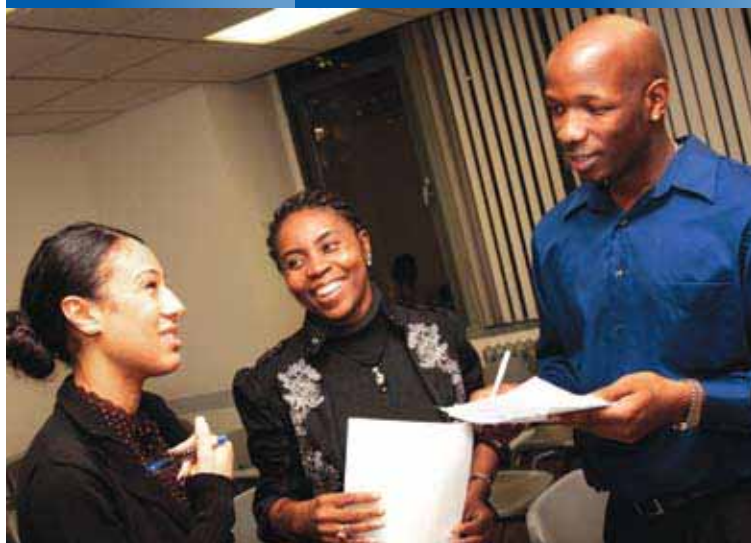


Adelphi University School of Social Work

Social Work Student Handbook 2008–2009

Garden City, New York • Hauppauge, New York
New York, New York • Poughkeepsie, New York



AU ADELPHI
UNIVERSITY
GARDEN CITY ■ HAUPPAUGE
MANHATTAN ■ POUGHKEEPSIE

<http://socialwork.adelphi.edu/>

ADELPHI UNIVERSITY (AUSSW) SCHOOL OF SOCIAL WORK

Garden City Campus
Hauppauge Center
Hudson Valley Center
Manhattan Center

Social Work Student Handbook 2008–2009

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A Letter from Dean Safyer

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.

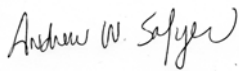
This handbook was developed to help you understand our educational programs, the professional advisement process, student life at the School, your rights and responsibilities as a student, and the policies and procedures that govern student academic progress in the B.S.W. and M.S.W. programs. You will 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 classroom, field setting, and the community. The attainment of professional status confers a role and authority that must be balanced with responsible, sensitive, ethical 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 University's *Guide to Undergraduate Life* and in the *Undergraduate Bulletin*. For graduate students, additional information can be found in the University's *Graduate Bulletin*. The School's Field Education Manual contains information on the expectations, policies, and procedures governing field internships. Our Web site, <http://socialwork.adelphi.edu>, is another source of information.

We hope that you find this a helpful 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

Important Telephone Numbers School of Social Work

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.

Adelphi University Switchboard	(516) 877-3000
School of Social Work Main Telephone	(516) 877-4300

Administration

Andrew W. Safyer, Dean	4355
Peter I. Chernack, Associate Dean for Program Development and Administration.....	4350
Lois Stein, Assistant Dean for Academic Affairs and Director M.S.W. Program.....	4439
Marcia Edwards, Coordinator of Admissions.....	4384
Gertrude Goldberg, Director, Doctoral Program	4386
Neela Mukerjee Lockel, Director of Continuing Education.....	4339
Anne Marie Montijo, Director of Field Education.....	4374
James B. Mullin, Director, Undergraduate Program	4362
Anjali Parekh-Singh, Assistant Director of Field Education, Garden City	4351
Susan Rotondo, Student Relations Specialist	4420
Lois Silverman, Coordinator of Budgets	4383
Student Affairs Coordinator	4420

Hauppauge Center

Lynne Shulman, Director, Hauppauge Center Social Work Program	(631) 300-4363
Jamie Gergen, Assistant Director of Field Education, Hauppauge Center	(631) 300-4364

Hudson Valley Center

Eileen Chadwick, Director, Hudson Valley Center Social Work Program.....	(845) 471-3348
Amy Horn Oclatis, Assistant Director of Field Education, Hudson Valley.....	(845) 471-3348

Manhattan Center

James Amato, Assistant Director of Field Education, Manhattan Center.....	(212) 965-8340, Ext.8360
Karen Campbell, Director, Manhattan Center Social Work Program.....	(212) 965-8340, Ext.8358
Aixa Rodriguez, Student Affairs Coordinator, Manhattan Center	(212) 965-8340, Ext.8361

Full-Time Faculty

Wahiba Abu-Rass, Ph.D	4318	Shannon R. Lane, M.S.W.....	4420
Julie Cooper Altman, Ph.D.....	4344	Roger Levin, Ph.D.	4404
Beverly Araujo, Ph.D.....	4382	Suzanne Michael, Ph.D.	4413
Richard Belson, D.S.W.	4437	James B. Mullin, D.P.A.	4362
Jan Wolff Bendorf, LCSW.....	4341	Elizabeth Palley, Ph.D.	4441
Roni Berger, Ph.D.	4365	Subadra Panchadeswaran, Ph.D.....	4310
Ellen Bogolub, Ph.D.....	4356	Lynn Paul, Ph.D.....	4368
Peter Chernack, D.S.W	4350	Geoffrey Ream, Ph.D.	4432
Carol S. Cohen, D.S.W.	4427	Ellen Rosenberg, D.S.W.	4423
Carol Ann Daniel, Ph.D.	4440	Philip Rozario, Ph.D.	4419
Judy Fenster, Ph.D.	4439	Andrew Safyer, Ph.D.	4354
Richard Francouer, Ph.