrar and be billed by the Office of Student Financial Services.

*The School reserves the right to cancel any class, change class schedules, divide a class, or change instructors as necessary.*

Contact: Susan Rotondo, student relations specialist, (516) 877-4420, Room 221.

ADVISEMENT CHECKLIST

• Advisement and open planning for Spring 2014 semester/Intersession: October 14, 2013.
• Graduate priority registration for Spring 2014: **October 31 - November 1, 2013.**

(C.L.A.S.S. registration allows graduate students to hit the Submit button on this date and finalize their registration. Undergraduate students “hit Submit” when indicated.) Student must hit the submit button on C.L.A.S.S. after your adviser approves your classes. It is the responsibility of each student to complete his or her registration by pressing the “Submit” button on the C.L.A.S.S. system.

For questions regarding the M.S.W. program, please contact Dr. Bradley Zodikoff at (516) 877-4439 or zodikoff@adelphi.edu.

**THE REGISTRATION PROCESS**
The following information will guide you through the registration process:
• Contact your adviser to schedule an appointment to plan for registration.
• Check your email at least weekly for important information about registration.
• Registration will be conducted through C.L.A.S.S., the University’s online registration system. All course schedules are online. Note that campus sites are identified by Garden City (GC), Manhattan (NY), Hudson Valley (HV), and Hauppauge (HG).
• All faculty advisers are required to review and approve your program on the C.L.A.S.S. system.
• Following adviser approval of the program, students are required to hit “Submit” to finalize registration.
• All students are required to maintain a 3.0 GPA. Consult with Academic Affairs at (516) 877-4420 if you do not meet this minimum and/or you are at risk for academic probation.
• Review the requirements for M.S.W. graduation as follows:
  • Submit an application for graduation
  • Complete the child abuse training certificate
  • 3.0 minimum GPA
  • Stafford exit interview
• All outstanding incompletes in any class must be completed within one year or as stipulated and agreed upon in an academic contract.
• Prerequisites and corequisites are required as indicated on the course schedules. Follow them carefully.

All students are eligible to register for a licensure preparation course following their final semester. Details are available through their SWK 736 (Integrative Seminar Course) in the final semester of the program.

All students are reminded of the following student services, accessible from all campus sites:
• Writing Center
• Learning Center
• Counseling Services
• Student Disability Services

**E-MAIL AND OTHER COMMUNICATIONS**

All students are provided with a GroupWise email account and are encouraged to check their email at least once each week throughout the academic year. With a convenient single sign-on, the Adelphi eCampus gives students one-stop access to information services and applications including: Gmail, ALICAT and other library resources, Moodle, C.L.A.S.S. for online advising and registration, and many other services. When you
visit the eCampus portal, ecampus.adelphi.edu, you will be able to look up your username and create or reset your login password. Adelphi’s online services, including eCampus, are available 24/7 on the World Wide Web.

Mailboxes for full-time and part-time faculty, administration, and staff are located at: Room 223, Social Work Building, Garden City; Mailroom, Hauppauge; Social Work Suite, Manhattan Center; and main office, Hudson Valley Center.

Contact: Customer Services, Swirbul Library, Second Floor, (516) 877-3340, customerservices@adelphi.edu.

THE M.S.W. PROGRAMS

All of the M.S.W. programs are 64 credits with the exception of the Advanced Standing Program (32 credits) and the Bilingual School Social Work Program (70 credits).

FULL-TIME, TWO-YEAR PROGRAM

The full-time program is completed in two academic years. Each semester consists of four courses and field instruction. Students complete two separate field internships, each one 600 hours, one in the foundation (first) year and one in the advanced (second) year.

SPRING START, 16-MONTH FULL-TIME PROGRAM

This program begins in the spring semester and is similar to the full-time program with four courses and the field internship in each of the four semesters. This tightly structured program requires at minimum one full-time summer semester, 10 weeks from the end of May to the beginning of August. The foundation (first) year field internship must be completed full time three days per week (21 hours in the spring and 24 hours in the summer). This program is only available in Garden City and Hauppauge.

Note: Students eligible for this program cannot be employed full time.

PART-TIME PROGRAMS

Part-time students begin their studies in either the fall or spring semesters. This flexible program can be individualized so that the degree is completed in three to four years with or without a summer session. Two separate field internships, each 600 hours total, are required. Students can complete them by working 21 hours per week, September through May, or extended 14 hours per week, September through August.

ONE-YEAR RESIDENCY PROGRAM

The one-year residency (OYR) program is designed specifically for human service professionals who have three or more years of social work-related experience under direct M.S.W. supervision. The OYR program can be completed full-time (two years) or part-time (three to four years). OYR students register for a 4-credit OYR seminar in the foundation year. This seminar is concurrent with the student’s current employment in a human service agency. OYR students are required to complete one year of a total of 900 hours of field internship. The advanced year field internship is completed either by 30 hours per week, September through May; or 21 hours per week, September through May plus 24 hours per week May through August. This program is recommended for individuals currently employed, who can arrange a work/study internship at their place of employment.
ADVANCED STANDING PROGRAM

This 32-credit program is only available for individuals who have earned a bachelor’s degree in social work within the last five years. The degree must have been earned from an institution accredited by the Council on Social Work Education. Students enter the advanced (second) year of the M.S.W. program during the fall or spring semester and can complete the program either full-time or part-time. It is strongly recommended that students apply for this program by March 1. Students complete one internship of 600 hours.

BILINGUAL SCHOOL SOCIAL WORK PROGRAM

This 70-credit program is designed for bilingual individuals interested in working as a bilingual social worker in a New York State primary or secondary school setting. The program leads to both the M.S.W. degree and a certificate in bilingual school social work recognized by the New York State Education Department. Field internships include working with children and families utilizing the student’s bilingual skills. Students complete the M.S.W. and then complete two courses (6 credits) in the School of Education.

HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

This joint program with the School of Business is a total of 15 credits. SWK 722 and one business course (HRM 765) is credited toward the M.S.W. as the social work elective. Following receipt of the M.S.W. degree, the student takes the remaining 9 credits to complete the certificate. This program is only available in Garden City and Hauppauge.

PLANNING GUIDELINES FOR THE M.S.W. PROGRAM

When planning your academic program for completion of M.S.W. degree requirements, please follow the registration policies and procedures below:

1. Courses must be taken in their proper sequence (see Program Planning Worksheet). Students and advisers must make certain that prerequisite and/or corequisite requirements are met.

2. Students must complete degree requirements within four years from the semester in which they first matriculated.

3. Students in Field Placement register for Section 01 of their field course.

4. Students must take their practice courses and field instruction together. Foundation Year students take SWK 520 with Field Instruction I (SWK 690 or 693 Extended) and SWK 521 with Field Instruction II (SWK 691 or 694 Extended). Advanced Year students take SWK 780 with Field Instruction III (SWK 790 or 778 Extended), and SWK 786 and SWK 782 with Field Instruction IV (SWK 791 or 779 Extended).

5. OYR students must register for SWK 601 (the OYR Professional Seminar) concurrent with Foundations of Social Work Practice I (SWK 520).

6. OYR students may begin field instruction only after completing all foundation-level classes (SWK 500 courses). OYR students in field instruction for 30 hours per week register for SWK 796 in the fall and SWK 797 in the spring. OYR students in field instruction for 21 hours per
week in the fall/spring and 24 hours per week in the summer, register for SWK 790 in the fall, SWK 791 in the spring, and SWK 792 in the summer.

7. SWK 542, 710, 758, and 780 are fall semester courses. See course offerings for further details.

8. SWK 557, 722, 782, and 786 are spring semester courses. See course offerings for further details.

9. Elective courses are offered in the fall, spring, and summer semesters. However, with some exceptions, summer electives are open only to those graduating in August.

10. SWK 736 is taken in the student’s final semester of study and must be taken at the Garden City campus only.

Students should be certain that all degree requirements are being met and that courses are properly sequenced. An error in scheduling could delay graduation and result in additional tuition costs.

*Note: Registration policies and procedures are subject to change.*
## M.S.W. PROGRAM PLANNING WORKSHEET

**ADELPHI UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**  
**M.S.W. PROGRAM PLANNING WORKSHEET**

### FOUNDATION YEAR

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 500 (3cr)</td>
<td>____ 501 (3cr)</td>
<td>____ 710 (3cr)</td>
<td>____ (Elective) (3cr)</td>
</tr>
<tr>
<td>_____ ROLE (0 cr)</td>
<td>_____ 511 (3cr)</td>
<td>_____ 722 (3cr)</td>
<td>____ 736 (3cr)</td>
</tr>
<tr>
<td>_____ 510 (3cr)</td>
<td>_____ 521 (3cr)</td>
<td>_____ 758 (3cr)</td>
<td>____ 782 (3cr)</td>
</tr>
<tr>
<td>_____ 520 (3cr)</td>
<td>_____ 557 (3cr)</td>
<td>_____ 780 (3cr)</td>
<td>____ 786 (3cr)</td>
</tr>
<tr>
<td>_____ 542 (3cr)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 690 21 hrs/week or 693 Extended (4cr) 14 hours/week</td>
<td>_____ 691 21 hrs/week or 694 Extended (4cr) 14 hours/week</td>
<td>_____ 790 21 hrs/week or 778 Extended (4cr) 14 hours/week</td>
<td>_____ 791 21 hrs/week or 779 Extended (4cr) 14 hours/week</td>
</tr>
</tbody>
</table>

**OYR Students Only**  
| 601 (4cr) | 796 (6cr) 30 hours/week | 797 (6cr) 30 hours/week |

### ADVANCED YEAR

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 790 (4cr) 21 hours/week</td>
<td>____ 791 (4cr) 21 hours/week</td>
<td>____ 792 (4cr) 24 hours/week</td>
</tr>
</tbody>
</table>
OYR STUDENTS

FOUNDATION YEAR
- In the Foundation Year students are required to take the OYR Professional Seminar 601 with Foundations of Social Work Practice I, 520.
- The following semester, students take Foundations of Social Work Practice II, 521.

ADVANCED YEAR
- In the Advanced Year students have a choice of Field Instruction courses:
  - EITHER 796 Field Instruction III OYR (Fall) **30 hours per week** and 797 Field Instruction IV OYR (Spring) **30 hours per week**
  - OR 790 Field Instruction III **21 hours per week** (Fall), 791 Field Instruction IV **21 hours per week** and 792 Summer **24 hours per week**

HUMAN RESOURCE MANAGEMENT CERTIFICATE

Advanced year M.S.W. students are eligible to enroll in the Human Resources Management Certificate program offered by the School of Business and can earn this 15 credit certificate by taking only nine additional credits beyond their M.S.W. The Advanced year required social work course SWK 722 Organizational Context for Professional Practice will be credited by the School of Business toward the certificate. HRM 765 Developing World Class Human Resources, a business course, will be credited by the School of Social Work toward the M.S.W. in lieu of a social work elective. Advanced year M.S.W. students interested in this option, will need to register for HRM 765 in the Fall semester.

*Note: Available in Garden City only.*

M.S.W. PROGRAM PLANNING: COURSES AND PREREQUISITES

REQUIRED COURSES
- SWK 500 Issues in Social Welfare I
- SWK 510 ROLE – Required On-Line Learning Experience
- SWK 501 Issues in Social Welfare II (prerequisite 500)
- SWK 510 Human Behavior Theory for Social Work Practice I
- SWK 511 Human Behavior Theory for Social Work Practice II (prerequisite 510)
- SWK 520 Foundations of Social Work Practice I (corequisite 690, 693 OR 601)
- SWK 521 Foundations of Social Work Practice II (prerequisite 520; corequisite 691 OR 694)
- SWK 542 Oppression, Diversity & the Struggle for Human Rights
- SWK 557 Social Work Research I (prerequisite course in statistics or prerequisite/corequisite 559)
- SWK 601 OYR Professional Seminar (corequisite 520)**
- SWK 710 Social Work Assessment and Diagnosis (prerequisite 511and 521)
- SWK 722 Organizational Context for Professional Practice (prerequisite 501and 521)
- SWK 736 Contemporary Social Work: An Integrative Approach (prerequisite 501, 511 and 521) 736, offered in Garden City only, is taken in the final semester of the program.
- SWK 758 Social Work Research II (prerequisite 557, 521)
- SWK 780 Adv. Social Work Practice - Individuals (prerequisite 521; corequisite Any Advanced Field)
- SWK 782 Adv. Social Work Practice - Groups (prerequisite 521; corequisite Any Advanced Field)
- SWK 786 Adv. Social Work Practice - Families and Couples (prerequisite 780; corequisite Any Advanced Field)
FIELD INSTRUCTION COURSES

SWK 690 Field Instruction I (corequisite 520) **21 hours per week**
SWK 691 Field Instruction II (corequisite 521, prerequisite 520; corequisite 521) **21 hours per week**
SWK 693 Field Instruction I **Extended** (corequisite 520) **14 hours per week**
SWK 694 Field Instruction II **Extended** (prerequisite 520; corequisite 521) **14 hours per week**
SWK 778 Field Instruction III **Extended** (prerequisite 521; corequisite Any Advanced Practice) **14 hours per week**
SWK 779 Field Instruction IV **Extended** (prerequisite 778 OR 790; corequisite Any Advanced Practice) **14 hours per week**
SWK 790 Field Instruction III (prerequisite 521; corequisite Any Advanced Practice) **21 hours per week**
SWK 791 Field Instruction IV (prerequisite 521; corequisite Any Advanced Practice) **21 hours per week**
SWK 792 Field Instruction V (prerequisite 791, corequisite Any Advanced Practice) **24 hours per week**
SWK 796 Field Instruction III OYR (prerequisite 601 & 521, corequisite Any Advanced Practice) **30 hours per week**
SWK 797 Field Instruction IV OYR (prerequisite 796, corequisite Any Advanced Practice) **30 hours per week**

ELECTIVE COURSES

SWK 706 Social Work in Health Care (prerequisite 521)
SWK 717 Evidence Based Practice with Serious Mental Illness: Paths (prerequisite 521)
SWK 721 Social Work in Dying, Death and Bereavement (prerequisite 521)
SWK 727 Social Work Practice and The Treatment of Substance Abuse (prerequisite 521)
SWK 728 Social Work with Children and Adolescents (prerequisite 521)
SWK 729 Social Work with Older Adults (prerequisites 500, 510 & 520 or consent of the Instructor)
SWK 737 Social Work Practice with Gay, Lesbian, Bisexual and Transgendered Persons (prerequisite 521)
SWK 738 Law and Social Welfare (prerequisites 500, 510 & 520 or consent of the Instructor)
SWK 741 Child Abuse and Neglect (prerequisite 500, 510 & 520 or consent of the Instructor)
SWK 742 The Practice of Social Work Supervision (prerequisite 521)
SWK 748 Legislative Activities and Community Process (prerequisite 521)
SWK 751 Advanced Social Work Practice with Community and Community Organizations (prerequisite 521)
SWK 752 Stress, Crisis, Trauma and Coping (prerequisite 521)
SWK 788 Immigrants and Refugees: Issues & Interventions (prerequisites 500, 510 & 520 or consent of the Instructor)
<table>
<thead>
<tr>
<th>SWK COURSES</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>501</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>520</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>521</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>542</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>557</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>601 (OYR ONLY)</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>690</td>
<td>√</td>
<td>(21 HOURS/WEEK)</td>
<td>√</td>
</tr>
<tr>
<td>691</td>
<td>√</td>
<td>(21 HOURS/WEEK)</td>
<td></td>
</tr>
<tr>
<td>693 EXTENDED</td>
<td>√</td>
<td>(14 HOURS/WEEK)</td>
<td>√</td>
</tr>
<tr>
<td>694 EXTENDED</td>
<td>√</td>
<td>(14 HOURS/WEEK)</td>
<td>√</td>
</tr>
<tr>
<td>710</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>722</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>736</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>758</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>778 EXTENDED</td>
<td>√</td>
<td>(14 HOURS/WEEK)</td>
<td></td>
</tr>
<tr>
<td>779 EXTENDED</td>
<td>√</td>
<td>(14 HOURS/WEEK)</td>
<td></td>
</tr>
<tr>
<td>780</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>782</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>786</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>790</td>
<td>√</td>
<td>(21 HOURS/WEEK)</td>
<td></td>
</tr>
<tr>
<td>791</td>
<td>√</td>
<td>(21 HOURS/WEEK)</td>
<td></td>
</tr>
<tr>
<td>792 (OYR ONLY)</td>
<td>√</td>
<td></td>
<td>(24 HOURS/WEEK)</td>
</tr>
<tr>
<td>796 (OYR ONLY)</td>
<td>√</td>
<td>(30 HOURS/WEEK)</td>
<td></td>
</tr>
<tr>
<td>797 (OYR ONLY)</td>
<td>√</td>
<td>(30 HOURS/WEEK)</td>
<td></td>
</tr>
</tbody>
</table>

See course offerings to plan your semester. You must satisfy prerequisites before taking courses.

All foundation courses must be taken before starting any advanced courses.

All field instruction courses require a corequisite of a practice class.

SWK 736 is required in your last semester of the advanced year program and must be taken in Garden City.

All students in the advanced year complete a concentration in advanced contemporary direct practice.

SWK 710, 722, 758, 780, 782, 786 and field instruction are concentration courses.

All students in the advanced year are required to take 780, 782, and 786 corequisite with field instruction.
# M.S.W. CURRICULUM BY PROGRAM

## M.S.W. Full-Time Program (2 Years)

### Foundation Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Recitation: Orientation on Moodle</td>
<td>0</td>
</tr>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SWK 690</td>
<td>Field Instruction I (21 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 693</td>
<td>Field Instruction I Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Foundation Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 691</td>
<td>Field Instruction II (21 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 694</td>
<td>Field Instruction II Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

EXTENDED

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>
# M.S.W. Full-Time Program – Spring Start, 16-Months

*Note: This program is only available in Garden City.*

## Foundation Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Recitation: Orientation on Moodle</td>
<td>0 credits</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 690</td>
<td>Field Instruction I (21 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 2 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>Issues in Social Welfare II: Inequality, Inequity, and Social Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 691</td>
<td>Field Instruction II (21 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
### M.S.W. Part-Time Program – Fall Start, 3 Years (Includes Summers)

<table>
<thead>
<tr>
<th>Foundation Year – Semester 1 (FALL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
</tr>
<tr>
<td>SWK 510</td>
</tr>
<tr>
<td>SWK 510</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 2 (SPRING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
</tr>
<tr>
<td>SWK 511</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 3 (SUMMER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 542</td>
</tr>
<tr>
<td>SWK 557</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 4 (FALL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 520</td>
</tr>
<tr>
<td>SWK 690</td>
</tr>
<tr>
<td>OR SWK 693</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 5 (SPRING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 521</td>
</tr>
<tr>
<td>SWK 691</td>
</tr>
<tr>
<td>OR SWK 694</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Year – Semester 1 (SUMMER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
</tr>
<tr>
<td>SWK 758</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Year – Semester 2 (FALL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 722</td>
</tr>
<tr>
<td>SWK 780</td>
</tr>
<tr>
<td>SWK 790</td>
</tr>
<tr>
<td>OR SWK 778</td>
</tr>
</tbody>
</table>
### Advanced Year – Semester 3 (SprinG)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 4 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
M.S.W. Part-Time Program – Spring Start, 3 Years (Includes Summers)

<table>
<thead>
<tr>
<th>Foundation Year – Semester 1 (SPRING)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500 Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 510 Recitation: Orientation on Moodle</td>
<td>0 credits</td>
</tr>
<tr>
<td>SWK 510 Human Behavior Theory for Social Work Practice I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 2 (SUMMER)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 511 Human Behavior Theory for Social Work Practice II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 3 (FALL)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 520 Foundations of Social Work Practice I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 542 Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 690 Field Instruction I (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR SWK 693 Field Instruction I Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 4 (SPRING)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 521 Foundations of Social Work Practice II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 557 Social Work Research I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 691 Field Instruction II (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR SWK 694 Field Instruction II Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Year – Semester 1 (SUMMER)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710 Social Work Assessment and Diagnosis</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 722 Organizational Context for Professional Practice</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Year – Semester 2 (FALL)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 780 Advanced Social Work Practice with Individuals</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 790 Field Instruction III (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR SWK 778 Field Instruction III Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

EXTENDED
### Advanced Year – Semester 3 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IFV (14 hours per week )</td>
<td>4</td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 4 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 5 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
# M.S.W. Part-Time Program – Fall Start, 3 ½ Years (Includes Summers)

## Foundation Year

### Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>Issues in Social Welfare II: Inequality, Inequity, and Social Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Semester 3 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Semester 4 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 690</td>
<td>Field Instruction I (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>SWK 693</td>
<td>Field Instruction I Extended (14 hours per week)</td>
</tr>
</tbody>
</table>

### Semester 5 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 691</td>
<td>Field Instruction II (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>SWK 694</td>
<td>Field Instruction II Extended (14 hours per week)</td>
</tr>
</tbody>
</table>

## Advanced Year

### Semester 1 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Semester 2 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
</tr>
</tbody>
</table>
### Advanced Year – Semester 3 (SPRING)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>EXTENDED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 4 (SUMMER)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 5 (FALL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
# M.S.W. Part-Time Program – Fall Start, 4 Years (No Summers)

## Foundation Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>of Social Welfare</td>
<td></td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Recitation: Orientation on Moodle</td>
<td>0</td>
</tr>
</tbody>
</table>
|             | Seme
|             | Semester 1 (FALL)                                          |         |

## Foundation Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>Issues in Social Welfare II: Inequality, Inequity, and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Justice</td>
<td></td>
</tr>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
<td>3</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 3 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SWK 690</td>
<td>Field Instruction I (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 693</td>
<td>Field Instruction I Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 4 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 691</td>
<td>Field Instruction II (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 694</td>
<td>Field Instruction II Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>
### Advanced Year – Semester 3 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 4 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
# M.S.W. One-Year Residency (OYR) Full-Time Program

<table>
<thead>
<tr>
<th>Foundation Year – Semester 1 (FALL)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Recitation: Orientation on Moodle</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
</tr>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
</tr>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
</tr>
<tr>
<td>SWK 601</td>
<td>OYR Professional Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Year – Semester 2 (SPRING)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>Issues in Social Welfare II: Inequality, Inequity, and Social Justice</td>
</tr>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
</tr>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Year – Semester 1 (FALL)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
</tr>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
</tr>
<tr>
<td>SWK 796</td>
<td>Field Instruction III OYR (30 hours per week)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Year – Semester 2 (SPRING)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
</tr>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
</tr>
<tr>
<td>SWK 797</td>
<td>Field Instruction IV OYR (30 hours per week)</td>
</tr>
</tbody>
</table>

**Note: Students in Advanced Field Instruction**

- Students taking 796 (30 hours per week) in the Fall take 797 (30 hours per week) in the Spring.
- Students taking 790 (21 hours per week) in the Fall must take 791 (21 hours per week) in the Spring AND 792 (24 hours per week) in the Summer.
# M.S.W. One-Year Residency Part-Time Program

## Foundation Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Recitation: Orientation on Moodle</td>
<td>0</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
<td>3</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
<td>3</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 3 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SWK 601</td>
<td>OYR Professional Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 4 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
<td>3</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 1 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 2 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 3 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 4 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
<tr>
<td>SWK 792</td>
<td>Field Instruction V OYR (24 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Note: Students in Advanced Field Instruction**

Students taking 796 (30 hours per week) in the Fall take 797 (21 hours per week) in the Spring.

Students taking 790 (21 hours per week) in the Fall must take 791 (21 hours per week) in the Spring AND 792 (24 hours per week) in the Summer.
### M.S.W. Advanced Standing Full-Time Program – Fall Start

#### Advanced Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

#### Advanced Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

EXTENDED

---

54
# M.S.W. Advanced Standing Part-Time Program – Fall Start

## Advanced Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 3 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Practice with Families and Couples</td>
<td>3</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 4 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
# M.S.W. Advanced Standing Part-Time Program – Spring Start

## Advanced Year – Semester 1 (SPRING)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 7xx</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 2 (SUMMER)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 3 (FALL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
</tr>
<tr>
<td>EXTENDED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 4 (SPRING)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
</tr>
<tr>
<td>EXTENDED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# M.S.W. Bilingual School Social Work Full-Time Program

## Foundation Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Recitation: Orientation on Moodle</td>
<td>0</td>
</tr>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SWK 690</td>
<td>Field Instruction I (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 693</td>
<td>Field Instruction I Extended (14 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 691</td>
<td>Field Instruction II (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 694</td>
<td>Field Instruction II Extended (14 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>EXTENDED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>EXTENDED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 2 (SPRING) – Final Semester of Social Work Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 728</td>
<td>Social Work with Children and Adolescents (Elective)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>EXTENDED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Ruth S. Ammon School of Education – FALL Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 600</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 610</td>
<td>Methods and Materials in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Child Abuse Seminar</td>
<td>0</td>
</tr>
<tr>
<td>EDU 614</td>
<td>Seminar Violence Prevention and Intervention for School Personnel</td>
<td>0</td>
</tr>
</tbody>
</table>
# M.S.W. Bilingual School Social Work Part-Time Program (Includes Summers)

## Foundation Year – Semester 1 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 500</td>
<td>Issues in Social Welfare I: The History and Philosophy of Social Welfare</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Human Behavior Theory for Social Work Practice I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 510</td>
<td>Recitation: Orientation on Moodle</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 2 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>Issues in Social Welfare II: Inequality, Inequity, and Social Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 511</td>
<td>Human Behavior Theory for Social Work Practice II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 3 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 542</td>
<td>Oppression, Diversity, and the Struggle for Human Rights</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 557</td>
<td>Social Work Research I</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 4 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 520</td>
<td>Foundations of Social Work Practice I</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 690</td>
<td>Field Instruction I (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 693</td>
<td>Field Instruction I Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

## Foundation Year – Semester 5 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 521</td>
<td>Foundations of Social Work Practice II</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 691</td>
<td>Field Instruction II (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 694</td>
<td>Field Instruction II Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 1 (SUMMER)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 722</td>
<td>Organizational Context for Professional Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 758</td>
<td>Social Work Research II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

## Advanced Year – Semester 2 (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 710</td>
<td>Social Work Assessment and Diagnosis</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 780</td>
<td>Advanced Social Work Practice with Individuals</td>
<td>3 credits</td>
</tr>
<tr>
<td>SWK 790</td>
<td>Field Instruction III (21 hours per week)</td>
<td>4 credits</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 778</td>
<td>Field Instruction III Extended (14 hours per week)</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
### Advanced Year – Semester 3 (SPRING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 782</td>
<td>Advanced Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 786</td>
<td>Advanced Social Work Practice with Families and Couples</td>
<td>3</td>
</tr>
<tr>
<td>SWK 791</td>
<td>Field Instruction IV (21 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 779</td>
<td>Field Instruction IV Extended (14 hours per week)</td>
<td>4</td>
</tr>
<tr>
<td>EXTENDED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Year – Semester 4 (SUMMER) – Final Semester of Social Work Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 728</td>
<td>Social Work with Children and Adolescents (Elective)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 736</td>
<td>Contemporary Social Work: An Integrative Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

### Ruth S. Ammon School of Education – FALL Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 600</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 610</td>
<td>Methods and Materials in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Child Abuse Seminar</td>
<td>0</td>
</tr>
<tr>
<td>EDU 614</td>
<td>Seminar Violence Prevention and Intervention for School Personnel</td>
<td>0</td>
</tr>
</tbody>
</table>
### M.S.W. Bilingual School Social Work Part-Time Program (No Summers)

#### Foundation Year – Semester 1 (FALL)
- **SWK 500** Issues in Social Welfare I: The History and Philosophy of Social Welfare 3 credits
- **SWK 510** Human Behavior Theory for Social Work Practice I 3 credits
- **SWK 510 Recitation: Orientation on Moodle** 0 credits

#### Foundation Year – Semester 2 (SPRING)
- **SWK 501** Issues in Social Welfare II: Inequality, Inequity, and Social Justice 3 credits
- **SWK 511** Human Behavior Theory for Social Work Practice II 3 credits

#### Foundation Year – Semester 3 (FALL)
- **SWK 520** Foundations of Social Work Practice I 3 credits
- **SWK 542** Oppression, Diversity, and the Struggle for Human Rights 3 credits
- **SWK 690 OR SWK 693** Field Instruction I (21 hours per week) 4 credits
- **EXTENDED** Field Instruction I Extended (14 hours per week) 4 credits

#### Foundation Year – Semester 4 (SPRING)
- **SWK 521** Foundations of Social Work Practice II 3 credits
- **SWK 557** Social Work research I 3 credits
- **SWK 691 OR SWK 694** Field Instruction II (21 hours per week) 4 credits
- **EXTENDED** Field Instruction II Extended (14 hours per week) 4 credits

#### Advanced Year – Semester 1 (FALL)
- **SWK 710** Social Work Assessment and Diagnosis 3 credits
- **SWK 722** Organizational Context for Professional Practice 3 credits
- **SWK 780** Advanced Social Work Practice with Individuals 3 credits
- **SWK 790 OR SWK 778** Field Instruction III (21 hours per week) 4 credits
- **EXTENDED** Field Instruction III Extended (14 hours per week) 4 credits

#### Advanced Year – Semester 2 (SPRING)
- **SWK 782** Advanced Social Work Practice with Groups 3 credits
- **SWK 786** Advanced Social Work Practice with Families and Couples 3 credits
- **SWK 791 OR SWK 779** Field Instruction IV (21 hours per week) 4 credits
- **EXTENDED** Field Instruction IV Extended (14 hours per week) 4 credits

#### Advanced Year – Semester 3 (FALL) – Final Semester of Social Work Courses
- **SWK 728** Social Work with Children and Adolescents (Elective) 3 credits
- **SWK 736** Contemporary Social Work: An Integrative Approach 3 credits
- **SWK 758** Social Work Research II 3 credits
Ruth S. Ammon School of Education – SPRING Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 600</td>
<td>Foundations of Bilingual Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 610</td>
<td>Methods and Materials in Bilingual Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Child Abuse Seminar</td>
<td>0 credits</td>
</tr>
<tr>
<td>EDU 614</td>
<td>Seminar Violence Prevention and Intervention for School Personnel</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

GRADING POLICY M.S.W. PROGRAM

M.S.W. students receive letter grades for all courses taken with the exception of field instruction, which is graded Pass/Fail.

Criteria for evaluation of student’s work are:
- Mastery of course content
- Critical thinking
- Organization of material
- Writing ability
- Integration and application of course content to social work
- Ability to conceptualize

ACADEMIC COURSES

Academic courses are graded by letter:
- A (4.0) = 93 and above
- A- (3.7) = 90–92
- B+ (3.3) = 87–89
- B (3.0) = 83–86
- B- (2.7) = 80–82
- C+ (2.3) = 77–79
- C (2.0) = 73–76
- C- (1.7) = 70–72
- F (0.0) = 69 and below

The nominal definitions of letter grades are:
- A is awarded for excellent work
- B is awarded for good work
- C is awarded for marginal work
- F is awarded for failing work

FIELD INSTRUCTION

Field instruction courses are graded Pass/Fail.

INCOMPLETE GRADES

Incomplete grades are given when students cannot complete requirements within the semester. To receive an incomplete grade, a contract must be completed by the instructor along with the student, stipulating the agreed-upon terms regarding completion of course requirements. Once the student completes these terms,
the instructor submits a change of grade.

All incomplete grades require that the student and instructor complete and sign an Incomplete Grade Contract. For further information, contact the Office of Academic Affairs.

Incomplete grades can be given in a course at the discretion of the instructor. A contract is written by the instructor stipulating the terms under which the student must complete the work. Students have a maximum of one year to complete the contract. The incomplete will change to an F if the contract has not been completed.

Students who have received an incomplete in a prerequisite course, and are enrolled in the subsequent course, have until the second meeting of the subsequent course to remove the incomplete. If an incomplete in a prerequisite course is not removed by the second meeting, the student must withdraw from the course.

ACADEMIC PROBATION POLICY

Graduate students must maintain a B (3.0) cumulative grade-point average (GPA) in order to be in good standing.

1. Any graduate student with a GPA between 2.5 and 2.99 at the end of any semester (or its equivalent) in the School will be placed on probation. Students on probation are informed in writing from the school.

2. Any graduate student on probation who does not raise his or her GPA to 3.0 by the end of the probationary semester will be subject to dismissal from the program.

3. Any graduate student with a GPA below 2.5 at any point in his or her experience at the School will be subject to dismissal from the School.

Any graduate student dismissed from the program for failure to maintain academic standards has the option to petition the Academic Standards Committee (ASC) for an exception to dismissal. This option can be exercised on only one occasion. To appeal a dismissal due to low GPA, the student must submit documentation to support the appeal to the chair of the ASC. All material must be sent within two weeks after receipt of the letter of dismissal.

Note: Students on probation cannot take a leave of absence, withdraw from any class, or receive an incomplete in any course during the time they are on probation. Failure to comply with this will result in dematriculation from the program.

STUDENT GRIEVANCE PROCEDURE

If students feel they have been summarily or unfairly treated by a member of the School of Social Work faculty, or have had a decision of a non-disciplinary nature rendered against them in what they consider an unfair, or an unjust manner, the student shall have recourse to the assistant dean for academic affairs in the case of master’s level students and the director of the undergraduate program in the case of bachelor-level students. If warranted, the assistant dean or director shall in this convene a Grievance and Review Committee, to be made up of the assistant dean or director, plus 2–3 School of Social Work faculty members.
1. If the assistant dean for academic affairs or the director of the undergraduate program and the Grievance and Review Committee receive and consider the grievance and find that the evidence is insufficient to make any recommendation or take any action, this decision is final and not subject to appeal.

2. If the associate dean for academic affairs and the Grievance and Review Committee receive and consider the grievance and find that the evidence supports making a recommendation or taking further action, the committee will:
   A. attempt to resolve the matter by having the individuals involved meet with the committee;
   
   B. If the situation cannot be resolved, the committee’s recommendations shall be sent to the dean, the highest administrative officer of the School, for further action.

Note: While students may request a hearing by the associate dean, and/or Grievance Review Committee, only the instructor may change a student’s grade.

Contact: Dr. Bradley Zodikoff, associate dean for academic affairs, (516) 877-4439, Room 221.
LEAVE OF ABSENCE

Graduate students are required to request all leaves, personal and medical, in writing.

PERSONAL LEAVE

Graduate students requesting a personal leave should submit a written request to Dr. Bradley Zodikoff, associate dean for academic affairs, zodikoff@adelphi.edu, (516) 877-4439. The request must include the reason for the request and the expected date of return to school. A maximum of one year leave is permitted. Students who are approved for a personal leave of absence are blocked from registering for classes. When the student returns and is ready to register, the block is lifted. A written request to return following a leave is required. In order to retain earned credits, the student must return to school within five years of the course(s) completed.

MEDICAL LEAVE

All requests for a medical leave of absence are submitted to Dr. Lester Baltimore, associate provost for academic affairs, baltimor@adelphi.edu, (516) 877-3142. Dr. Baltimore approves the medical leave and maintains confidential records in his office. See the requirements for medical leave of absence that follow.

Requirements for a Medical Leave of Absence

1. Student shall request leave and state reason why request is being made.
2. Student shall submit letter from a licensed healthcare provider, which contains:
   A. Diagnosis
   B. The duration of treatment prior to request
   C. Plans for treatment during period of leave (if appropriate)
   D. A positive recommendation that the leave is necessary for medical reasons
3. Adelphi University retains the right to obtain supplemental medical information.
4. All requests and documentation must be made during the semester for which the leave is requested.
5. Requests for medical leaves will not be considered if student has completed any of his or her courses.
6. If a student has completed all course work, or has been attending classes except for final exams, a medical leave will not be granted. The grade of incomplete will be issued and the student will be permitted to take the exam or finish the project when the medical issues are resolved.

REQUIREMENTS TO RETURN FROM A MEDICAL LEAVE OF ABSENCE

1. Student must request readmission in writing to Dr. Lester Baltimore, associate provost for academic affairs, baltimor@adelphi.edu or (516) 877-3142.
2. Student must submit letter from a licensed healthcare provider.
   A. If possible, the letter should be from the same provider who recommended the leave.
   B. If that person is unable to provide letter, a healthcare professional from the same specialty may provide the letter.
   C. The letter must contain:
      i. treatment that has taken place during the leave
      ii. if needed, treatment plans after return from leave
      iii. any recommended restrictions (e.g., reduced credit load)
      iv. statement that student is medically able to return to school
3. Adelphi University retains the right to obtain supplemental medical information.
4. Upon readmission, copies of the medical documentation for the leave and the return will be filed with the
Adelphi Health Services Center.

ACADEMIC STANDARDS COMMITTEE (ASC) FOR GRADUATE STUDENTS

The Academic Standards Committee (ASC) is composed of social work faculty and administration charged with developing academic and professional standards as well as conducting panel meetings to review reports related to students’ unethical and/or unprofessional behavior and recommending appropriate action to the dean.

The ASC has four roles:

1. Develops and recommends academic and professional standards for students in consultation with faculty.

2. Serves as a consultative committee to faculty field liaisons, classroom teacher, and academic advisers regarding professional conduct of students.

3. Conducts hearings and makes recommendations to the dean about M.S.W. students facing possible dematriculation/dismissal based on professional performance and conduct in field education.

4. Serves as an appeal committee for M.S.W. students who challenge dematriculation/dismissal based on academic grades.

Reasons for referral to the ASC include, but are not limited to a report of unethical and/or professional behavior by the students, submitted by either the field instructor, the faculty field liaison, a classroom instructor or other persons relevant to the student’s educational program. Breaches of professional ethics that may warrant a referral to ASC include:

- Plagiarism and other academic dishonesty
- Absence from field without notification
- Breach of confidentiality
- Inappropriate relationships and/or boundary problems with clients, staff or other students
- Failure to disclose a potential conflict or threat
- Impairment due to alcohol or drug abuse
- Threatening behavior to clients or others
- Behaviors that violate the NASW Code of Ethics
- Failure or at risk for failure in field instruction criteria from the Field Education Manual
- Any action, behavior or decision that reflects poor judgment, lack of insight, and/or limited decision-making skills
First incident of a student’s plagiarism, but incident considered non-egregious

- Egregious first offense (2) as judged by Associate Dean OR
- Second instance of student’s plagiarism (Either 2 in one class or through reports to Associate Dean for Academic Affairs).

Instructor notifies and attempts to meet with student.
Instructor applies course specific sanctions (1).
Instructor notifies student’s Academic Adviser.
Student has right for appeal to Associate Dean for Academic Affairs

Instructor files report with Associate Dean for Academic Affairs.

Instructor notifies and attempts to meet with student. Instructor applies course specific sanctions (1).
Instructor notifies student’s Academic Adviser.

Instructor files report with Associate Dean for Academic Affairs.

Dean reviews recommendation(s) and makes decision.

Student dismissed from MSW program.
Student has right to appeal findings to University Committee for Academic Honesty.

Student has right to appeal findings to University Committee for Academic Honesty.

Student’s file is red flagged.
All future faculty advisers are notified.
All future instructors are notified.

NO ACTION

STUDENT APPEAL

STUDENT APPEAL

SCHOOL OF SOCIAL WORK – MSW STUDENT FLOW CHART RE: ACADEMIC DISHONESTY

1. Sanctions may include but are not limited to: redo assignment, fails assignment, fails course.
2. Egregious may include but is not limited to: student buys paper, steals someone else’s paper, cheats on an exam.
TRANSFER CREDITS AND COURSE WAIVERS

TRANSFER STUDENTS FROM ACCREDITED SCHOOLS OF SOCIAL WORK

Applicants wishing to transfer to Adelphi after successfully completing the foundation level at another accredited school of social work may be accepted into the advanced level of the M.S.W. program. The applicant is required to file a complete application and a reference from a field instructor. A personal interview may also be required. Applicants who wish to transfer credits for courses taken on part-time basis at another accredited school of social work may do so consistent with the School’s policy on transfer credits.

TRANSFER CREDITS

Students who have taken a graduate course in an accredited graduate program similar to an Adelphi social work course may request a transfer of credit. A transcript, course description, course outline, and bibliography must be submitted to the School’s coordinator of admissions. The course must have been taken within five years of matriculation with a grade of B or better. The coordinator of admissions, in consultation with the sequence chair, assesses the degree to which the course corresponds to the Adelphi course. If the graduate credit is approved for transfer, the student does not have to take another course in its place. A placing-out exam may be required at the discretion of the associate dean for academic affairs.

Students who completed a graduate course that counted toward a baccalaureate degree cannot receive transfer credit for that course. Only courses completed for graduate credit can be transferred.

No social work course credit is granted for previous work or life experience.

COURSE WAIVERS

Course waivers are granted selectively on an individual basis. Students who have taken an undergraduate course similar to an Adelphi social work course may request a course waiver. A transcript, course description, course outline, and bibliography must be submitted to the associate dean for academic affairs. The course had to have been taken within five years of matriculation with a grade of B or better. The associate dean, in consultation with the sequence chair, assesses the degree to which the undergraduate course corresponds to the Adelphi course. If the course does correspond, the student will then be required to take a placing-out exam. If the student passes the exam, i.e., receives a minimum grade of 80 or a B, the course is waived and the student must take another course in its place. Graduate credit is not granted for undergraduate courses.

Contact: Coordinator of Graduate Social Work Admissions, (516) 877-4384, Room 219.
FINANCIAL AID

Graduate students are eligible for loans through Student Financial Services. All students are required to complete the FAFSA form online at fafsa.ed.gov. The Adelphi University federal school code is 002666.

In addition to the financial aid packages available through the University Student Financial Services, the School of Social Work has a limited amount of financial aid available to graduate social work students. This aid is primarily in the form of:

- Scholarships (merit and memorial)
- Graduate assistantships
- Agency tuition remission
- Merit Scholarships

MERIT SCHOLARSHIPS

Merit scholarships are available for full-time students in the M.S.W. program who are satisfying residency requirements. Scholarships may be awarded to students who demonstrate academic excellence (GPA of 3.5 or better), a strong commitment to the field of social work through community involvement, internships or social work employment, and who demonstrate financial need by virtue of eligibility for subsidized loans. Tuition remission awards are made for up to $7,000. Students must maintain a 3.5 GPA and demonstrate excellence in the field throughout their time in residence.

Applications for all scholarships are available from the Office of the Coordinator of Graduate Social Work Admissions. Applications will be accepted throughout the year while funds are available.

Contact: Marcia Edwards, Coordinator of Graduate Social Work Admissions, at (516) 877-4384.

MEMORIAL SCHOLARSHIPS

Memorial scholarships are awarded in the spring semester.

Interested applicants should contact Coordinator of Graduate Social Work Admissions, at (516) 877-4384, in January or February of the academic year.

ELIZABETH A. DOHERTY MEMORIAL SCHOLARSHIP

Kathleen J. Esposito, the sister of the late alumna and adjunct faculty member, Elizabeth A. Doherty, established a memorial scholarship in 2001, its mission consistent with Ms. Doherty’s lifetime commitment to social work, counseling, and assistance to those in need. Only students who demonstrate a commitment to women’s issues and demonstrate a talent for overcoming adversity are eligible. To qualify, applicants must be studying for the M.S.W. degree and be in financial need.

PATRICIA BELDOCH HOCHFELDER MEMORIAL SCHOLARSHIP

A. Gene Hochfelder established the Patricia Beldoch Hochfelder Memorial Scholarship in 1986 in memory of his late wife Patricia, a social work alumna. The scholarship is available to minority B.S.W. or M.S.W. students who have demonstrated a strong commitment to the values of social work and have demonstrated financial need.
HENRY WILLIAM NIEBUHR SCHOLARSHIP

The Henry William Niebuhr Scholarship is awarded to a B.S.W. or M.S.W. student who has decided to change careers in midlife and has returned to school in order to prepare for a career in substance abuse services. To qualify, the student must have an excellent academic record.

RITA PAPRIN MEMORIAL SCHOLARSHIP

Maurice Paprin and the family and friends of the late Rita Paprin, an alumna of the School of Social Work, established the Rita Paprin Memorial Scholarship in 1983. The scholarship is available to B.S.W., M.S.W., and D.S.W. students who have demonstrated experience with, and commitment to, changing social policy.

GRADUATE STUDENT ASSOCIATION SCHOLARSHIP

The Student Association fundraises throughout the year to offer scholarships to deserving students attending the School of Social Work.

GRADUATE ASSISTANTSHIPS

Full-time professors in the School of Social Work seeking graduate assistants are usually looking for master’s or doctoral students who have research experience and can do literature searches, data entry, and/or statistical analysis. Compensation is in the form of tuition remission. One credit of remission is awarded for 30 hours of work. Most assistantships are 3 credits and require 90 hours of work. To apply for a graduate assistantship, drop off your résumé to Patricia Durecko (Room 205, Social Work Building, Garden City campus) with a note explaining your interest in being a graduate assistant. She will then forward your résumé to interested professors.

Contact: Patricia Durecko, Budget Coordinator, (516) 877-4383, Room 205.

AGENCY TUITION REMISSION

Students employed in social work agencies affiliated with the School of Social Work’s Field Education program may be eligible for agency tuition remission. To qualify, the student’s agency must designate accrued tuition remission credits to the employee consistent with the University’s policy for agency tuition remission.

Contact: Patricia Durecko, Budget Coordinator, (516) 877-4383, Room 205.
FILING FOR GRADUATION

GRADUATION APPLICATION FORM

All students are required to file a graduation application form at the beginning of the last year of their program. (See the University Registrar Web site for specific dates.) The graduation application form can be obtained online at adelphi.edu/registrar/graduation.php. Students must file this form online in order to receive a degree.

*Note: If a student’s date of graduation changes, the student must file a new graduation application form for the new graduation date.*

CLEARANCE FOR GRADUATION

All students must complete the following in order to be cleared for graduation:

1. Complete all required courses, including all hours in field placement. Students who extend their field cannot graduate until their hours are completed.
2. Make up all incompletes.
3. Obtain a final grade-point average of 3.0 or above.
4. Complete online child abuse and maltreatment certification (see below).

CHILD ABUSE AND MALTREATMENT CERTIFICATE OF COMPLETION

Graduate students can take the course online through Adelphi University at socialwork.adelphi.edu/childabusemodule/. The course costs $20 for current students. After taking the course, print out a certificate of completion and send it or hand it in to Susan Rotondo in Social Work, Room 221, Garden City campus (be sure to keep a copy for your files). You can also fax it to her attention at (516) 877-4392. DO NOT send the child abuse certificate directly to New York State.

Contact: Dr. Bradley Zodikoff, Associate Dean for Academic Affairs, (516) 877-4439, Room 221.
STUDENT LIFE

GRADUATE SOCIAL WORK STUDENT ASSOCIATION

All graduate social work students in the master’s program are members of the Graduate Social Work Student Association (GSWSA). Students are encouraged to become active participants in the educational process. The association’s goal is to facilitate the educational pursuits of student members by working to achieve quality learning. Opportunity exists within this process for practical experience in leadership roles, advocacy, and organization within the framework of established University policy.

The GSWSA provides an organization through which students can coordinate their interests and act cooperatively and assertively on behalf of all social work students. It exists to facilitate maximum student involvement in the planning and evaluation of class and field curricula, and acts as a liaison between students, the faculty, and the administration. In addition, it organizes and presents programs to enhance the overall learning experience. The GSWSA welcomes your ideas, questions, and participation regarding all areas of your educational experience. All programs sponsored by the Graduate Social Work Student Association are announced via email.

SCHOOL COMMITTEES

Students have the opportunity to serve on School of Social Work academic committees. The following committees welcome active student participation:

ACADEMIC STANDARDS COMMITTEE:
Has the responsibility for acting as consultant to faculty field liaisons and academic advisers with respect to student progress, as well as maintenance of educational standards. It reviews students for probationary status and possible termination of studies, and makes recommendations for action to the dean.

ADMISSIONS COMMITTEE:
Responsible for reviewing graduate applications and recommending admissions policies to the faculty.

CURRICULUM COMMITTEE:
Develops policies for curricula at the undergraduate and graduate levels. It reviews all innovations and changes in curricula and makes recommendations to the faculty for final decisions.

DOCTORAL FACULTY COMMITTEE:
Responsible for the planning and the content of courses offered in the program, for screening and interviewing applicants, and for making recommendations concerning admissions to the program. The committee also conducts examinations of candidates for the degree.

FIELD EDUCATION COMMITTEE:
Monitors and develops field education curricula and recommends policies for field instruction to the faculty of the School of Social Work.

SCHOLARSHIP COMMITTEE:
Recommends policies and guidelines for distribution of school scholarships. The Scholarship Committee reviews all applications for scholarships and, with the authority delegated to it by the dean, awards student grants that are based on specified criteria.
SEARCH COMMITTEE:
Responsible for recruiting and interviewing potential full-time faculty for the School of Social Work and making recommendations to the dean.

SEQUENCE COMMITTEE:
Responsible for reviewing all courses in their respective areas, refining course objectives and contents in relationship to the mission of the School and overall School curricula, and for preparing and suggesting to the Curriculum Committee new courses for consideration by the faculty. The sequences are:

- Human Behavior and Social Environment
- Social Research
- Social Welfare Policy and Organization
- Social Work Practice
- Field Education

In addition, ad hoc committees are established to address specific needs not subsumed under existing committee areas.

For further information about any of these committees, or to volunteer to participate on a School committee, please contact:

Dr. Bradley Zodikoff, Associate Dean for Academic Affairs and Director of the M.S.W. Program,
(516) 877-4439, Room 221.

PROFESSIONAL ORGANIZATIONS

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
With chapters in all 50 states, the National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. The association's primary functions include: creating and maintaining professional standards for social work practice, advancing sound public policies and programs, and providing such membership services as group insurance coverage and subscriptions to NASW News and the Journal of Social Work. NASW also administers its own certification process, the ACSW exam, permitting admission to the Academy of Certified Social Workers, a nationally recognized status.

The NY State Chapter of NASW Web site, naswnys.org, provides information on each of its divisions, including the Nassau Division and the Suffolk Division. The director of the Hudson Valley Division is Marybeth Gladitsch (hudsonvalley@naswnys.org).

The NYC Chapter of NASW can be contacted by telephone at (212) 668-0050 or online at naswnyc.org. Applications for membership in the NASW are available in the Student Lounge, Room 206, Garden City, and at our off-site campuses.
NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS
The National Association of Black Social Workers (NABSW) was established in 1968 and advocates to address important social issues that affect the health and welfare of the black community. The organization has many chapters throughout the United States and the Caribbean in addition to several affiliate groups in Africa. The Nassau/Suffolk chapter holds meetings of its Executive Committee at the School of Social Work’s Garden City campus. The chapter can be reached by mail at P.O. Box 624, Hempstead, NY 11550.

NATIONAL ASSOCIATION OF PUERTO RICAN/HISPANIC SOCIAL WORKERS
The mission of the National Association of Puerto Rican/Hispanic Social Workers (NAPRHSW) is to organize social workers and other human service professionals to strengthen, develop, and improve the resources and services that meet the needs of Puerto Rican/Hispanic families. The association provides scholarships to deserving students attending colleges/universities affiliated with NAPRHSW on their way to becoming social workers. The NAPRHSW also sponsors workshops, including hosting guest speakers at their general meetings. The association can be reached by mail at NAPRHSW, P.O. Box 651, Brentwood, NY 11717, or at (631) 864-1536.

Contact: Dr. Bradley Zodikoff, Associate Dean for Academic Affairs and Director of the M.S.W. Program, (516) 877-4339, Room 221.

CAREER PREPARATION
The Center for Career Development is a comprehensive career center serving the students and alumni of all schools within Adelphi University. The Center’s services and resources are available to all undergraduate and graduate students, and alumni. The Center offers career counseling, help with preparing a résumé and credential file, a career resource library and jobs listings (online and book form), workshops and seminars, and on-campus recruiting events and job fairs. The Center, located in Post Hall, is open from 8:30 a.m. to 4:30 p.m., Monday through Friday, year-round. During the fall and spring semesters, Wednesday hours extend to 7:30 p.m. The Center’s Web site can be found at students.adelphi.edu/career.

The School of Social Work is a cosponsor of the annual master’s level Social Work Job Fair, held each April in Manhattan. This event attracts over 100 agencies, each seeking to hire M.S.W. graduates. Email notifications of this event will be posted after spring break.

Following graduation, employment reference letters, prepared by each student’s faculty liaison, will be made available to graduates upon written request.

Contact: Thomas Ward, Director of the Center for Career Development, (516) 877-3130, Post Hall East.

THE ALUMNI ASSOCIATION
The Adelphi University School of Social Work Alumni Association provides opportunities to meet professionally and socially with colleagues. Students are welcome at all association events. Upon graduation, students automatically become members of the association.

Contact: Dr. Bradley Zodikoff, Associate Dean for Academic Affairs and Director of the M.S.W. Program, (516) 877-4439, Room 221.
CHAPTER IV:
DOCTOR OF PHILOSOPHY IN SOCIAL WORK

Note: For detailed information about the doctoral program, including course information, please see the Ph.D. Student Handbook or visit socialwork.adelphi.edu.

OVERVIEW

The Doctor of Philosophy in social work (Ph.D.) gives practitioners the skills and knowledge to affect significant change in social welfare policy and practice. Its emphasis on critical thinking and on preparing students to develop knowledge for all methods of social work practice prepares graduates to provide leadership in the profession as scholars, educators, researchers, and administrators in social agencies.

There are part-time and full-time options for completing course work for the 51-credit program, both of which enable social work professionals to continue to work in the field while they are pursuing the doctorate. Students who elect the part-time option take two courses a semester, one day a week; full-time students take four courses a semester, two days a week. After completing half their course work, students take an additional year-long course that is scheduled at the students’ and instructor’s convenience. Classes are held in the late afternoon and evening and occasionally on weekends. A dissertation based on original research is required of all students.

DOCTORAL FACULTY COMMITTEE

The Doctoral Faculty Committee is responsible for the planning and the content of courses offered in the program, for screening and interviewing applicants, and for making recommendations concerning admission to the program. The committee also conducts examinations of candidates for the degree.

APPLICATION REQUIREMENTS

Applicants for the Ph.D. program are required to have the master’s degree in social work and to have achieved at least a 3.3 (B+) average in the M.S.W. program. They must also submit a personal essay that discusses their goals and reasons for doctoral study.

Contact: Philip Rozario, Director, Doctoral Program
Social Work, Room 217
(516) 877-4419 or rozario@adelphi.edu.
FIELD EDUCATION

Welcome to Adelphi University School of Social Work Field Education. Your field education, also known as your “internship,” will offer you numerous opportunities to apply the theory and knowledge you obtain in the classroom to your experience in the field. During your internship, you will have the opportunity to learn from a variety of sources.

The following is a list of key personnel that will assist and guide you throughout your internship:

1. Field Instructor: The agency social worker from whom you will receive individual weekly supervision and who is trained to supervise social work students.
2. Faculty Field Liaison: Full-time or Adjunct Faculty from Adelphi University who will oversee your experience and serve as your academic adviser.
3. Clients: Clients may be individuals, families, groups, agencies or communities.
4. You: You will learn from yourself by developing and mastering the ability to self-reflect, through the “learning by doing” process.

Your internship will provide you with numerous opportunities to challenge yourself beyond your comfort zone, problem solve in creative ways, and grow personally and professionally. You will be part of a team and a part of a profession that is committed to challenging injustice and working to ensure equal access to resources for all people (NASW Code of Ethics).

By challenging yourself, you will grow not only professionally, but personally as well. There might be times when you feel uncomfortable, uneasy, and unsure of yourself. This is a normal part of the process of becoming a professional social worker. Even seasoned, well-experienced social workers question their abilities from time to time. Now is the time to learn about yourself and how you interact with others. Many times we think we know this about ourselves, but truly don’t. Listen to the feedback from your Field Instructor and Liaison and use it to grow as a person and as a professional.

The Field Education Department is committed to working with you, your professors and your field agency to help you become a competent, ethical, self-evaluating, knowledgeable social worker with the capacity to learn and the initiative to keep on learning.

This field manual is designed to answer questions and concerns you may have regarding your field placement. Please read it carefully and keep it for reference throughout your field experience. If you have any questions, please feel free to contact your Liaison, your Assistant Director of Field Education, or me, with any questions.

One secret to a successful internship is to be enthusiastic and open to new experiences. Field education is an opportunity to gain invaluable experience that cannot be taught anywhere else. I wish you a rewarding journey that will allow you to become a more knowledgeable, more inclusive and accepting person at the end.

Social workers help change the world!
– Anne Marie Montijo, LCSW

“Be the change you want to see in the world” – Gandhi
SECTION I: INTRODUCTION & FIELD EDUCATION ORIENTATION

This section is designed to serve as a guide and resource for students, field instructors, agency educational coordinators and executives, faculty field liaisons and administrators at the School. It highlights relevant information about the objectives, policies and practices of the field education program and the School. It is also a required text for the Practice Courses students must take concurrently with field education.

The School welcomes and is most appreciative of our collaborative relationships with agencies for providing rich opportunities in field education, a crucial and invaluable contribution to the professional learning of our students.

This manual and all field education forms are available on the Field Education Moodle site. Please check the field calendar for due dates of the six week assignment form, mid-year evaluation and final evaluation.

If you do not have access to the internet or are unable to print the forms please contact Phyllis Campagna at (516) 877-4375 or campagna@adelphi.edu

FIELD EDUCATION ORIENTATION

The Field Education Department coordinates the orientation to field education, prior to the student’s first day in field placement. Field education is a very important part of a student’s development as a professional social worker. The orientation program is a mandatory part of the student’s education. Failure to attend Orientation could have a severe impact on the student beginning their internship. It is during this Orientation that students will learn:

- What to expect at the internship
- Student responsibilities and expectations
- Field manual basics
- Who’s who in field education
- Process recordings
- Problem solving
- Field education policies

It is also an opportunity for students to meet their peers and ask questions before their internship begins.

The goal of the orientation is to help ease the transition into the field agency and better ensure that students are adequately prepared to begin their work in the agency and with clients.

STUDENT RESPONSIBILITIES

It is the student’s responsibility to know and understand the policies and procedures set forth in this manual. Any questions should be directed to the Field Education Department representative at the campus the student attends.

Departmental Policies and Practices

1. Holidays and Vacations
   - Students do not attend field placement on agency holidays or on school holidays. During winter and spring recess from classes, students must follow the field calendar.
Students placed in school systems may encounter difficulty in meeting minimum hour requirements since schools usually have both a winter and spring vacation. It is suggested that students in these settings attend field placement during Adelphi's spring recess so they to meet field work hour and client commitments.

Our policy is to respect students' observance of their major religious holidays. No student will be penalized due to religious observance and an alternative means will be sought for satisfying the field requirements involved.

If a student has difficulty meeting the field work hour requirements because of a large number of holidays, the field instructor should seek help from the faculty field liaison or Field Education Department to discuss an alternative plan.

In planning the student assignment, the Field Instructor should review the Field Work Calendar which is available online. Ultimately, it is the student who is responsible for completing the required number of hours.

2. Student Absence and Illness

If students are briefly absent from field work because of illness or personal reasons (e.g., death in the family), they do not need to make up the time unless the minimum number of field work hours cannot be met or there is some unmet or disrupted service need that the field instructor deems should be addressed. Plans for making up extended absences (e.g., prolonged illness; jury duty) should be discussed with the student's faculty field liaison.

Any absences over two days per year must be made up; absences less than 2 days should be discussed with the student's field instructor and faculty field liaison to ensure that the student meets the minimum number of hours required per year. Students MUST notify their field instructor and faculty field liaison PRIOR to being absent.

3. Adelphi E-Mail Address

All students have an Adelphi email address. This is the only address the department will use when contacting students.

Personal emails will not be used to communicate with students.

Please check your ADELPHI email daily.

4. Field Education Calendar

It is very important that both students and field instructors familiarize themselves with the Field Education Calendar so they are aware of when the Six Week Assignment and evaluations are due, the beginning and end dates of field, holidays, etc.

5. Dress Code

Students must comply with the dress code of the agency at which they are placed. It is the student's responsibility to discuss this with the field instructor. Field Instructors have the right to send students home if they are found to be dressed inappropriately for placement.
6. Field Schedules & Minimum Requirement of Hours

- Students are expected to attend their field work placement for a specified minimum number of hours during the academic year. The required number of annual hours is based on the student’s educational level. In computing hours, a “standard” day consists of 7 field work hours and 1 hour for a meal.

- Students must be available at least one full day or two half days of day time, weekday hours for field placement.

- *Foundation and Advanced Year M.S.W. students may elect an extended model and complete 14 hours per week of field instruction over the course of the fall, spring, and summer semesters to meet the minimum 600-hour field requirement.

- **Students who elect the extended model must register for an extended field class section and will receive a grade for the fall semester in February and for spring semester in August. Extended students will be charged a continuous matriculation fee of $150.00 per semester during which they are in a field placement. This also applies to those students in the process of satisfying the requirements of an Incomplete grade in Field Instruction.

- ***One Year Residency (OYR) students may elect to complete the 900-hour OYR field requirement at 30 hours per week for the fall and spring semester—or- 21 hours per week fall and spring and 24 hours per week during the summer.

- Students do not end their field placement when the minimum number of hours are completed, but remain in placement until the formal end of the field work term, the last day of the semester (Refer to yearly field work calendar). Students must make up any time falling below the requirement because of holidays, illness, or emergencies. Students and field instructors should maintain an attendance sheet to ensure that the minimum number of hours is completed. Attendance sheets are available online.

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Annual # of Field Hours</th>
<th>Days per Week</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>300</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Seniors</td>
<td>400</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Foundation &amp; Advanced Year Graduate Students*</td>
<td>600</td>
<td>2 to 3</td>
<td>14** to 21</td>
</tr>
<tr>
<td>OYR (One Year Residency Students)***</td>
<td>900</td>
<td>3 to 4</td>
<td>30</td>
</tr>
</tbody>
</table>
• Student schedules are organized within agency hours. Students may be asked to work some evening and/or weekend hours. If any agency is open less than eight hours a day (e.g., a School system), field instructors may arrange for students to do a required number of hours of recording at home to meet minimum hourly requirements.

• Students changing their contracted field hours (i.e., from 14 hrs to 21 hrs, or 21hrs to 14hrs) MUST obtain approval from their field instructor, faculty field liaison, and the Director of Field Education. Changing hours involves administrative involvement, including changing the course number assigned to faculty field liaison. The student and faculty field liaison must submit this request in writing to the Director of Field. The Director will then submit the necessary paperwork to the Associate Dean, Provost and Registrar.

7. Continuous Matriculation Fee and Fees for Extended Field Instruction
   • Students who are not registered in a given semester or who have not been granted an approved Leave of Absence are subject to the University's Policy on Continuous Matriculation (see: Graduate Bulletin or Undergraduate Bulletin). Students who are registered for Extended Field or are removing an Incomplete (I) grade in field instruction are required to pay a fee of $150 per semester for continuation of field instruction. This fee will be posted to the student’s account by the University’s Office of Student Financial Services.

8. Student Attendance at School Committees or Special Student Campus Programs
   • A student may be excused from field placement one-half day per month to participate in School committee work or to attend special programs on campus.

9. Social Action or Lobby Day
   • A full-day required educational program for all students is scheduled early in the spring semester (March). This time is credited toward field work hours if the activity takes place on a field work day.

10. Strikes or Other Labor Disputes by Agency Personnel
    • In the event of a work slowdown, work stoppage, or strike by agency personnel, the Field Education Department should be notified preceding the action if possible or immediately upon its occurrence. The decision as to whether or not students continue at the agency during a strike rests with the School’s administration, not with the agency. The School has as its objective the protection of the student’s educational experience and makes a decision based on this principle. A decision is made separately for each strike action depending upon the individual situation and is communicated to the agency.
    • The School will also communicate its decision to students and plans for their conferring with agencies about any special needs of their clients. The School will also discuss opportunities for students’ participation in alternative learning experiences during the labor dispute. Any student who asks, in good conscience, for permission not to be forced to continue
placement during the course of a strike should be respected. However, discussion should ensue with the field instructor and faculty field liaison as to how professional responsibilities will continue to be carried out to clients.

- In past years, the graduate schools of social work in the New York City metropolitan area have usually acted jointly in deciding whether or not students continue field instruction during a strike and it is anticipated that this practice will remain.

11. Home Visits

- If students are assigned home or outside community visits, agencies are expected to take appropriate measures to ensure the safety of students. Any difficulties in agency/student planning or policy on home/community visiting should be raised with the student’s faculty field liaison or with the Field Education Department.

- Students and agencies may want to consider the following guidelines in planning home or community visits:
  - Students should consider visits between the hours of 9:00 a.m. and 4:00 p.m.
  - Visit with an escort or co-worker in high risk areas.
  - Plan a route in advance. Use main streets for walking and stay away from entrances.
  - In subway travel, enter the middle car of the train where a conductor is present.
  - Consider meeting a client in a community meeting place (e.g., church, community center) if it is appropriate and also feasible for the client.
  - If it is unsafe to enter a building alone, ask a community member of client to meet and accompany you.
  - Carry official identification or a letter that establishes your status as an agency representative.
  - Use care in carrying purses and avoid expensive jewelry.
  - Use caution in entering empty elevators.
  - In planning trips for client groups, arrangements should be made to have person available to help in emergencies. (e.g., another worker).

12. Transportation and Reimbursement

- Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the Director for Field Education.

- Students should not use their own vehicle to transport clients.

- Students may, however, drive an agency-owned vehicle if they have the appropriate license and agency approval.
13. Malpractice Insurance Coverage
   • All students enrolled in field instruction are covered by the University for Professional Liability of $1,000,000 per incident and $3,000,000 aggregate.

14. Legal Affiliation Agreements
   • Agencies that are required to maintain a formal affiliation agreement with the School can request and arrange this agreement with the Field Education Department. The School maintains a standard affiliation agreement and process with the University for execution.
   • Agencies wishing to make an addendum or agreements which are subject to agency legal review will require more discussion with the School and extensive legal review by the University. Such agreements will take longer to process. Otherwise, standard affiliation agreements can usually be processed within 30 days of receipt.

15. Identification of Student Status
   • It is the policy of the School and a professional ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.

16. Students are responsible for initiating contact with his/her field faculty liaison in regard to any of the following:
   • Any difficulties with field placement, such as the timing and educational suitability of assignments, availability and/or lack of supervision, space and time to prepare process recordings at placement, ethical issues, etc., that are not satisfactorily resolved with the field instructor/agency
   • Planning and securing approval for registration for courses
   • Planning the following year’s field placement with their liaison and field department (for continuing students only)
   • Initiating contact with a member of the School’s Field Department if any field placement issues are not satisfactorily responded to or resolved with the student’s faculty field liaison and field instructor. (See section on Students Experiencing Difficulty in Field)
SECTION II: THE ROLE OF FIELD EDUCATION IN THE CURRICULUM

The field education program plays a pivotal role in the student’s education. It is in the field work experience that students, utilizing classroom theory and knowledge, test out skills toward developing professional competence and identity. The overall objective of field education is to produce a professionally competent, ethical, self-evaluating, knowledgeable social worker with the capacity to learn and the initiative to keep on learning. As educators, we also need to model and to help our students bring their humanity and authenticity to their practice, to act with courage, and to develop a vision about making a contribution toward the amelioration of the social problems that face our society today.

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 toward the development of a shared educational philosophy and standards regarding field assignments, field instruction, and student performance. We hope this partnership is responsive to changes in agency environments, in School curriculum, and in the students it seeks to educate.

The Structure and Function of the Field Education Department

The Field Education Department oversees the planning, implementation, and evaluation of the field education program of the School of Social Work. The Department carries primary responsibility for assessing all potentially new and continuing agencies and field instructors, and mutually planning with them. The Department consults with agencies about learning opportunities in their respective programs, including orientation, assignments, resources, and other issues which affect student learning. The Department also plans, conducts, and evaluates seminars for field instructors new to Adelphi and new to student supervision. Through workshops for experienced field instructors, campus-field meetings, and other programs, the Department promotes discussion and exchange on a range of professional, educational, and practice issues. The Field Education Department staff works with agencies to enhance communication and problem-solving, to mitigate difficulties, to advocate for and monitor sound standards for field education and social work practice, and to serve as a source for ideas and for information on School policy and procedures.

The Field Education Department is responsible for assigning students to their respective field placement agencies. In this role, the Department assesses the learning needs, capacities, and preferences of entering and continuing students in order to make an educationally sound match with a field placement and field instructor. The Department plans and sponsors required placement planning meetings for students entering field work for the first time. In cooperation with the student’s faculty field liaison, the Department staff serves as a resource to students with questions or concerns about their learning in the field and in planning their field placements.

Faculty members (faculty field liaison) are assigned by the Director of Field Education to serve in an advising role to students in the field and as liaison to specific agencies. Faculty liaisons keep the Field Department staff informed of developments in agencies, about concerns that may emerge in regard to student performance in the field, and prepare year-end summaries on both students and agencies. At the end of the academic year, students are provided with the opportunity to submit an assessment of their total field experience to the Field Education Department. The Field Education Committee, composed of administrators, faculty, field instructors and student representatives, carries out recommendations on field policy and planning. A Field Education Advisory Board also provides recommendations on policy and practices in field education and is comprised of members from the field education community.

The Director of Field Education, who is appointed by the Dean of the School, administers the Field
Education Department. The Department is staffed by the Assistant Directors of Field Education at our Garden City, Manhattan, Hauppauge, and Hudson Valley Offices, and by support staff that serve in the roles of administrative assistants.

Who’s Who in Field Education

- **Director of Field Education**: The chief administrator at the School, responsible for the management of multi-campus field education program, off-campus programs, outcomes assessment, and various school-wide administrative areas.

- **Assistant Director of Field Education – Garden City**: The administrator at the Garden City campus, responsible for the day-to-day management of the School’s field education program in Garden City.

- **Assistant Director of Field Education – Manhattan Site**: The administrator responsible for the day-to-day management of the School’s field education program at the Manhattan Center.

- **Assistant Director of Field Education and Student Services – Hauppauge Site**: The administrator responsible for the day-to-day management of the School’s field education program at the Hauppauge Center. They are also responsible for student support services.

- **Assistant Director of Field Education and Student Services – Hudson Valley Site**: The administrator responsible for the day-to-day management of the School’s field education program at the Hudson Valley Center. They are also responsible for student support services.

- **Faculty Field Liaison**: A full-time or adjunct faculty member who is assigned by the School to serve as an adviser to students and as a liaison to field placement agencies. The liaison is a social worker that holds a Master of Social Work Degree from a CSWE-accredited university. The role and responsibilities of the Faculty Field Liaison are described below.

- **Field Instructor**: A social worker that holds a NYS License Master of Social Work degree from a CSWE-accredited university. They are most often located at the field placement site and are SIFI (Seminar in Field Instruction) certified. They are designated by the Agency and approved by the School to carry primary responsibility for supervision of the student in the field.

The Faculty Field Liaison

Full-time and adjunct faculty members are assigned as field liaisons and carry responsibility in their workload for maintaining contact with their students, field instructors and field agency educational coordinators. The faculty field liaison carries overall responsibility for helping the student, the field instructor, and the agency meet the learning outcomes established for the student's field training experience. As an educational consultant, the faculty field liaison assists the field instructor and the students identify the educational opportunities in the placement. They may serve as a mediator for the student and field instructor. They also assist in facilitating the integration of field and class learning. Faculty field liaisons carry academic advising responsibility for all students assigned to them in the field. They approve all course registrations and assist those students who are continuing in the field the following year, to identify agencies of interest.

- **Assignment of Faculty Liaisons**
  
  - The Director of Field Education who notifies each party at the beginning of the term assigns full-time and adjunct faculty members to students and agencies for the
academic year. Continuing students usually have a different faculty field liaison each year.

- **Agency Visits**
  - A faculty field liaison is expected to visit an agency to meet with the field instructor and student and, when feasible, with the educational coordinator or the agency director. Faculty field liaisons are expected to visit the field agency **at least once each semester** and, in some situations, more frequently than the minimum. Field instructors are encouraged to request contact whenever the need arises. Faculty field liaisons and field instructors often maintain telephone and or email contact between visits.
  - If a liaison does not visit the agency, students are asked to contact the field education department

- **The Faculty Liaisons Role with the Agency**
  - The faculty field liaison discusses the student’s integration into the agency and the plan for the student’s workload and assignments with the field instructor and, if necessary, with the agency educational coordinator or agency director. The faculty field liaison monitors the ongoing educational experience of the student.
  - The necessary two-way communication between the agency and the School is facilitated by the faculty field liaison who is in a position to share information with both parties. As the representative of the School, the faculty field liaison is expected to inform the agency of changes in curriculum or issues that would have a bearing on the student’s experience in the agency. It is also important for the School to hear through the faculty field liaisons about agency issues that may affect its planning and curriculum.
  - **The faculty field liaison’s role as a mediator between the student and the field instructor helps both to move past any obstacles in the educational alliance.** The faculty field liaison provides consultation on the use of effective field teaching techniques and confers with the field instructor to ensure that there is understanding and appropriate application of the School’s field performance criteria for evaluation. Effective communication between the faculty field liaison, the student and the field instructor is an important factor in identifying gaps or potential difficulties so that all the parties can focus on areas that need improvement and change.
  - **Field instructors should immediately contact the faculty field liaison if there is any potentially serious problem** with the student’s performance in the field setting or in his/her capacity to meet expected learning outcomes for the semester.

- **Monitoring of Student Assignments in the Agency**
  - Faculty field liaisons monitor the assignments given to the student from early in the semester to ensure they include the suitability, the volume, the diversity, and the depth necessary for a solid educational experience. If there are difficulties with providing such assignments, it is of particular importance that the faculty field liaison be notified quickly.
The faculty field liaison will work with the field instructor and agency to develop ways in which problems can be addressed or alternatives developed. The monitoring of the assignments is a year-long activity as students’ learning needs and capabilities change over the year and different assignments become appropriate.

- **Student Meetings with Faculty Field Liaisons**
  - Faculty field liaisons meet with students individually at least once each semester and sometimes more frequently.
  - Students are urged to initiate contact with their faculty field liaison and need not delay setting up an appointment until they hear from their faculty liaison. These meetings address any issues in placement, academic advising, and planning for advanced year internship.
  - Faculty field liaisons and students should also maintain telephone and email contact with one another to assure that any emerging issues are readily identified, discussed and addressed.

- **Evaluation of Student Work**
  - The faculty field liaison monitors the student’s work throughout the year and is responsible for determining the student’s pass or fail grade at the end of each semester. By periodically reading the student’s process recording, and/or other written material, and talking with the student and the field instructor, the faculty field liaison assesses the progress of the learning.
  - The liaison ensures that the process between the student and the field instructor is one of mutuality and that the student and field instructor are taking responsibility for working on the expected learning tasks.
  - The faculty field liaison provides consultation to the student and the field instructor about any issues or problems in the learning/teaching process.
  - The liaison also reads the evaluation, reviews attendance sheets and process recording portfolio, and determines the grade of pass or fail.

- **Planning with and Assessment of Agencies and Students**
  - At the end of the school year, the faculty field liaison talks with the educational coordinator or field instructor about how the educational experience proceeded and gives any suggestions for the next year. The faculty field liaison gives a written agency overview with recommendations to the Field Education Department to assist in planning for the following year.
  - In the spring of the first year of field work, the faculty field liaison works with junior and first-year graduate students to make specific recommendations for the second-year field work placement. In some instances, seniors already accepted into the School’s advanced standing program will similarly consult with their faculty field liaison. Discussion of each student’s strengths and learning needs, along with their preferences for type of agency and experiences, are reviewed so that appropriate recommendations can be made. The faculty field liaison communicates suggestions in writing to the Field Education Department about the placement for the second year.
• Contact with the Field Education Department
  - The Field Education Department serves as a resource and level of appeal if there are unresolved differences at the faculty field liaison level or unanswered questions about field work policies and practices.
  - Students, field instructors, and agency educational coordinators may also contact the Director of Field Education or staff at any of the School’s sites with any pressing concerns. If the faculty field liaison cannot be reached or is unavailable for any significant period of time, the Field Education Department may be contacted.

Agency Personnel

Primary Field Instructor

• Every student is assigned to an agency designated Licensed Social Worker who has been approved by the School to serve as a professional social work field instructor. This field instructor carries the responsibility for the student’s training in the agency.
• The field instructor is expected to hold weekly individual supervisory conferences* with the student.
• They are responsible for: selecting appropriate assignments for the student, monitoring and coordinating the student’s work in the agency, reading the student’s process recordings prior to supervision, assuming responsibility and completion for the students’ evaluations, conferring with the student’s faculty field liaison, etc.

Secondary Field Instructor

• In some agencies, a student may be assigned to another service or community program outside of his/her primary field placement site. This kind of assignment is used to expand the student’s training opportunities, e.g., a group on another service, a few cases on an out-patient service if the primary assignment is on an in-patient service or a community assignment if the primary assignment is in clinical practice. The primary field instructor can supervise this kind of assignment, or a secondary field instructor, who should be a professionally trained social worker, may supervise it on a regularly planned basis.
• The secondary field instructor should keep the primary field instructor regularly informed of the student’s performance and should engage in an evaluation process with the student.

Task Consultant or Task Supervisor

• In some agencies, a student may be assigned to a task consultant in relation to some specific assignments on which s/he is working.
• A task consultant need not be a social worker, but may work in a related discipline, e.g., a psychiatric nurse, a program development specialist, etc. A task consultant provides guidance to the student in carrying out administrative tasks, e.g., information on hospital patients, and resources for a community needs assessment.
• The primary field instructor retains all educational teaching functions and would supervise the student on these assignments. In a model utilized by a few settings, students are assigned for daily activities to a social work task consultant but receive weekly educational supervision from a primary field instructor.
The primary field instructor is the one responsible for reviewing process recordings, not the task supervisor.

**Practice Consultant**
- It is not uncommon for students to meet with representatives of other disciplines, e.g., a psychologist or psychiatrist, for consultation on an assignment.
- A person in another discipline cannot supervise students, as per New York State Law. However, it is recognized that related disciplines functioning as consultants have much to offer students from their own expertise and we encourage their use.

**RESPONSIBILITIES OF THE AGENCY & FIELD INSTRUCTOR**

It is important that close communication be maintained between the School and agency with the initiative coming from both. The School must be kept informed not only of the progress of an individual student but also changes in the agency that may affect field instruction.

It is the responsibility of the agency’s field instructor or educational coordinator to inform the School immediately of any changes in field placement arrangements and if any of the following changes or problems occur:

- Change in agency address, telephone number, or email addresses
- Changes in agency director and/or educational coordinator
- Proposed changes in field instruction; field instructor leaving agency or resigning
- 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 two days per semester
- Significant concern about student’s performance or ability to meet learning outcomes.
- Ability to provide students with appropriate assignments consonant with School expectations

The selection of agencies and field instructors is an important part of the School’s educational planning. The School carries the responsibility for determining an agency and field instructor’s suitability for student training and works closely with interested agencies and potential field instructors in this process.

Potential new field placements may be identified in a number of ways. Agencies may request to serve as training sites or a student, faculty member, alumnus, or community representative may suggest them. After clarifying the availability of a qualified field instructor and appropriate assignments, a letter acknowledging interest, a Field Agency Application Form, and a Field Instructor Personnel Form will be sent. These forms are available online at: [http://socialwork.adelphi.edu/academics/field-education/documents-and-forms/for-field-instructors/](http://socialwork.adelphi.edu/academics/field-education/documents-and-forms/for-field-instructors/)

Upon receipt of the material, the Director for Field Education asks a Department staff member to make a formal assessment of the agency and prospective field instructor(s). The assessment covers such areas as:

- The function and services of the agency
- Possible student assignments
- Availability of resources for the student
Level of practice competence of the field instructor

Special requirements for student placement

The Department staff member also interprets the School’s curriculum, field work requirements, and the School’s expectations regarding assignments, supervision, and time commitments. The Agency material is then forwarded to the Director for Field Education who communicates the decision back to the Department staff. Information is also sent to those field instructors who must attend the Seminar in Field Instruction.

The Field Education Department also carries final decision making responsibility for the continuing use of agencies and field instructors based on reports and recommendations of faculty field liaisons, students, and the Department’s own administrative assessments and discussions with agencies.

The following criteria are used in the selection of agencies:

- The agency should have a commitment to training, which 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 agency and School’s practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.

- The agency’s practice of social work is based upon recognized, professional standards.

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

- The agency must provide the necessary space and resources for the student to carry out a professional role, including privacy for interviewing, desk and storage space, access to a telephone, clerical assistance, and reimbursement for expenses incurred in the performance of assignments (as would be afforded an employee of the agency).

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

- The Agency adjusts the workload of the field instructor to make it possible for that person to provide supervision.

- Expected allotment of time to select assignments, review process recordings, provide weekly supervision, and prepare evaluation materials and to confer with the faculty field liaison. Field instructors supervising students for the first time are required to attend a 12 session seminar offered by the School and to meet the Seminar’s written requirements.

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

- A Master’s degree in social work, from a CSWE-accredited institution,

- At least three years post-master’s experience,
• Licensed by the state of New York. (Exceptions may be made for field instructors with one or two years of post-master’s experience to supervise Juniors if approved by the Field Education Department.)

• Interest in and time to fulfill teaching responsibilities of social work students.

• Demonstrated practice competence and the potential ability to help students to learn.

• Willingness to teach in more than one practice modality.

• Familiarity with agency policies, program, and procedures and the nature of client needs.

The following are expectations of field instructors:

• Knowledge of the School’s curriculum and practice content and orientation.

• A flexible approach to practice that allows for a range of modalities including work with and on behalf of individuals, families, couples, groups, and communities.

• A willingness to work collaboratively with the faculty field liaison for the purposes of meeting student educational needs and to call upon the faculty field liaison for consultation and guidance as needed.

• Attendance at a 12 session seminar, SIFI (Seminar In Field Instruction) at the School required of new field instructors, and completion of the course’s requirements.

• Selection of educationally appropriate assignments for students and assistance in developing these where indicated.

• Orientation to the Agency and the provision of weekly scheduled individual supervisory sessions in the time allotments specified by the School.

• The utilization of process recordings and other recorded formats according to the School’s guidelines.

• Participation in an ongoing evaluation process with the student, which includes written evaluations following the School’s guideline and criteria at the end of each semester

*SIFI (Seminar in Field Instruction)*

• All field instructors supervising for the first time are required to concurrently attend a twelve (12) session Seminar in Field Instruction (SIFI) taught by faculty of the School.

• Field instructors who have completed a comparable seminar at another school of social work may be exempt from this requirement by our Field Education Department. The seminar is offered at our Garden City, Hauppauge, Manhattan, and Hudson Valley locations. There is no charge to participants.

• The purpose of the seminar is to provide training to new field instructors so they may gain the necessary knowledge and skills to effectively meet the range of educational responsibilities in their
role as supervisors of social work students.

- The general content areas covered in this Seminar include:
  - Beginning processes in field instruction
  - Orientation to the agency and supervision
  - Selection of student assignments
  - Preparing a student to move into each assignment
  - Range and use of student process recordings
  - Teaching concepts and methodology
  - Evaluation processes

- To receive credit for completion of this seminar, field instructors will be expected to attend all Seminar sessions (three excused absences allowed) and to meet the recording requirements of the seminar (e.g. periodic process recordings of a supervisory conference with their student).

- Certificates are issued to each participant upon completion of the seminar’s requirements. Other schools of social work within the tri-state area will usually honor a field instructor’s completion of our seminar.
SECTION III: THE PLACEMENT PROCESS

The Field Education Department carries responsibility for assigning students to field placements. In making judgments, the Department draws information from various sources, including student and agency preferences. Placement decisions are based on the availability and educational suitability of a setting for each student. Students are required to have some daytime availability. WITHOUT SOME AVAILABLE DAYTIME, WEEKDAY HOURS, THE SCHOOL MAY BE UNABLE TO PLACE A STUDENT.

Agency Request for Students

The Director for Field Education contacts agencies each spring regarding their plans for the coming academic year. These agencies submit an “Agency Request for Students Form” to the School regarding the number of students requested, the type and range of assignments, the proposed field instructors, and other information that might be helpful to the Department in placing students. This becomes the data base from which the Department works in finalizing field placements each summer. The Department staff is also active in recruiting, responding to, and assessing possible new field placements. The respective Assistant Director at Adelphi’s off-campus centers in Hauppauge, Hudson Valley, and Manhattan carry out many of these responsibilities.

New Students

The School uses different procedures to place entering (junior and first-year) and continuing (senior and second-year) students. Students entering field work for the first time are invited to attend placement planning meetings where a member of the Field Education staff answers questions and explains field work requirements and options. Students attend small group or individual interviews to assist in placement planning. Entering students complete a “Field Placement Information Form” describing their background and interests. An assessment is made based on various factors including the student’s pre-professional experiences, preferences and counter interests, travel time, etc. Every effort is made to ensure a match between a student’s educational needs and an agency’s requests and learning opportunities. The School notifies agencies regarding the placement of entering students in August and sends them a copy of the assignment letter via e-mail. The student and faculty liaison will also receive a copy of this letter via e-mail.

Continuing Students

The Field Department uses the following process with students who are planning their senior undergraduate or second year graduate field placement. BSW and M.S.W. descriptions of agencies are available on the Field Education Moodle site. This is available both to the student and their faculty liaison.

Students consult with their faculty liaisons and are encouraged to talk to other faculty, students, and the department staff to find out which placements most meet their learning needs and interests. The faculty liaison then prepares a “Placement Recommendation Form” indicating the student’s strengths, learning needs, areas for future focus, field of practice concentration, and any specific placement requests or recommendations to the Field Education Department.

The Department staff, working with these variables, contacts the agency to discuss placement of the student. The student is then notified of the potential placement and given the necessary information for them to contact the agency and arrange for an interview. After the interview, both the student and agency personnel notify the Field Education Department regarding confirmation of placement. During August, the Field Education
Department sends the agency e-mail notification regarding the assignment of the student. E-mails are sent to the faculty field liaison and student as well.

These student assignment letters/emails indicate:

- The start and end date of field instruction
- Agency contact information
- Student contact information
- Faculty field liaison contact information

The Interview

Many agencies require students to fax or e-mail a copy of their resume to the educational coordinator or field instructor at the agency prior to the interview. They may also request a cover letter. It is suggested that students bring an extra copy of their resume to the interview. After the interview is complete, the student and field instructor must contact the respective Field Education Department to discuss the interview. The field instructor will inform the Field Education Department if they feel it is a suitable match. If a confirmation of acceptance is made, the student will be notified by the Field Education Department. If the student is found to not be a match, then another agency will be explored for placement. The process begins again until a suitable match is identified. If no match is found after two interviews, a review of the student’s appropriateness for placement will be conducted by the Field Education Department.

Students that are repeatedly experiencing unsuccessful interviews may not be allowed to continue with the placement process. They might be offered the opportunity to delay placement until the following academic year. They would not be able to continue in their Practice course work, as Field Instruction and Practice must be taken concurrently.

Field Placement Information for Students Entering Their Senior Year (BSW) and Advanced Year (MSW)

Prior to submitting field placement application materials students must:

- Meet with their Faculty Field Liaison
  - The Liaison is responsible for completing the Recommendation for Senior Year or the Recommendation for Advanced Year Form
- Complete the Field Placement Information Form (the yellow application for field)
  - This applications will be distributed in the students Practice Class during the fall semester.
- Submit both the Field Placement Information Form and the Recommendation Form by due date
- Submit Employment-Based Field Placement Application by due date (if applicable)
- Students are not permitted to contact agencies regarding placements.
- All internships must be arranged through the Field Education Department.
- Students will not be permitted placement in an agency they contacted on their own.
- If a student has a prior criminal record or related concerns, s/he should disclose this to the Field Education Department for purposes of planning during the placement process.
- The field placement process cannot begin without both of these forms.
Beginning Placement at the Agency

Field placements generally begin the second or third week of September. Prior to the start of the academic year, the agency should instruct the student what time to report to field work on the first day. Students should not be asked to begin their placement at the agency prior to the first day of field work, unless the Director for Field Education has given permission. Field instructors (or educational coordinators) are expected to be available to greet the student upon their arrival at the agency.

Agency Orientation

An orientation program in 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 students are 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 and should be provided in simple, understandable terms.

Students should feel welcomed. The student’s office space and supplies should be prepared and ready for use. Students should have the opportunity to meet individually with their field instructor on the first day in placement. See the Field Education Moodle site for an Agency Orientation Checklist.

Student Assignments at the Agency

An important educational principle of the School is that students must begin a specific assignment early in their field placement, since this serves as the nucleus of their learning. Students should not be assigned to meet with clients or other similar tasks on the first day of field work. However, students should begin their first assignment by the third day in the agency. It is critical that the field instructor carefully prepare the student for each of their first assignments.

Assignments serve as the foundation out of which all subsequent field teaching grows. The kinds of assignments that the field instructor selects directly affect the quality of education that one can provide to the student and the degree to which students can hope to meet the service needs of their clients.

The Development of Assignments

It is expected that beginning assignments will be available by the time the student arrives at the agency. After meeting the student, the field instructor should select appropriate assignments for him/her. The field instructor should thoroughly prepare the student for the first contacts. While there may be warranted variations (which should be discussed with the faculty field liaison), assignments should be gradually added during the following weeks. Students should be carrying their full complement of work at about 9 to 12 weeks into the semester.

The Students Assignment and Workload

In order to learn direct practice skills, students need the opportunity to begin their actual work. For students, this will mean assignments in different methods of practice, including 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. Students may also carry some assignments in community work, program development, social action, or research. 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 1/4 of their workload each week, so that students will have sufficient time for the needed practice experiences.

**What Types of Assignments to Expect**

Consonant with their level of readiness and training, interests and prior experiences, students should be assigned a varied workload. We recognize that some agencies may not be able to provide as full a range of assignments as others. Workloads should reflect opportunities for training in multi-modality practice (individual, family, couples, group, and community) as well as exposure to a diversity of people and problems including oppressed populations. Students should be assigned work with different time dimensions and foci (e.g. crisis intervention, intake, short- and long-term contacts) and they should be able to address directly the interactions between clients and their environment.

Secondary assignments may be developed to broaden a student’s opportunities for learning. To do so, an agency may wish to assign the student to another service in its own setting or in the community. This secondary assignment can be supervised by the field instructor (in tandem with a task consultant) or by another professionally trained social worker designated by the agency and approved by the adviser.

**The Preparation of Students for their Assignments**

For every assignment, it is important to prepare students carefully as they move into each 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 the students 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 should also include an interview plan, offering a service (contracting), ideas for further exploration, ways of demonstrating interest and concern, etc.

At full workload, students should spend the following range of time in each activity. The category called Practice Assignments includes: contact with clients (telephone, interview, and group meetings), collateral work, home visiting, program development, and outreach.
Sample Workload Distribution

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Hours per week</th>
<th>Practice Assignments</th>
<th>Individual Supervision</th>
<th>Minimum Number Of Process Recordings per semester (1 hour per recording)</th>
<th>Staff Meetings, Seminars, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>10</td>
<td>3–4</td>
<td>1 hour</td>
<td>13</td>
<td>1–2 hours</td>
</tr>
<tr>
<td>Senior</td>
<td>14</td>
<td>6–8 hours (at full load)</td>
<td>1 ½ - 1 ½ hours</td>
<td>20</td>
<td>2–3 hours</td>
</tr>
<tr>
<td>Foundation Level</td>
<td>21</td>
<td>10–12 hours (at full load)</td>
<td>1 ½ - 2 hours</td>
<td>25</td>
<td>3–5 hours</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>6–8 hours</td>
<td>1 ½ - 2 hours</td>
<td>25</td>
<td>2–3 hours</td>
</tr>
<tr>
<td>Advanced Level</td>
<td>21</td>
<td>10–12 hours (at full load)</td>
<td>1 ½ - 2 hours</td>
<td>25</td>
<td>3–5 hours</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>6–8 hours</td>
<td>1 ½ - 2 hours</td>
<td>25</td>
<td>2–3 hours</td>
</tr>
</tbody>
</table>

Group Work Assignments

The educational philosophy of the School is to prepare students for integrated practice and to acquire the more specialized knowledge and skills to work with people as individuals, couples, families, groups, and in community-based activities. All students begin to learn about work with groups in their first foundation practice course. In the subsequent semester, they are required to take a course focusing on work with groups and communities. In their second year of graduate training, students take a course on advanced group work practice.

Social work education is predicated on the principle that practice is learned through the “doing”—namely the opportunity to transform knowledge into action. Hence, students need the opportunity to work with group(s) in their field placements. The School recognizes that certain agencies may lend themselves more to the formation of group and/or that some field instructors may have greater expertise in providing group service than others. To further assist you in this effort, we are presenting some ideas about selecting or developing group assignments for students.

You are urged to consult with the faculty field liaison about any aspect of group selection or formation as well and about your supervision of group practice. Skills in group work are identified in the Learning Outcomes for
Types of Groups

As agencies think about suitable group assignments, it is important that the group is formed in response to a real need experienced by clients and not just as an assignment to meet a student’s School requirement. Similarly students should be assigned to groups in which they can provide a service to clients and not assigned to a group whose primary function is to meet agency needs. For example, such groups include those that are essentially diagnostic in nature (e.g. a psychiatric hospital who forms a group to assess patient interaction but for which there is no other reason to bring children together.) or groups whose primary purpose is to “control” clients’ behaviors.

Group service can be conceptualized in several ways:

- **Problem solving groups** - Such groups are organized around common concerns, interests, or experiences of the clients as well as clients with common life issues or developmental tasks. Examples: people going through divorce, a widow/widowers group, newly admitted residents, parents of diabetic children, pregnant adolescents, bereavement groups, adolescents in foster care.

- **Psycho-educational groups** - The major function of these groups is to provide information to clients and to assist them in dealing with concerns or feelings about the problem/issue involved. Examples: Families of psychiatric patients, post-surgery group for women with breast cancer, parents of learning disabled children, orientation groups for new public assistance recipients.

- **Individual behavioral change** - These are groups major function is to serve as a context for individual change. Examples: a group for people with phobias, weight loss group, a group for children refusing to attend school.

- **Socialization groups** - These groups are geared toward meeting socialization needs of clients and helping them to get connected. Examples: isolated elderly people, children who need greater structure during recess periods, and isolated young adults who lack social skills.

- **Task-focused groups** - Many social work groups meet to engage in some common interest in which the primary purpose is not to acquire expertise in a skill. Examples: a special interest group for patients in a day treatment program, a tenants’ group, a client advisory committee, and a holiday planning group in a nursing home.

Purpose of the Group

Rarely do groups seek a service. Hence, it is the worker’s responsibility to identify the commonality that brings the group together; clients should not have to figure out why they are there. Students should be helped to frame the purpose of the group in specific operational terms, and in language that reflects the clients’ perception of their common problems/issues. Students should be helped to invite reactions to the offer of the service, reaching for hesitations and doubts.

*Example: A vague statement of service:*
This is a group for teenagers who are living at the ABC residential treatment center to talk about whatever is on their mind.

A clear and more operational statement of service:

- All of you are teenagers who came to live at the ABC residential treatment center in the past few months. We thought it might be helpful for you to get together to talk about what it’s been like to have to leave home, to live in a cottage, to have to deal with a lot of rules. Maybe some of you are wondering about such questions as why you are here, or why your families couldn’t keep you at home, and how long before you can get out. How about it? Do you think about these issues?

In view of the critical importance of beginnings, members should be helped to develop a frame of reference for what issues the group can address, to test the worker’s credibility and if the agency has hidden agendas, to set up a structure for working together, and to extend an invitation that helps members to begin.

Support of Agency Administration and Staff

In many instances, developing a group entails the sanction of agency administration and the support and cooperation from other key staff members. This task should not be left to the student; it requires initiative and participation on the part of the field instructor. Students lack the status and organization influence, possessed by field instructors (or other staff), to carry out this often complicated task of obtaining acceptance, cooperation and needed resources for a group.

Timing of Group Assignments

Students should be given a group assignment early in the academic year. Learning group work skills grows out of the actual experience of working with a group, for an extended period of time or with repeated opportunities for working with short term groups. Problems in providing suitable educational opportunities for learning group work skills occur when students spend an inordinate amount of time trying to form a group (such as interviewing prospective members over a period of many weeks); when a group assignment is made so late in the year that the student barely has a chance to engage with the group; when considerable time is spent on group formation and the group never comes to fruition.

Student Workers Role and the Leadership of Groups

From an educational perspective, students most effectively learn group work skills when they are assigned as the sole, or at least primary, worker for a group. As the sole worker, they are accountable for their actions and learning and do not have to defer to the styles, preferences, or authority of another worker.

If co-leadership is a necessity, care must be taken in selection of a co-leader. While the “chemistry” between workers and their commitment to plan together is paramount, some other principles deserve consideration. Staff with high status or unusual expertise is rightfully intimidating to most students and students often assume, or are relegated to a passive role. Working with one’s field instructor often produces increased self-consciousness. Co-leading with other disciplines may be useful if the roles are distinctly drawn (e.g., the nurse serves as a resource and the student assumes the more active leadership role) or it may be problematic if there is role diffusion since different disciplines may approach the helping role quite differently. Asking a student to join an ongoing group where the worker has well-established relationships with members is potentially very problematic.
Assigning a student to the role of observer (or as a third worker to a co-led group) is not a suitable assignment, since there are insufficient opportunities for learning skills through “doing”.

Supervision of Group Work
While it is desirable for a field instructor to directly supervise his/her student on their group work assignment(s), some agencies provide alternative supervisory arrangements. These may include supervision by a secondary field instructor, a supplementary seminar on work with groups, etc. Whichever format is followed, students should record select group meetings, and should receive individual supervision by a social worker.

Individual Supervision
There are two major purposes to a supervisory conference between the student and the field instructor:

- The first function is educational; the focus is on helping students to learn and to improve their skills.
- The second function is administrative; as students are accountable to the agency for their activities in providing services.

Supervision is the place where students can reflect upon and analyze their own practice and explore alternative or newer modes of helping to broaden their practice repertoire. Such risk taking can occur in an open environment where free expression is positively sanctioned and new ideas are grist for the mill from both the student and the field instructor. Risk taking is necessary for learning in the field and cannot occur in an atmosphere that is judgmental or punitive.

The center of supervision is the student as practitioner, not the management of the case. The primary focus of the conference should be on the student’s agenda and the mutual review of process recordings. To achieve this focus, students should be provided time and space during field work to prepare process recordings and they should submit their materials sufficiently in advance of supervision for the field instructor to fully review them. It is often a good idea for students and field instructors to each work from their own set of records, and in such instances; the duplication of records is necessary.

The Structure and Expectations of Supervision
Field instructors are expected to provide, at minimum, the following amount of time in individual, weekly supervisory conferences: Juniors—one hour per week; Seniors—one to one and half hours per week; and all M.S.W. students—one and one half to two hours per week.

In most instances, students and field instructors meet once a week for the full amount of time. In some instances, such as in health settings or schools, the time for conferences is split so that there is ample time for field instructors and students to address the quick and changing pace of activities. It is anticipated that students and field instructors will converse periodically throughout the week on various issues of importance. Group supervision is a desirable educational supplement to individual supervision and should not be held in lieu of the time specified for individual supervision.

The School recognizes the multiple demands on the time of field instructors; however, regularly scheduled uninterrupted meetings are essential to the educational process. Hence, we ask field instructors to set a practical time and to secure space in which interruptions are minimal and phone conversations are deferred. The time agreed upon for meetings between field instructors and students should remain a priority in their respective schedules. Because conferences are viewed as the major arena for teaching/learning, failure on the part of either party to follow the School’s expectations would be deemed a very serious abrogation of responsibility.
When indicated, the School will work with agencies to ensure that field instructors are given sufficient time in their workload to carry out their educational commitment.

**Group Supervision**

Some agencies provide regularly scheduled group supervision to students. This model of supervision can be very useful in expanding the student’s learning of practice through interchange with others. We particularly encourage agencies that have several students in placement from Adelphi or other schools to provide opportunities for them to meet together. Students can learn about practice in other programs and address 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 should be viewed as a **supplement, not a substitute, to the student’s full weekly individual field instruction supervision.** Requests for any modifications of supervisory time should be addressed with the Field Education Department.

**Evaluation Responsibilities**

The following evaluation responsibilities reflect the policies of the School. It is requested that Field instructors follow this structure. Any request for deviating from this format or process should be directed to the faculty field liaison, who will in turn seek consultation from the Field Education Department.

Every student should have one mid-semester oral evaluation conference and a written evaluation at the end of each semester. The six week assignment is a tool that can be utilized for the oral conference.

- **Mid-Semester Oral Evaluation & Review of Six Week Assignment**
  - A mid-semester oral evaluation conference should take place sometime between the student’s 6th and 8th week in the field. 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 Six week assignment form can serve as an outline for the oral evaluation. The completed written form should be signed by both the Field Instructor and student and submitted to the field education office.
  - Students should be notified in advance so they and the field instructor can prepare. It is a time for students and field instructors to discuss how students 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 semester. Extenuating circumstances that may have affected the student’s learning should also be discussed (e.g. insufficient volume or suitability of assignments).

- **End of the Semester Evaluations**
  - At the end of each semester, it is the field instructor’s responsibility to initiate an evaluation conference with the student and to write an evaluation of the student. If a secondary field instructor supervised a student, an assessment of this portion of the assignment should be reflected in the student’s evaluation. The primary field instructor should incorporate the assessment in the ratings of the evaluation and the comment
field or the secondary field instructor may prepare an addendum which should be attached to the student’s evaluation. In either case, the student should participate in the evaluation of his/her assignment with the secondary field instructor. Field Instructors should reflect on the learning outcomes, in continual supervision of the student and utilize the evaluation instruments for the student’s educational level.

The major purposes of an evaluation include:

- An opportunity for students and field instructors to “take stock”; to evaluate what students have learned and where they are now, as well as to consider what extenuating circumstances affected professional learning, e.g., poor assignments, degree of helpfulness of the field instructor.

- An opportunity for students and field instructors to pull together and conceptualize what skills and learning needs they should focus on in the immediate future.

- This document is a form of accountability from the agency to the School and becomes a permanent part of the student’s record. Evaluations are not released by the school and are expunged three years after the student’s graduation.

**Student and Field Instruction Preparation for the Evaluation Conference**

Field instructors should discuss the process for evaluation with their student well in advance of their evaluation conference. Both field instructor and student should prepare individually through review of the student’s work by rereading student’s records, their respective conference notes, and the School’s learning outcomes and evaluation instruments for the student’s educational level. In addition, evaluative feedback from a task supervisor, practice consultant, or secondary assignment should be addressed. It is the primary field instructor’s responsibility to incorporate this content into the assessment of the student’s performance.

During the evaluation process, both student and field instructor should share the initiative in evaluating performance. Assessments of skills and identification of patterns should be supported by illustrations from the student’s practice (process recordings, etc.).

- **Written Evaluation**
  - It is the field instructor’s responsibility to complete a draft of the evaluation following the evaluation conference. The student should be given some time to read, reflect on, and assimilate the content.
  - The field instructor and student should meet together to review the evaluation draft.
  - If objections or differences are raised and the field instructor agrees, then changes should be made in the evaluation. If, however, the field instructor does not agree, the student may choose to prepare and submit a rebuttal/addendum to their evaluation.
  - Students should see their evaluation in its final form.
  - Both student and field instructor sign the Evaluation Face Sheet and Attendance Sheet, which should be attached to the evaluation and sent to the Field Education Department office at the Garden City campus, Hudson Valley, Manhattan, or
Hauppauge centers.

- Signing the evaluation indicates the student has read his/her evaluation. If the student is not in agreement with the evaluation, the field instructor should note that at the end of the evaluation. Students are permitted to attach an addendum to the evaluation if they feel it is not an accurate reflection of their work.

- Field instructors are asked to make a recommendation for a Pass or Fail grade for their student’s field work performance. However, it is the faculty field liaison that carries responsibility for making the final determination and granting of the grade.

- Copies of the Evaluation
  - The School asks agencies to provide a final copy of the evaluation to the student.
  - If students prepare a rebuttal/addendum, they should provide the field instructor, the Field Education Department, and their faculty field liaison with a copy.

**Communication between the Field Instructor and School Regarding Assignments**

Field instructors are encouraged to contact the faculty field liaison to discuss ideas or questions about specific assignments for their student. If the field instructor or agency encounters obstacles in providing students with sufficient or educationally suitable work (e.g., assignments are not available at the expected time), the faculty field liaison should be contacted to discuss the problem.

The Field Education Department requests that field instructors send the Six Week Assignment Form after the sixth week of the academic year. This form helps faculty liaisons and field department staff know what each student has been assigned and if the School can assist you with further planning. A sample assignment form can be found in the Field Instructor Manual which can be found online at: [http://socialwork.adelphi.edu/academics/field-education/documents-and-forms/for-field-instructors/](http://socialwork.adelphi.edu/academics/field-education/documents-and-forms/for-field-instructors/)

**Employment – Based Field Placements**

Some students meet the School’s field work requirements through their employment in social service agencies. Students and agencies participating in Employment-Based Field Placement must complete a special application process with the School, which entails meeting specified criteria, developing a field education plan, consultation with a member of the Field Department, and obtaining the approval of the Director for Field Education. Copies of the Employment-based Field Placement plan are maintained in the student’s file.

Paid employees of agencies must meet the same educational requirements as regular students, given comparable time for field work assignments, field instruction and recording, and release time for field and classroom instruction. **The following criteria must be met in the plan:**

- Students must carry out their field work responsibilities in a role defined by the agency and known to clients as a social work intern.

- Assignments used for field work learning should reflect a change from those carried as a worker and the type and focus of the assignments selected should be congruent with those assigned to a
non-employment based student at the same educational level.

- Agencies are expected to provide Employment-based students with the appropriate amount of time to meet educational recording requirements, to attend supervisory conferences with field instructors and carry out the full complement of field assignment responsibilities within their delegated field work hours.

- The student’s employment supervisor and field instruction supervisor are separate and distinct functions and should be carried out by two different people.

- Field instructors of Employment-based students meet the same criteria and are expected to carry out the same educational responsibilities.

Possible Special Issues in Employment-Based Field Placements

The fact that students are employed by the agencies in which they are meeting their field work requirements and are carrying two work roles may lead to special tensions, conflicts, or ambiguities for students and/or field instructors. Hence, the School plays an especially important role in monitoring the arrangement and in helping each party to carry out their respective roles. Students, for example, may be more reluctant than usual to express concern about aspects of the structure of the field placement, the time demands, the learning, or the expectations of the agency. Such reluctance may exist because students feel the agency is doing them a “favor” and because they are also dependent upon the agency for their salary. Field instructors, on the other hand, may have reluctantly accepted an assignment to supervise a student/employee, may feel different pressures in teaching and evaluating the student and concern about the dual relationships the student/employee may have in differing roles with other agency staff.

Despite the best of intentions, agencies and students may incur unanticipated difficulties and get entrapped in educationally dysfunctional alliances. They need to bring their respective concerns and questions regarding the educational plan and its actual operation to the attention of the faculty field liaison. In some instances, the field education plan as initially worked out between the agency and Field Department may not be feasible and requires careful review and appropriate recasting or modification with the faculty field liaison involvement.
SECTION IV: PROCESS RECORDINGS

WHAT IS A PROCESS RECORDING?

A process recording is an educational tool utilized by social work schools in an effort to teach students how to:

- **Listen**
- **Observe**
- **Recall and review their work**
- **Accurately record and examine their thoughts and feelings**
- **Analyze their work**

A process recording is not to be used for agency documentation and is private communication between the student and field instructor.

The Function of a Process Recording

Process recording is viewed as a major learning tool for students at all levels of training. It also serves to help students improve their provision of service and assist them in organizing their work. Process recordings are required papers. Not handing in the required number of process recordings could result in students receiving an Incomplete or Failing grade.

Types of Process Recordings

Students may write process recordings about any interaction they may have such as:

- Client interviews
- Group meetings
- Telephone contacts
- Contacts with organizational or community representatives (e.g., teacher, nurse, landlord, team meetings, etc.)

Process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview, group meeting, etc.). Preparing a record helps the student to reflect and think about their work. Students should be asked to record in different areas of practice, e.g. individual, group, environmental work.

- A process recording is a narrative form of recording.
- **A recording should not include:**
  - Any identifying data (e.g., the name of the client, date of birth, address, etc).
- **A recording should include:**
  - A description in chronological order of what happened in the interview/meeting including actions,
  - Observations, interaction, and select dialogue;
o a section on the student’s own reactions, impressions, assessment, questions, and/or future plans.

We have provided our guideline for the preparation of a process recording. As students prepare process recordings for the first time, they should simply be asked to “**tell a story of what occurred.**” Other features, e.g. impressions, may be added later as students gain competence in using process records for learning.

After students are comfortable in their field setting, some may use audio tape or video recordings with the permission of their clients and field instructor. Taping offers the distinct opportunity for students and field instructors to hear and/or view the interviews.

**Agency Summaries or Progress Notes**

Many agencies have their own guidelines for intake, bio-psycho-socials, progress, referral, transfer, or closing summaries. Those records required of the agencies social workers may appropriately be required of students. Field instructors should provide the student with some guideline (and sample) for writing required agency summaries and preparing chart notes.

**The Use of Process Recordings**

- Students should submit process recordings sufficiently in advance of their supervisory conference. **We view it as imperative that field instructors carefully read students’ records prior to supervision.** The process recording 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 process recordings. Field instructors are encouraged to write marginal comments (or use a separate sheet with referenced comments) for their own use on student recordings, but are urged not to give them to the student prior to the conference.

- Giving a student marked-up records in advance of the conference almost inevitably leads to the student’s working on the field instructor’s agenda (rather than their own) and to evoking some unnecessary defensiveness.

- In the event the field instructor and student do not cover, in detail, all the student’s material, process recordings with marginal comments may be returned to the student after the conference.

Process recordings are viewed as learning tools and do not belong in permanent agency records. They should be kept in a confidential file. If students need access to process recordings for school assignments, all identifying data must be fully disguised.

**Student Process Recording Expectations**

All students are expected to write process recordings 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. **Field instructors may choose to request that students follow a different format for process recordings, such as partial verbatim; however Core Competencies must be included in all process recordings regardless of the format used.**

- The field instructor should ask the student to record on newly assigned work and then to move
to other types of recording (e.g. log, summary) as the student gains a sense of direction and mastery. Students should not be asked to write process records on every assignment they carry at full load.

- The required number of weekly process recordings is primarily influenced by the year of field work (Other required written expectations should be factored into the number of hours provided.) Time should also be allotted for students to complete agency requirements, such as summary recording and statistics, in their weekly workload.

- Agencies should provide students with space and time to prepare process recordings during their field work hours, although there may be periodic exceptions.

- **Process recordings are required papers.** Not completing process recordings will affect the grade a student receives in Field Instruction.

**The Process Recording Portfolio**

At the end of each semester, students are required to hand in all of their process recordings to their Faculty Field Liaison for review. Many students choose to prepare a binder or folder with all of their process recordings. Some Faculty Liaisons might require students to upload their recordings to Moodle or e-mail them. Completed portfolios are required for Field Instruction Grades. Failure to comply with this requirement may result in an Incomplete Grade and educational contract. Some field liaisons may ask to see portfolios at each of the scheduled site visits, to help ensure that students are complying with the requirements. Students should speak with their liaison regarding their specific requirements for submission. It is also suggested that students provide copies of signed evaluations and attendance sheets in the portfolio.

**Self-Reflection and Process Recordings**

One of the most important skills to develop in social work practice is that of self-reflection. The process recording is a tool that helps to guide the acquisition of this skill, as it helps focus on one's thoughts, beliefs, actions, and reactions in relation to practice. A good process recording will capture the various facets of a "practice moment," and allow for identification of what one did well and where improvement is needed. The process recording addresses and examines both the content and the process of the interaction with the client/client system.

The objectives of process recording are:

- To structure thinking about professional practice
- To conceptualize what happens in the transactions between the social worker and the client systems
- To heighten awareness of oneself in action and as part of a transaction
- To distinguish “facts” from judgments and impressions

The student determines the setting or “practice moment,” though the student should select events that will provide insight and feedback on his/her practice. It is suggested that the process recordings help address learning areas, as identified in the learning contract, that the student, field instructor, or faculty field liaison believe need improvement.

In completing the process recording, care should be taken to disguise identifying information (in accordance with HIPAA regulations). This is particularly important when material is used in class assignments or discussions. Students should ask their field instructors about the confidentiality guidelines used by the agency.
Directions/Format:

1. Cover Page:
   A. Put your name on the upper left hand corner, with the date of the interview below your name
   B. Setting: describe the place in which this interaction occurred (e.g. office, home, playground)
   C. Why you selected this interaction:
   D. Client background (be sure to change any identifying characteristics to maintain the anonymity of the client): provide general age of the client, race, gender and any other information that might be useful without disclosing the identity. Indicate how many times you’ve seen this client and in what capacity or context.
   E. Purpose of the interaction: You are seeing this client for a professional reason—what is that? What goals do you have for this interaction?

2. Interaction:
   A. Recreate all or part of the actual interaction (should be at least a 15-minute time period). You should write this as soon as possible after the actual interaction. Be as precise as you can in terms of verbal and nonverbal communication.
   B. What were your responses (thoughts/feelings/reactions?)
   C. Next Steps (please reflect on what you think would be best in terms of strategies, action steps, etc.)

3. POST INTERACTION ANALYSIS & INTEGRATION OF CLASSROOM LEARNING WITH FIELD:
   Note: Sections A, B, and C may not all be applicable every week. Please choose the one that links best with the interaction that you had with your client for this week.
   A. Identify a theory that you learned in the Human Behavior & Theory courses. Explain how this theory helps you to understand the client/client’s situation better. Specifically reflect on how this theory helps guide your practice.
   B. Identify a policy that you learned in your Policy/Organizational Context for Professional Practice courses. Explain how your client/client system faces challenges in working through certain policies (agency policies, federal policies, etc.) and how you think they can be addressed.
   C. Based on the knowledge of Research (through your research courses), can you identify the possible research questions that could be developed on the issue. Can you identify two evidence-based interventions that could be applicable to this client/client population? (Note: Use Adelphi databases to access peer-reviewed articles to answer this and bring them to supervision sessions).
   D. Choose specific practice behaviors from the Core Competencies list on the back of the form and explain how you used these behaviors. (Use your learning from your Practice courses to reflect on this aspect, review them over a period of time and discuss in supervision). Choose an item.

4. REFLECTIVE PRACTICE AND SELF-CARE:
   a) Identify any emotional reactions (physical or affective) that you may have had to this case?
b) **When did they come up? How do you understand them?**

c) **How do you manage your own reactions?**

d) **How might emotionally tuning-in to your reactions be helpful to you as a social worker?**

5. **FIELD INSTRUCTOR’S SUMMARY COMMENTS: (in addition to comments on the recording):**

Final Pointers:

- Remember the focus is on you, the social worker, not the client. It is important to remember what you communicated (verbally and non-verbally). Your ability to recall will improve over time.
  - Perfect practice is not expected, so do not write this up in the manner that makes you look like a “text book” practitioner. You are **writing honestly** about this interaction; not writing a work of fiction. We all make mistakes, which are essential to our learning and professional development.
  - Be sure to leave room throughout (such as wide margins) for comment from your Field Instructor. Your field instructor must review and provide feedback before you submit the process recording to your field liaison.
  - Proofread your paper. Correct grammar (except when reporting the interaction) and spelling are expected.

**Core Competencies in Field Education**

The Council on Social Work Education (accrediting body for all schools of social work) has established a set of Core Competencies that a student must attain in order for them to be considered ready for practice. Embedded in these 10 Core Competencies are specific “practice behaviors” students must demonstrate in order to prove competent.

These learning outcomes follow the field evaluation guidelines and reflect the practice behaviors of social work practice. Learning how to help people through the methods of direct practice and through work in and with the organizations that are designed to serve them will be assessed. Practice Behaviors also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

Students are expected, upon completion of Foundation Level Field Education (end of senior year or end of first year MSW), to attain practice behaviors in the following Core Competencies with associated Practice Behaviors.

1. **Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

   A. Student demonstrates beginning advocacy practice behaviors in the following areas:
B. Student demonstrates beginning practice behaviors in personal reflection and self-correction to assure continual professional development

C. Student demonstrates beginning practice behaviors in attending to their professional role (counselor, advocate, educator, negotiator, mediator, facilitator, organizer, researcher, case manager) and boundaries (with clients and colleagues)

D. Student demonstrates beginning practice behaviors in displaying professional demeanor in behavior, appearance and communication

E. Student demonstrates beginning practice behaviors and interest in engaging in career-long learning
   a. Student demonstrates initiative and willingness to take on responsibilities and assignments

F. Student demonstrates beginning practice behaviors in the use of Supervision and Consultation

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

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

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

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

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

7—Apply knowledge of human behavior and the social environment.
   Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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

10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and practice behaviors to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Engagement:** Student engages with Individuals, Families, Groups, Organizations and Communities

**Assessment:** Student assesses Individuals, Families, Groups, Organizations and Communities

**Intervention:** Student utilizes intervention strategies with Individuals, Families, Groups, Organizations and Communities

**Evaluation:** Student evaluates their work with Individuals, Families, Groups, Organizations and Communities.
SECTION V: LEARNING OUTCOMES OF FIELD EDUCATION

The learning outcomes for field performance are presented by the School’s four levels of education and reflect the focus of the curriculum for each of these academic levels. The learning outcomes presented, follow the field evaluation guidelines and reflect the practice behavior or skills of social work practice, learning how to help people through the methods of direct service and through work in and with the organizations that are designed to serve them. Practice behaviors or skills also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

Junior-level (B.S.W.) Students

Students at the Junior Level of the BSW Program are expected, upon completion of the Junior level field education to have basic knowledge of the following Ten Core Competences set forth by the Council on Social Work Education.

These learning outcomes follow the field evaluation guidelines and reflect the practice behaviors of social work practice. Learning how to help people through the methods of direct practice and through work in and with the organizations that are designed to serve them will be assessed. Practice Behaviors also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

By the end of the junior year, students should be learning to:

1. Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

   A. Student demonstrates a beginning level of understanding of advocacy
      a. Student is learning how to assist clients in obtaining needed resources or knowledge of where to obtain this information
      b. Student is learning how to advocate for the rights of others
      c. Student is gaining an awareness of the illogical and unfair systems

   B. Student demonstrates beginning level of understanding in personal reflection and self-correction
      a. Student is learning to reflect on their personal attitudes, values, and beliefs with regard to how they affect their thinking, behavior and relationships.
      b. Student is learning to consider ethical issues and practice dilemmas that emerge in practice with clients
      c. Student is learning to make a commitment to the essential values of social work

   C. Student demonstrates beginning level of understanding of the roles of a social worker (counselor, advocate, educator, negotiator, mediator, facilitator, organizer, researcher, case manager) and boundaries (with clients and colleagues)
a. Student is learning to empathize with clients
b. Student is learning that client’s well-being and needs are of primary concern
c. Student is learning to establish professional boundaries with clients to ensure that the focus remains on issues for which clients are seeking help
d. Student is learning to form productive relationships with colleagues
e. Student is learning to be goal directed with clients and does not expect to have own emotional needs met through these relationships

D. Student demonstrates a beginning level of understanding of the importance of professional behavior, appearance and communication
   a. Student is learning to communicate effectively.
   b. Student is learning to develop positive and cooperative relationships with clients, colleagues, supervisors, faculty and peers
   c. Student is learning to be responsible, reliable and self-directed
   d. Student is learning to exercise self-discipline and control over their own emotions

E. Student demonstrates a beginning level of understanding that the field of social work requires career-long learning
   a. Student is learning to identify gaps in knowledge and seek relevant information to achieve competence
   b. Student is learning to seek out learning and professional development opportunities
   c. Student is learning to develop an appreciation for the NASW Code of Ethics
   d. Student is learning to take initiative and willingness to take on responsibilities and assignments

F. Student demonstrates a beginning level of understanding in the use of Supervision
   a. Student is learning to prepare an agenda for supervision and asks questions that reveal a desire to learn
   b. Student is learning to demonstrate the ability to accept and utilize constructive feedback during supervision regarding their work, practice behaviors, and attitude in order to improve their performance.
   c. Student is learning to carry over suggestions from supervisory conference to practice
   d. Student demonstrates beginning level ability to function effectively within the structure of social service organizations.
   e. Student demonstrate beginning level skills in their organization of work and management of time in meeting professional responsibilities.

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

   A. Student demonstrates a beginning level of understanding in:
      a. The ability to recognize and manage personal values in a way that allows professional values to guide practice
      b. Making ethical decisions by applying standards of the NASW Code of Ethics
      c. The ability to tolerate ambiguity in resolving ethical conflicts
      d. Student is learning to conduct themselves ethically and engaging in ethical decision making.

3. Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
A. Student demonstrates a beginning level of understanding in:
   a. Effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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

A. Student demonstrates a beginning level of understanding in:
   a. Recognizing the intersectionality of age, class, race, culture, disability, gender, gender identity and expression, immigration status, political ideology, religion, sex and sexual orientation.
   b. Appreciating the importance of multicultural identities in the lives of people.
   c. How one’s own culture, values and beliefs have an impact on their work with clients.
   d. Acknowledging 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.
   e. Developing knowledge of self and understanding about the history, values, traditions, artistic expressions and family systems (without generalizing) of the clients they serve.

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

A. Student demonstrates a beginning level of understanding of:
   a. Oppression and discrimination.
   b. Identifying issues of oppression and discrimination in work with their clients.
   c. Human rights, social and economic justices.
   d. The importance of advocating for social justice issues.

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

A. Student demonstrates a beginning level of understanding of:
   a. Distinguishing between fact and opinion in evaluating information.
   b. Understanding the potential ways in which research evidence can be used to inform practice.

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

A. Student demonstrates a beginning level of understanding:
a. About human behavior across the life span
b. Social systems and its impact on their clients

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

A. Student demonstrates a beginning level of understanding in:
   a. How policy effects the well-being of their clients

9. **Respond to contexts that shape practice.**

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

A. Student demonstrates a beginning level of understanding:
   a. The importance of seeking out different learning opportunities
   b. The ability to be flexible with the ever changing nature of practice
   c. The ability to tolerate uncertainty
   d. The ability to manage technology, including but not limited to e-mail, electronic medical records, etc.
   e. Understanding the mission, structure and function of the agency

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

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

**Engagement:** Student engages with Individuals, Families, Groups, Organizations and Communities

A. Student demonstrates a beginning level of understanding in:
   a. Preparing for action with individuals, families, groups, organizations and communities by seeking out existing sources of data, and identifying multiple influences that may be affecting the client system
   b. Uses empathy, genuineness, non-judgmental acceptance and other interpersonal practice behaviors to establish an environment of warmth.
   c. Conveys interest, concern and respect towards their clients
   d. Determining how to enter beginning situations, how to present self and interpret service and one’s role in working with the client

**Assessment:** Student assesses Individuals, Families, Groups, Organizations and Communities

A. Student demonstrates a beginning level of understanding in:
   a. Collecting, organizing and interpreting client data, taking into account factors including physiological, psychological socio-cultural, developmental, cognitive, economic, environmental, political, organizational and client readiness
   b. Assessing client strengths and limitations
   c. Recognizing diversity issues including age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, sex and sexual orientation
   d. Learning about clients using: psychosocial histories, genograms, ecomaps
**Intervention:** Student utilizes intervention strategies with Individuals, Families, Groups, Organizations and Communities

B. Student demonstrates a beginning level of understanding in:
   a. Demonstrating the capacity to engage in professional transitions and terminations with clients.

**Evaluation:** Student evaluates their work with Individuals, Families, Groups, Organizations and Communities

C. Student demonstrates a beginning level of understanding in:
   a. Recognizing the importance of on-going evaluation of their practice.

**Foundation Level Learning Outcomes (Senior BSW and 1st Year Masters)**

The Council on Social Work Education (accrediting body for all schools of social work) has established a set of Core Competencies that a student must attain in order for them to be considered ready for practice. Embedded in these 10 Core Competencies are specific “practice behaviors” students must demonstrate in order to prove competent.

These learning outcomes follow the field evaluation guidelines and reflect the practice behaviors of social work practice. Learning how to help people through the methods of direct practice and through work in and with the organizations that are designed to serve them will be assessed. Practice Behaviors also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

Students are expected, upon completion of Foundation Level Field Education (end of senior year or end of first year MSW), to attain practice behaviors in the following Core Competencies with associated Practice Behaviors.

1. **Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

   A. Student demonstrates beginning advocacy practice behaviors in the following areas:
      a. The ability to assist clients in obtaining needed resources
      b. Advocating for the rights of clients through direct intervention or empowerment
      c. Awareness of the illogical and unfair systems in order to promote social justice

   B. Student demonstrates beginning practice behaviors in personal reflection and self-correction to assure continual professional development
      a. Student is able to reflect on their personal attitudes, values, and beliefs with regard to how they affect their thinking, behavior and relationships.
      b. Student is able to consider ethical issues and practice dilemmas that emerge in practice with clients
      c. Student is able to make a commitment to the essential values of social work

   C. Student demonstrates beginning practice behaviors in attending to their professional role (counselor, advocate, educator, negotiator, mediator, facilitator, organizer, researcher, case manager) and boundaries (with clients and colleagues)
      a. Student demonstrates the ability to empathize with clients
      b. Student demonstrates authenticity
      c. Student considers client’s well-being and needs to be of primary concern
d. Student is able to establish professional boundaries with clients to ensure that the focus remains on issues for which clients are seeking help.

e. Student demonstrates the ability to form productive relationships with colleagues within the agency setting.

f. Student demonstrates the ability to be goal directed with clients and does not expect to have own emotional needs met through these relationships.

D. Student demonstrates beginning practice behaviors in displaying professional demeanor in behavior, appearance and communication

a. Student is able to communicate effectively.

b. Student is able to develop positive and cooperative relationships with clients, colleagues, supervisors, faculty and peers.

c. Student is able to be responsible, reliable and self-directed.

d. Student is able to exercise self-discipline and control over their own emotions.

E. Student demonstrates beginning practice behaviors and interest in engaging in career-long learning

a. Student is able to identify gaps in knowledge and seek relevant information to achieve competence.

b. Student is able to demonstrate ability to seek out learning and professional development opportunities.

c. Student is able to develop and enhance professional expertise (NASW Code of Ethics).

d. Student is able to contribute to the knowledge base of the profession (NASW Code of Ethics).

e. Student demonstrates initiative and willingness to take on responsibilities and assignments.

F. Student demonstrates beginning practice behaviors in the use of Supervision and Consultation

a. Student prepares an agenda for supervision and asks questions that reveal a desire to learn.

b. Student is able to demonstrate the ability to accept and utilize constructive feedback during supervision regarding their work, practice behaviors, and attitude in order to improve their performance.

c. Demonstrate capability to link practice with theory.

d. Demonstrate ability to carry over from supervisory conference to practice.

2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

A. Student demonstrates beginning practice behaviors in:

e. The ability to recognize and manage personal values in a way that allows professional values to guide practice.

f. Making ethical decisions by applying standards of the NASW Code of Ethics.

g. The ability to tolerate ambiguity in resolving ethical conflicts.

h. The ability to apply strategies of ethical reasoning to arrive at principled decisions.

i. Knowledge about the value base of the profession, its ethical standards, and relevant law.

j. Conducting themselves ethically and engaging in ethical decision making.

3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned
discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

A. Student demonstrates beginning practice behaviors in:
   b. The competency to access, distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
   c. Considering and developing the capacity to analyze various models of assessment, prevention, intervention, and evaluation
   d. Effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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

A. Student demonstrates beginning practice behaviors in:
   f. Recognizing the intersectionality of age, class, race, culture, disability, gender, gender identity and expression, immigration status, political ideology, religion, sex and sexual orientation.
   g. Appreciating the importance of multicultural identities in the lives of people.
   h. Understanding how one’s own culture, values and beliefs has an impact on their work with clients.
   i. Acknowledging 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.
   j. Developing knowledge of self and understanding about the history, values, traditions, artistic expressions and family systems (without generalizing) of the clients they serve.

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

A. Student demonstrates beginning practice behaviors in:
   e. The application of knowledge in the forms and mechanisms of oppression and discrimination.
   f. Identifying issues of oppression and discrimination in work with their clients.
   g. Student is knowledgeable about practices that advance human rights, social and economic justices.
   h. Advocating for social justice issues.

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

A. Student demonstrates beginning practice behaviors in:
e. Distinguishing between fact and opinion in evaluating data and their own practice.
f. The ability to use their practice experience to inform scientific inquiry.
g. Understanding the potential ways in which research evidence can be used to inform practice.
h. The ability to review developments in individual cases, group or organization and use the framework of ‘evaluation’ to assess the work that has occurred.

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

A. Student demonstrates beginning practice behaviors in:
   c. The application of knowledge about human behavior across the life span
   d. Using this knowledge to guide them in the process of assessment, intervention, and evaluation of their client
   e. The application of knowledge of social systems and its impact on their clients
   f. Critiquing and applying their knowledge to understand person and environment.

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

A. Student demonstrates beginning practice behaviors in:
   b. Understanding and demonstrating how policy affects the well-being of their clients
   c. Analyzing, formulating and advocating for policies that advance the social well-being of all people
   d. Advocacy for their clients
   e. Collaborating professionally with colleagues and clients for effective social and policy action.

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

A. Student demonstrates beginning practice behaviors in:
   f. Seeking out different learning opportunities
   g. The ability to be flexible with the ever changing nature of practice
   h. The ability to tolerate ambiguity
   i. The ability to manage technology, including but not limited to e-mail, electronic medical records, etc.
   j. Understanding the mission, structure and function of the agency
   k. Understanding how legislation and social policy influence the work of the agency
   l. Leadership and the willingness to take on tasks
   m. Understands and demonstrates flexibility in Social Work roles

10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and practice behaviors to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing,
and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Engagement:** Student engages with Individuals, Families, Groups, Organizations and Communities

A. Student demonstrates beginning practice behaviors in:
   
é. Substantively and effectively preparing for action with individuals, families, groups, organizations and communities by seeking out existing sources of data, and identifying multiple influences that may be affecting the client system
   
f. Uses empathy, genuineness, non-judgmental acceptance and other interpersonal practice behaviors to establish an environment of warmth.
   
g. Conveys interest, concern and respect towards their clients
   
h. Developing a mutually agreed-upon focus of work and desired outcome
   
i. Determining how to enter beginning situations, how to present self and interpret service and one's role in working with the client

**Assessment:** Student assesses Individuals, Families, Groups, Organizations and Communities

B. Student demonstrates beginning practice behaviors in:
   
a. Collecting, organizing and interpreting client data, taking into account factors including physiological, psychological socio-cultural, developmental, cognitive, economic, environmental, political, organizational and client readiness
   
b. Assessing client strengths and limitations
   
c. Recognizing diversity issues including age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, sex and sexual orientation
   
d. Learning about clients using: psychosocial histories, genograms, ecomaps
   
e. Assessing possible strategies (feasibility vs. constraints)
   
f. Developing mutually agreed on goals and objectives
   
g. Selecting appropriate intervention strategies

**Intervention:** Student utilizes intervention strategies with Individuals, Families, Groups, Organizations and Communities

C. Student demonstrates beginning practice behaviors in:
   
a. Recognizing different uses of varied intervention techniques such as legitimizing, reassuring, universalizing, reflection, role-play, confrontation, insight giving, etc. in working with clients.
   
b. Understanding the connection between organizational goals and client-oriented interventions.
   
c. Recognizing the differential application of the practice behaviors of negotiating, mediating and advocating.
   
d. Demonstrating the capacity to engage in professional transitions and terminations with clients.

**Evaluation:** Student evaluates their work with Individuals, Families, Groups, Organizations and Communities

D. Student demonstrates beginning practice behaviors in:
   
a. Developing an understanding of basic evaluation concepts.
   
b. Demonstrating competence in accessing research knowledge relevant to their practice.
   
c. Using research knowledge for the purposes of measurement and monitoring client outcomes.
   
d. Recognizing the importance of on-going evaluation of their practice.
Advanced Year Graduate Students

Learning Outcomes for advanced year graduate students are organized to follow the helping phases and learning opportunities identified during the foundation year. Skills in the second year reflect the range and depth of learning in the School's concentration in **Advanced Contemporary Direct Practice**.

The Definition of Advanced Contemporary Direct Practice concentration focuses on advanced direct practice with individuals, families, couples, and groups, within dynamic context and challenges of contemporary organizations, diverse populations, and changing communities. Through this advanced concentration, students learn to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical.

Advanced contemporary direct practice involves the ability to use individual, group, couple, or family intervention, or a combination of these, as clients' situations require. It builds on the knowledge, values, and skills of the generalist foundation, and involves the ability to: conduct in-depth assessments; identify direct interventions based on evidence and/or practice-derived knowledge which address the strengths and difficulties highlighted in the assessment; carry out the selected intervention on an advanced level consistent with clients' unique cultural identity, values, and preferences; and evaluate the effectiveness of their practice.

In order to best prepare students to serve clients, our conceptualization of advanced contemporary direct practice requires that interventions are understood within the context of the wider social, cultural, political, and economic environment and are specific to agency settings, organizations, and client communities. The concentration utilizes a range of theoretical perspectives, including cognitive-behavioral, interactional, organizational, and psychodynamic, and systems to describe phenomena and inform interventions.

Upon completion of the concentration in advanced contemporary direct practice, graduates are able to:

- Apply the knowledge, skills and values of advanced social work practice with individuals, families, couples, and groups within the organizational and community contexts of their practice settings.
- Critically select and apply appropriate evidence-based and practice-derived knowledge to their advanced social work practice with individuals, families, couples and groups.
- Demonstrate knowledge and skills in their advanced social work practice with individuals, families, couples, and groups related to gender, age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion and sexual orientation.
- Perform advanced bio-psycho-social diagnosis and assessment of individuals, families, couples, and groups.
- Design and implement advanced practice interventions with individuals, families, couples, and groups.
- Enhance their practice effectiveness through systematic evaluation of their interventions and application of evidence-based and practice-derived knowledge.
- Practice in an ethical, self-reflective, and autonomous manner and use consultation and supervision appropriately.
- The advanced concentration in contemporary direct practice consists of six academic courses and a minimum of 600 hours of field instruction. It includes three method-based practice courses in advanced individual, couple, family, and group modalities (concurrent with field), and course in the organizational context of practice, assessment and diagnosis, and research.
- By completion of the second year of graduate study, students should demonstrate consistency in the application of skills at a satisfactory level, the capacity to effectively integrate the art and science of the professional helping process, and to take responsibility for continuing learning needs.
SECTION VI: WHAT TO DO IF THERE IS A PROBLEM IN FIELD

Students Experiencing Difficulty in Their Field Placement

The School has policies and procedures to assist and address difficulties students may experience in their field placement. Students who are experiencing difficulty are expected to first contact their field instructor and then their faculty field liaison. S/he will assist in understanding the nature of the difficulty, what options exist and determining what next steps or plans to pursue.

One possible issue students may need to discuss with their faculty liaison pertains to the quality of their learning experience in the field, such as the quantity and suitability of their assignments or the availability and helpfulness of field instruction. After carefully exploring the problem, faculty field liaisons may assist the student in raising the issue at the Agency, and/or (with the student’s knowledge) they may directly contact the appropriate personnel at the Agency, and/or they may consult with the Field Department.

Circumstances in one’s current life situation or a reconsideration of one’s educational/career plans may lead to a decision to request a leave of absence, to request a change from full-time to part-time status, or to withdraw from the School. Students who consider one of these options should comply with the required procedures. Requesting a personal or medical leave of absence must be made in writing in order for the request to be officially accepted by the school and university. To request either type of leave, please follow the procedure found on the Student Handbook section.

Request for Change in Field Placement

Field Education is a very different form of learning than the typical classroom setting. Internships involve not only learning outcomes for the student and field instructor but also professional commitment to clients, agencies, and the community. A great deal of time and effort is spent on placing students within agencies and ensuring a quality field placement. Due to the fact that the students have a professional, ethical, and moral responsibility to the agency and the clients they serve, it is a very serious matter to terminate or be terminated from an internship.

A student, field instructor, or a faculty field liaison may make requests for re-placement. The situation and request should be fully reviewed and consultation must be sought from the Director of Field Education, who carries final responsibility for determining re-placements. Students and/or agencies may not terminate placement without due process.

See flow chart on the following page regarding the process of resolving issues in field.
Problem Solving Chart for Students Experiencing Difficulty in their Field Placement

1. Issue/problem at Field Placement
2. Student meets with Field Instructor in order to discuss concerns
   - Issue/problem resolved
   - Issue/problem unresolved
3. Student contacts Faculty Liaison and Liaison schedules 3-way meeting with Field Instructor
   - Issue/problem resolved
   - Issue/problem unresolved
4. Student and Liaison contact Assistant Director of Field Education to schedule 3-way meeting
   - Issue/problem resolved
   - Issue/problem unresolved
5. Student, Liaison, & Assistant Director of Field Education meet with Director of Field Education
6. Director of Field Education makes final decision after consultation with Associate Dean
APPENDIX A

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
CODE OF ETHICS

The primary mission of the social work profession is to enhance human well-being and help to meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development, 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 the individual’s needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values and the principles that flow from them must be balanced within the context and complexity of the human experience.

PURPOSE OF THE NASW CODE OF ETHICS

Professional ethics are the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:
1. The Code identifies core values on which social work’s mission is based.

2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations, conflict, or ethical uncertainties arise.

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions which it is based on.

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit, as well as the letter of this Code.

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

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

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

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

**ETHICAL PRINCIPLES**

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

**VALUE:** Service

**ETHICAL PRINCIPLE:** Social workers’ primary goal is to help people in need and to address social problems.

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

**VALUE:** Social Justice

**ETHICAL PRINCIPLE:** Social workers challenge social injustice.

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

**VALUE:** Dignity and Worth of the Person
ETHICAL PRINCIPLE: Social workers respect the inherent dignity and worth of the person.

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

VALUE: Importance of Human Relationships

ETHICAL PRINCIPLE: Social workers recognize the central importance of human relationships.

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

VALUE: Integrity

ETHICAL PRINCIPLE: Social workers behave in a trustworthy manner.

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

VALUE: Competence

ETHICAL PRINCIPLE: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

ETHICAL STANDARDS

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when in the social workers’ professional judgment, clients’ actions or potential actions pose a serious,
1.03 Informed Consent

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

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

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

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

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

f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.
c) Social workers should obtain education about, and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

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

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

d) When social workers provide services to two or more people who have a relationship with each other (e.g., couples or family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services, or who anticipate having to perform in potentially conflicting roles (e.g., when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients), should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality
a) Social workers should respect a client’s right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

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

c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable persons or when laws or regulations require disclosure without a client’s consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

d) Social workers should inform clients to the extent possible about the disclosure of confidential information and the potential consequences, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with the client the circumstances where confidential information may be requested, and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social workers, employers, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

h) Social workers should not disclose confidential information to third-party unless payer’s clients have authorized such disclosure.

i) Social workers should not discuss confidential information in any settings unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, fax machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ request and the rationale for withholding some or all of the record should be documented in clients’ files.

b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

a) Social workers, under no circumstances, should engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

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

c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers — not their clients — who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

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

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

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

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

1.14 Clients Who Lack Decision-making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

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

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

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

b) Social workers should avoid unwarranted negative criticism of colleagues in communication with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.
2.05 Consultation
a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interest of clients.

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

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

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

b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

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

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

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

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

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

2.10 Incompetence of Colleagues
   a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
   b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues
   a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
   b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
   c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
   d) When necessary, social workers who believe a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, NASW committee on inquiry, or other professional ethics committees).
   e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation
   a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
   b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
   c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of, or potential harm to the supervisee.
   d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training
   a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on
the most current information and knowledge available in the profession.

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

c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

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

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

d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

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

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

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

3.07 Administration
a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.
b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

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

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

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

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

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

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

4.05 Impairment
a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation
a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.
b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

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

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

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

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

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

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

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

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

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

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

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

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

b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

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

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

f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective procedures that do not involve waivers of consent are not feasible.

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

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

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

k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any error later found in published data using standard publication methods.

o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.
6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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

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

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

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

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

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

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

ADELPHI UNIVERSITY ANTI-HARASSMENT POLICY

Harassment of any type will not be tolerated at Adelphi University. If you have any questions or concerns about harassment, or if you need help in resolving a problem, I urge you to contact a member of the Anti-harassment Panel. Anti-harassment Panel members have been trained in applicable law, University policy and procedures, and crisis intervention. The Dean of Student Affairs (for students) or the Assistant Vice President for Human Resources and Labor Relations (for employees) are the links in the event that more formal actions are necessary to resolve a complaint.

- Adelphi University President, Robert A. Scott

Adelphi University is proud of its work and academic environment, and will take all necessary steps to ensure that it remains pleasant and collegial for employees, faculty members, and students, all of whom are required to treat each other with courtesy, consideration, and professionalism. The University will not tolerate harassment of any employee, faculty member, or student by any other member of the University community based on an individual’s race, creed, color, national origin, ethnicity, gender, sexual orientation, disability, genetic predisposition or carrier status, age, religion, marital status, veteran status, or any other basis protected by applicable local, state, or federal laws. With this policy, the University prohibits not only unlawful harassment, but also other unprofessional and discourteous actions. Accordingly, derogatory or inappropriate remarks, slurs, or jokes related to any unlawful factor will not be tolerated. The University shall make this anti-harassment policy available in various and appropriate places on campus. Harassment in any context, in addition to being unlawful, is reprehensible and is a matter of particular concern to an academic community in which students, faculty, and staff are related by strong bonds of intellectual dependence, collegiality, and trust.

To demonstrate its commitment to maintaining an environment free of harassment, Adelphi University created an Anti-harassment Panel to draft this policy and address issues of harassment.

SCOPE

This policy applies to: students involved in academic, educational, recreational, and living programs; applicants in the admissions process; and recipients of Adelphi’s programs or services, including participants in Adelphi-based research projects and activities, student teaching, internships, and field placement regardless of locations; and all employees and applicants for employment in all positions. The policy also encompasses University-sponsored events that occur off campus, and all campuses and/or satellite sites are covered by this policy.

HARASSMENT

Conduct prohibited by this policy includes, but is not limited to: unwelcome sexual advances, requests for sexual favors, or any other visual, verbal, or physical conduct of a sexual nature; or any derogatory visual, verbal, or physical conduct that reflects bias based on race, creed, color, national origin, ethnicity, gender, sexual orientation, disability, genetic predisposition or carrier status, age, religion, marital status, veteran status, or any
other basis protected by applicable local, state, or federal laws, when:

1. Submission to the conduct is made either explicitly or implicitly a condition of the individual’s academic or employment advancement;
2. Submission to or rejection of the conduct is used as the basis for academic or employment decisions affecting the individual;
3. The harassment has the purpose or effect of unreasonably interfering with the individual’s academic or work performance; or creating an environment that is intimidating, hostile, or offensive to the individual;
4. The harassment is not directed at a specific individual but nevertheless has the effect of unreasonably interfering with work or academic performance or creating an environment that is intimidating, hostile, or offensive to others.

The University regards such behavior as a violation of the appropriate standard of conduct required of all employees and faculty, students, and others associated with the University.

Harassment, including sexual harassment, can occur between individuals of the same or different status, and both men and women can be the subject of harassment by members of either gender. Harassment, including sexual harassment, can involve individuals or groups; can occur during one incident; or over a series of incidents including single incidents, which, in isolation, would not necessarily constitute discrimination or harassment; can be direct or systemic; and can occur between members of the University community, on campus or off.

Each member of the University community must exercise his or her own good judgment to avoid engaging in conduct that may be perceived by others as harassment. Forms of harassment include, but are not limited to:

- **Verbal**—repeated sexual innuendoes, racial or sexual epithets, derogatory slurs, off-color jokes, propositions, threats, or suggestive or insulting sounds;
- **Physical**—unwanted physical contact including touching, interference with an individual’s normal movement, or assault;
- **Visual/Nonverbal**—derogatory posters, cartoons or drawings; suggestive objects or pictures; graphic commentaries; leering; or obscene gestures;
- **Other**—making or threatening reprisals as a result of a negative response to harassment.

The University regards such behavior as a violation of University policy and of the appropriate standard of conduct required of all persons associated with the University. The University is committed to preventing such conduct, investigating complaints of inappropriate conduct, and remedying violations of this policy. Any employee, faculty member, or student who believes that he/she is or may be subjected to objectionable conduct is strongly encouraged to report it immediately to an Anti-harassment Panel member.

**ANTI-HARASSMENT PANEL MEMBERS**

The following are the names of the individuals to whom complaints may be directed: Lisa Araujo, Jane Fisher, Kermit Frazier, Jeffrey Kessler, James McGowan, Ruth McShane, Angela Price, Sally Ridgeway, Kelley Watts.

No member of the University community should allow an inappropriate situation to continue by not reporting it, regardless of who is creating that situation. Furthermore, no supervisor or manager is exempt from reporting misconduct in violation of this policy. Those inflicting such behavior on others are subject to the full range of institutional disciplinary action, up to and including separation from the University, and/or referral to authorities for criminal prosecution, as appropriate.
Because the relationship between teacher and student is central to the academic mission of the University, it is essential to establish that the standard of expected conduct in that relationship goes beyond the proscription against sexual harassment as defined in the University’s policy. No nonacademic or personal ties should be allowed to interfere with the academic integrity of the teacher-student relationship. With respect to sexual relations in particular, what might appear to be consensual, even to the parties involved, may in fact, not be so.

On this basis, any sexual relations between any teacher and any student or other person in a supervisory role and any student are inappropriate. This category includes relations between a graduate student and an undergraduate when the graduate student has some supervisory and/or academic responsibility for the undergraduate. In addition, it includes relations between an administrator, coach, adviser, program director, counselor, or residential staff member who has supervisory responsibility for a student. The University deems such relations to be unethical. The Anti-harassment Panel members will respond to reports brought to them of inappropriate and unethical sexual behavior and will act to help ensure the protection of its students and that the integrity of the University is maintained.

In order to discourage such sexual relations, in acting on complaints that come to the University’s attention, any complaint of sexual harassment by a student against an individual will be presumed to be a violation of this policy. If sexual relations have occurred between them while the individual was teaching or otherwise had, or is likely to have, supervisory responsibility or academic or professional influence over the student, he or she will be subject to the full range of institutional disciplinary action.

OTHER ELEMENTS

Failure to recognize that one’s behavior is sexually harassing to an individual or group of individuals is not a suitable response to an allegation of harassment. Differences in perception on the part of individuals who have complained of harassment have led to court rulings based on the “reasonable person” standard in evaluating offensive behavior. Accordingly, all members of the University community should consider how others may view their behavior, and not just how they view it themselves.

Gender-based harassment or behavior that ridicules, denigrates, and/or harasses a person because of his/her gender may not be sexual in nature, but may constitute a hostile work or learning environment resulting in harassment and will not be tolerated.

Harassment that is not directed toward a specific individual may still create a hostile or offensive work or learning environment for individuals, and is also prohibited by this policy (e.g., pornographic materials on an office desk). In addition, conduct that is directed to another individual may create a hostile or offensive work or learning environment to a third party who observes or overhears the offensive physical or verbal conduct (e.g., two individuals engaged in a consensual relationship openly discuss their sex lives and this offends another individual).

Persons involved in consensual relationships outside of the teacher/student, supervisor/subordinate, or professional/student roles, must exercise caution to prevent the development of harassing behavior or use of authority inappropriately. If consensual relationships change and are no longer mutual, conduct, once welcome by both individuals, may become unwelcome to one. The fact that there is initial consent forming a romantic relationship does not preclude a charge of harassment in the future.

CONFIDENTIALITY

The University will investigate every complaint promptly and thoroughly. The existence and nature of a
complaint will be disclosed to the extent necessary to make a prompt and thorough investigation and/or as may be necessary to take appropriate corrective measures. Those individuals responding to requests for information regarding any complaint are required to maintain confidentiality. The University will comply with all federal, state, and local mandates regarding the reporting of crimes to appropriate authorities.

RETALIATION

Under no circumstances will Adelphi University tolerate any retaliation against an individual for making a complaint of harassment or discrimination in good faith under this policy or for participating in an investigation. The University considers such retaliation or the threat of retaliation at any stage to be a serious offense because it is unlawful and may prevent potential complainants, witnesses, or others from reporting harassment. Any individual who is retaliated against or threatened in any way should report any such retaliatory act to any of those to whom a report of harassment might be made under this policy. Any complaint of retaliation will be investigated and appropriate action will be taken consistent with this policy.

COOPERATION/OBSTRUCTING THE PROCESS

All members of the University community, including employees, students, faculty, and administrators, are asked to assist and cooperate in the application of this policy, in particular by cooperating in any investigation under this policy. Any person whose willful action or inaction obstructs the application of these procedures or who breaks an agreement shall be subject to disciplinary action.

Additionally, those with supervisory responsibility, such as senior administrators, deans, managers, or supervisors, should be aware that they might be held responsible/liable for actions or inaction, which obstructs the application of this policy and, in addition, are required to report any incidences of harassment to the proper contact person.

SUPPORT AND ASSISTANCE

Members of unions and employee associations have all rights to representation that their Collective Bargaining Agreements confer.

Students may avail themselves of the support and assistance as outlined in the Student Judicial Act, which is available in the Guide to Student Life at the Office of the Dean of Student Affairs.

IMPLEMENTATION

The Office of the Assistant Vice President for Human Resources and Labor Relations, in conjunction with the Chairperson of the Anti-harassment Panel, will be responsible for the implementation and dissemination of this policy.

WHAT TO DO IF YOU ARE BEING HARASSED

If you think you are being harassed, DO NOT:

- Ignore the incident—it probably will not go away on its own;
- Resign a position, transfer departments, drop a class, or change a class to avoid the problem;
- Automatically believe that you caused the incident or provoked the harassment;
Believe that the complaint will be taken lightly, ignored, or trivialized.

If you think you are being harassed, you may want to, but are not required to, consider telling the harasser to stop. The harassed person may not have directly told the harasser to stop. The harassed person should consider approaching the harasser and saying "I want (whatever the harassing behavior is) to stop immediately" in a firm and assertive manner. This approach gives the complainant an active role in the resolution process and, hopefully, a sense of “empowerment.” Telling the harasser to stop will often deter the harasser from subsequent and more progressive acts of harassment.

If the complainant does not want to confront the harasser on his/her own, or wishes to take other actions in conjunction with a personal confrontation, the complainant should proceed according to the following process described below.

**THE ANTI-HARASSMENT PANEL**

The Anti-Harassment Panel is a group of individuals composed of Adelphi employees who have been selected based upon their interest in the topic, skill in resolving these issues, knowledge of this topic, training, and willingness to dedicate the time and resources necessary for completion of their responsibilities as assigned.

Anti-harassment Panel members shall be instructed how to respond to allegations of harassment and are kept up-to-date on Adelphi’s current Anti-harassment Policy and campus and national harassment cases, and they stand prepared to provide information on the avenues of recourse available to resolve the alleged complaint.

The members of the Anti-harassment Panel may change at any time but every effort will be made to ensure that the Panel contains at least one female and one male member and for the composition of the panel to be diverse. A list of current members will be made available at the following locations: Adelphi’s website, Swirbul Library, the Office of Human Resources, the Office of the Dean of Student Affairs, the Student Counseling Center, and Health Services.

Each individual on the Panel will assume the following roles:

- Meet with individuals who allege that they have been the victim of harassment;
- Clarify the definitions of harassment and discuss how these definitions may or may not pertain in the circumstances described by the complainant;
- Discuss with the complainant whether counseling should be considered based upon the circumstances;
- Where appropriate, assist the complainant in filing a formal, written complaint regarding the harassment;
- Facilitate the filing of the complaint with the appropriate individual;
- Participate in ongoing education for the campus community regarding matters of harassment to include the creation and dissemination of appropriate educational materials about harassment, and to conduct or host seminars or training sessions for all members of the campus community.

For a list of the members of the Anti-harassment Panel for each academic year (including names, titles, office location, office hours, telephone number, and email address) please see the locations listed above. Every attempt will be made to ensure that the panel is composed of members that represent the various employee groups on campus.
The Panel within the first two meetings of an academic year will select a Chairperson. The term of a Chairperson will be one academic year. The Chair may be reelected for up to two consecutive terms.

The Chairperson will ensure that all complaints are investigated within a reasonable period, keep other Panel members informed of recent legal decisions and other related issues; certify that each member has been appropriately trained before assuming active membership on the Panel; update and disseminate the Anti-harassment Policy and keep minutes for each Panel meeting.

THE REPORTING PROCESS

Any member of the University community who believes that he or she has been the object of harassment in violation of this policy or believes that he or she has been treated in an unlawful, discriminatory manner, is encouraged to report the complaint immediately to a Panel member.

The complainant has the option of initiating the complaint in person by meeting with a member of the Anti-harassment Panel or through Adelphi University’s online complaint form at Adelphi’s website: administration.adelphi.edu/hr/harassmentreport.php

FORMAL ACTION

A complaint could be filed with any panel member, who will assist the complainant in filing a detailed written description of the actions, dates, incident(s), persons involved, witnesses, and other pertinent information. After meeting with the complainant, the Panel member would ask the Assistant Vice President for Human Resources and Labor Relations (for employees and non-students) and/or Dean of Student Affairs (for students), or their designees, to consult and assist in the investigative process applicable as detailed below:

- **Complaints against Faculty Members**
  The Chief Academic Officer, or his/her designated representative, will take action for investigation into charges of violations of this Anti-harassment Policy by faculty members. Faculty members shall be subject to the provisions of the Collective Bargaining Agreement between the University and the Adelphi University Chapter of the American Association of University Professors. Any faculty member who, after appropriate investigation, has been found to have harassed another member of the University community, will be subject to disciplinary action, which may include reprimand, suspension from service for a stated period, with or without pay, termination of employment, or such other lesser penalties deemed appropriate for the violation. Individuals who appeal any formal disciplinary action taken against any faculty member covered by the Collective Bargaining Agreement shall have access to the specified contractual appeal procedure.

- **Complaints against Non-Faculty Employees**
  The Assistant Vice President for Human Resources and Labor Relations will take action for investigation into charges of violations of this Anti-harassment Policy by nonfaculty employees. Any individual who, after appropriate investigation, has been found to have harassed another member of the University community, will be subject to disciplinary action, which may include reprimand, suspension from service for a stated period, with or without pay, termination of employment, or such other lesser penalties deemed appropriate for the violation.
employment, or such other lesser penalties deemed appropriate for the violation. Individuals who appeal any formal disciplinary action taken against any nonfaculty member covered by a Collective Bargaining Agreement shall have access to any applicable contractual appeal procedure, and any nonunion employee shall have right of appeal to the Vice President for Administration and Student Services, or his/her designee.

- **Complaints against Students**

  The Student Judicial Act, under the jurisdiction of the Dean of Student Affairs, will govern actions for student violations of the Anti-harassment Policy.

The Panel member initially contacted by the complainant will act as an adviser, contact person, and resource to the complainant throughout the process. A complaint can result in disciplinary action, up to and including suspension from Adelphi, and/or termination of employment and possible criminal prosecution, as may be appropriate.

**INFORMAL RESOLUTION**

Alternatively, there may be situations where a more informal resolution to a complaint of harassment may be appropriate. At his or her option, the complainant may request that the complaint be handled on an informal basis (that is, if the complainant does not seek formal disciplinary action on his/her behalf and cessation of the alleged conduct in question is the only desired goal). However, certain allegations of harassment are not appropriately handled through informal mechanisms and the University at all times retains the right to investigate any complaint in a formal manner or take whatever other action it deems appropriate, with or without the complainant’s consent.

If informal action is deemed appropriate by the Panel member (after consultation with the Chairperson of the Panel), a written complaint would not be required and the Panel typically would not meet regarding sanctions or disciplinary action. Panel members are authorized to take and retain written notes in connection with the complaint, even if an attempt is made to resolve the matter informally. If the complainant voluntarily elects to deal with the problem personally, the Panel member can offer advice on different ways to handle the situation. The Panel member also may explore other possible informal resolutions to the complaint, such as a letter to a respondent, clarification of University policy or an informational meeting between the Assistant Vice President for Human Resources and Labor Relations (for employees and non-students) or Dean of Student Affairs (for students) or their designee(s), the respondent, and the complainant, if appropriate and desired by the complainant.

In addition, at any time during or following the conclusion of the informal resolution process, the complainant has the right to discontinue or bypass informal resolution and initiate a formal complaint. Similarly, at any time during or following the conclusion of the informal resolution process, the University has the right to investigate and handle the complaint in a formal manner, with or without the complainant’s consent.

**FALSE COMPLAINTS**

A complainant who makes allegations against another member of the University community in bad faith, or for vexatious purpose (instituted without real grounds and meant to harm), will be subject to disciplinary action. An inquiry into a vexatious complaint would be considered to be a separate case and would constitute a separate investigation by the Anti-harassment Panel.
POLICY REVIEW

The members of the Anti-harassment Panel will review this policy for possible revision on an annual basis, or as otherwise necessary.

ANTI-HARASSMENT AND INDIVIDUAL SPEECH GUIDELINES

It is the policy of Adelphi University that all employees and students be able to work and pursue their goals in an educational environment absent discriminatory harassment. Adelphi recognizes a moral, legal, and contractual obligation to maintain reasonable educational, residential, and working environments. Consistent with these obligations, Adelphi is committed to prohibiting harassment and achieving diversity within the University community.

The role of universities in the community is to encourage the free flow of thoughts and ideas essential to higher education. Therefore, while Adelphi University does not encourage offensive or insensitive speech, principles of academic freedom may limit the University’s ability to restrict speech as a means to oppose harassment and discrimination.

Notwithstanding the University’s promotion of free speech, the University may impose reasonable regulations on its time, place, and manner. For example, the University could compel students to move or postpone an unscheduled rally if another group previously had properly reserved the space. In addition, speech deemed by the University to be threatening, intimidating, or harassing may be subject to further regulation in accordance with this policy.

STANDARDS OF CONDUCT

ANTI-HARASSMENT

Adelphi University is proud of its work and academic environment, and will take all necessary steps to ensure that it remains pleasant and collegial for employees, faculty members, and students who are all required to treat each other with courtesy, consideration, and professionalism. The University will not tolerate harassment of any employee, faculty member, or student by any other member of the University community based on an individual’s race, creed, color, national origin, ethnicity, gender, sexual orientation, disability, genetic predisposition or carrier status, age, religion, marital status, veteran status, or any other basis protected by applicable local, state, or federal laws. With this policy, the University prohibits not only unlawful harassment, but also other unprofessional and discourteous actions. Accordingly, derogatory or inappropriate remarks, slurs, or jokes related to any unlawful factor will not be tolerated. The University shall make this anti-harassment policy available in various and appropriate places on campus. (See Appendix B in this handbook/manual for the Anti-Harassment Policy)
APPENDIX C

SCHOLARLY WRITING FOR SOCIAL WORK AND AVOIDING PLAGIARISM

INTRODUCTION

The following material is an introduction to the kinds of writing social workers do. It includes tips on organizing written work and information on how to cite sources in your writing. This is a basic introduction to APA style formatting and the writing process.

WHY IS WRITING IMPORTANT TO SOCIAL WORK?

Your ability to communicate clearly and professionally cannot be underestimated. Writing and communication skills are important factors in your overall success as a student in the classroom and in practice. Your written work represents you and as such it needs to be the best example of who you are, how you think, and what you know.

TYPES OF WRITING USED IN SOCIAL WORK

- Scholarly Papers
- Progress Notes
- Research Proposals
- Journal Entries
- Case Studies
- Chapter/Article Summaries
- Psycho-Social Assessments
- Process Recordings
- Can you think of others?
- Research Summaries

WRITING SCHOLARLY, CLEAR, CONCISE, AND ORGANIZED PAPERS

THE WRITING PROCESS

The steps to good writing include planning, drafting, and revising. To improve your writing skills, review each step and follow these guidelines.

Presentation:
- Professional
- Scholarly
STEP ONE:
Planning requires thinking about:
- The subject matter
- Sources of information
- Purpose
- Audience
- Constraints such as length, due date, and sources

Always:
- Use an outline to organize your ideas
- List all of your ideas
- Cluster similar ideas together
- Order ideas logically

STEP TWO:
Drafting begins by simply getting your thoughts on paper:
- Introduction/Thesis statement
- Development of the ideas that support the thesis
- Conclusion/Wrap-up

Remember:
- Focus on your thesis
- Express your ideas with short sentences that are to the point
- Develop one major point
- Anticipate questions or challenges to your statements
- Cite expert opinions and include facts
- Use examples to illustrate your points

STEP THREE:
Revising is a mandatory step and includes editing and proofreading several times:
Reading the paper aloud, reviewing each section of the paper separately, and looking over the assignment again and again are some of the ways to revise your work.

Be sure that your work is professional, scholarly, and formal.
WRITING CHECKLIST FOR SOCIAL WORKERS

- Do not overuse quotations—a good summary or paraphrase is more effective than a quotation to demonstrate to your readers that you have a good grasp of the material you have read.

- Use quotations only for a good reason, for example, if you are borrowing a particularly pertinent phrase or need to convey technical language. When you do quote, try to keep it short.

- Avoid cutting and pasting from an electronic source, or copying an entire sentence from a written ("hard copy") source. Instead, create your own sentences from what you have read.

- Remember, writing is both a skill and an art. As such, each sentence and paragraph you write, as well as how you put together sentences and paragraphs is an expression of your art and skill. It takes time to learn the skills of writing. Take the time.

APA FORMATTING: WHY IS IT SO IMPORTANT?

APACHE UNIVERSITY HONOR CODE

“The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community, I accept the University’s Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals.”

WHAT IS PLAGIARISM?

Plagiarism is willfully misrepresenting yourself by suggesting that certain words or ideas are your own when they are not. To avoid plagiarism, understand and follow the appropriate and correct citation rules that govern the social work discipline. Citation conventions are developed, announced, and used by professors and teachers so that the original sources of ideas and information can be acknowledged. Failure to cite and give credit to these original sources in your own writing is plagiarism.

WHAT ARE THE CONSEQUENCES FOR PLAGIARIZING?

There are serious consequences for plagiarizing. The Adelphi University Student Handbook explains the protocol and procedures for addressing academic dishonesty.

Academic dishonesty is a serious offense and can lead to dismissal from Adelphi University.

For all matters of citation and usage, Adelphi University has adopted Diana Hacker’s A Writer’s Reference, 5th edition, (Bedford/St Martin’s Press) as our “default” handbook. (“Default handbook” means that students can assume its guidelines are in place unless explicitly told otherwise by the instructor of a particular class.)

The School of Social Work expects social work students to use APA style citations unless otherwise announced. Details of the citation rules can be found at the following site: http://owl.english.purdue.edu/owl/ or in The APA manual.
THE CODE OF ACADEMIC HONESTY

The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submissions of work
4. Sabotage of others’ work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one’s own that is not one’s own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials, or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

The Adelphi University Guide to Academic Honesty 2009 considers the following “Common Knowledge”:

You do not need to cite information that is widely known or easily accessible in basic reference books. So, you do not cite a source for the fact that the Declaration of Independence was written in 1776, nor do you need a page number reference for its well-known opening words (“When in the course of human events...”). But if you were to go on to discuss something more subjective, such as the colonial public’s reaction to its publishing, you would need to cite your sources.

HOW TO CITE AND GIVE CREDIT TO ORIGINAL SOURCES

There are three ways to use an original source’s ideas in your paper.

- Quotation: Reproduces the author’s exact language, word for word, within quotation marks.
- Paraphrase: Reproduces author’s ideas and argument in about the same amount of space as the original, but in your own words and your own sentence structure.
- Summary: Represents an overall argument in a much more compact space in your own words.

Directions:

The following passages are pieces of original writing, followed by potential paraphrases and plagiarisms. Take a moment to read each rewritten passage, then decide if the passage is an example of plagiarism or not.

Social work must invest considerably more resources to develop relevant and accurate measures of community aspects that are relevant to practice. Few instruments capture what makes a community a desirable place to raise children or enables an area to demand its fair share of services, maintain responsive institutions, and cope with threats or disasters.
EXAMPLES:

- **Quotation**
  
  In order to effectively help communities improve, “social work must invest considerably more resources to develop relevant and accurate measures of community aspects that are relevant to practice” (Coulton, 2005).

- **Paraphrase**
  
  When working to improve communities, social workers need to use valid and reliable instruments to evaluate the strengths and deficits in communities (Coulton, 2005).

- **Summary**
  
  According to Coulton (2005), social workers are challenged to evaluate carefully and validly all community characteristics.

---

1. According to Coulton (2005), social work must invest considerably more resources to develop relevant and accurate measures of community aspects that are relevant to practice (p. 77).

2. According to Coulton (2005), the field of social work needs to find better ways to measure the complex and varied strengths of communities, and it needs to be willing to expend resources on that effort.

3. Few instruments measure what makes a community a good place to raise kids or enables an area to demand its fair allotment of services, keep responsive organizations, deal with threats or disasters, or other aspects of a living and healthy place (Coulton, 2005).

4. **Coulton** (2005) argues that social workers do not yet have the tools to measure important aspects of community, life such as how it maintains a responsive emergency service sector, how it supports families, or how its institutions keep its members healthy and happy.

---

**CITING SOURCES IN WRITING FOR SOCIAL WORK – SAMPLE PASSAGE II**

**Directions:**

The following passages are pieces of original writing, followed by potential paraphrases and plagiarisms. Take a moment to read each rewritten passage, then decide if the passage is an example of plagiarism or not.

A final issue receiving increased attention is to what extent parents should be held accountable in regard to caring for their children, and what should be done to parents who do not care for them adequately. A number of specialists in family problems suggest that punishment is more likely to make parents angry and less likely to teach them how to be better parents.

1. Heffernan et al. (1998) note the problem of dealing with parents who are poor caregivers, and the belief of some professionals that punishing such parents will only anger them and won’t motivate them to learn better skills.

2. One issue is what should be done to parents who do not care for their children adequately. A number of specialists in family problems suggest that punishment is more likely to make parents angry and less likely to teach them how to be better parents (Heffernan et al., 1998, p. 170).

3. According to Heffernan et al. (1998), a final issue getting increased coverage is to what degree parents should be held accountable regarding caring for their children, and what should be done to parents who do not take care of them properly.

4. Heffernan et al. (1998) discuss the stance of some family specialists, who assert that punishing parents who are poor caregivers might anger them but won’t provide them with the knowledge they’d need to improve their parenting skills.

**ANSWERS:**

**Sample Passage I:**

1. Plagiarized (these are exact words and there are no quotes used);
2. Not plagiarized;
3. Plagiarized (needs quotes);
4. Not plagiarized

**Sample Passage II:**

1. Not plagiarized;
2. Plagiarized;
3. Plagiarized;
4. Not plagiarized
### SCHOLARLY WRITING

<table>
<thead>
<tr>
<th></th>
<th>APA Citations</th>
<th>Avoiding Plagiarism</th>
<th>Content</th>
<th>Organization</th>
<th>Scholarly Writing</th>
<th>Sentence Structure</th>
<th>Study Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. 1 Rule</strong></td>
<td>Use correct format and structure</td>
<td>Give credit to the author when someone else’s ideas, words and thoughts</td>
<td>Review the literature</td>
<td>Use an outline and refer to the assignment</td>
<td>Be clear and coherent</td>
<td>Edit your work again and again for errors</td>
<td>Manage your time carefully. Follow a schedule that keeps you focused.</td>
</tr>
<tr>
<td><strong>Remember...</strong></td>
<td>There are three ways to use an original source’s ideas in your paper: 1. Quotations 2. Paraphrase 3. Summary</td>
<td>Develop one main point and use examples to illustrate your ideas</td>
<td>Use logic and common sense to research your topic and write your paper</td>
<td>Scholarly writing in clear, concise, and organized</td>
<td>Read your paper aloud to identify mistakes in grammar, sentence structure or misspellings. Use spell check or grammar check</td>
<td>Attend class and read the assignment material.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Logical</strong></td>
<td>Refer to the attached for further details: “Writing for Social Work and Avoiding Plagiarism”</td>
<td>Refer to the attached for further details: “Writing for Social Work and Avoiding Plagiarism”</td>
<td>Think and write logically</td>
<td>Review your work at the Writing Center with a tutor</td>
<td>516.877.3294</td>
<td>Use available resources to help you study and be a successful student. Contact the Learning Center.</td>
<td>516.877.3202</td>
</tr>
</tbody>
</table>
APPENDIX D

DEVELOPMENT OF THE PROFESSIONAL SELF

It takes a reflective and understanding person to be a professional. Reflect on the areas of personal and professional development above that make you the professional you are going to be. As a Social Worker/B.S.W. or M.S.W., it is important to identify yourself as a professional. The way you speak, write, dress, and behave defines your professional self. There are some very specific, and some very obvious, guidelines that illustrate one’s professional identity. Each characteristic forms the basis for describing the professional self. See if you can review the lists below to recognize your own identity.

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>DOS</th>
<th>DON'TS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speak clearly and slowly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thank employers for their interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be respectful to everyone you meet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be flexible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep people informed in a useful and succinct way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use non-words: um, ah, your know, ok, like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use up-talk; raising inflection at the end of every sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have grammatical errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use sloppy speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed talk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use weak speak: hopefully, perhaps, I feel, kind of, sort of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use slang</td>
<td></td>
</tr>
</tbody>
</table>
## Appearance

### Dos
- Standards will vary depending on your location and job function. If you have a great deal of client interaction, be prepared to dress more formally. When in doubt, be conservative:
  - Look well-groomed/neat
  - Guys: slacks and polo/button-down shirts
  - Ladies: slacks, skirts (knee-length or below), blouses
  - Wear comfortable, close-toed dress shoes
  - Look your best

### Don’ts
- Don’t make these mistakes:
  - Look careless and unkempt
  - Exhibit poor posture/slouching
  - Wear tight, revealing clothing
  - Show visible underwear
  - Show your midriff
  - Wear mini-skirts/shorts
  - Smell of cigarettes
  - Show visible tattoos
  - Have ungroomed hair
  - Be disorganized

## Ethics and Values

### Dos
- Refer to the NASW Code of Ethics
- Be respectful
- Safeguard confidentiality
- Maintain high standards and expectations of practice
- Use a strengths perspective

### Don’ts
- Don’t make these mistakes:
  - Lose sights of your professional goals and objectives
  - Work from a negative perspective
  - Abandon your professional identity

## Problem Solving

### Dos
- Social Workers are problem solvers.
  - Use a strengths perspective
  - Trust others and think through all sides of the situation
  - Take your time and weigh all the information and ideas
  - Listen carefully to everyone
  - Think beyond your own views
  - Remain professional
  - Use insight and self-awareness
  - Consider your client(s)’ needs
  - Be supportive
  - Focus on a solution

### Don’ts
- Don’t make these mistakes:
  - Make hasty decisions
  - Ignore all the information
  - Act in an adversarial position

## Interpersonal Skills

### Dos
- Get along with others
- Value individual differences
- Respect confidentiality
- Develop interpersonal skills: Limit setting Confrontation Support Self-Disclosure
- Develop interviewing skills
APPENDIX E:

SOCIAL WORK SKILL SETS

These skills are from Barry Cournoyer’s *The Social Work Skills Workbook* (1996/2nd edition).

Generic Social Work Skills (apply throughout all phases and processes):

- Self-understanding
- Self-esteem
- Acceptance of others
- Responsible assertiveness
- Self-control

Talking and Listening

- Voice, speech, and language
- Body language
- Active listening

Ethical Decision Making

- Understanding the legal duties of professional helpers
- Understanding the fundamental values and ethics of social work
- Identifying ethical and legal implications
- Ethical decision making

Preparing

- Preparatory reviewing
- Preparatory exploring
- Preparatory consulting
- Preparatory arranging
- Preparatory empathy
- Preparatory self-exploration

Centering

- Preliminary planning and recording

Beginning

- Introducing
- Describing initial purpose
- Outlining roles
- Discussing policy and ethical factors
- Seeking feedback
Exploring
- Probing
- Seeking clarification
- Reflecting content
- Reflecting feelings
- Reflecting meaning
- Partializing

Assessing
- Organizing descriptive information
- Formulating a tentative agreement

Contracting
- Reflecting
- Sharing your view
- Specifying what to work on
- Establishing goals
- Developing an approach
- Identifying action steps
- Planning for evaluation
- Summarizing the contract

Working and Evaluating
- Rehearsing action steps
- Reviewing action steps
- Evaluating
- Education
- Advising
- Reframing
- Confronting
- Pointing out transitions/ endings
- Process Recording

Ending
- Reviewing the process
- Final evaluating
- Sharing ending feelings and saying goodbye
- Recording the closing summary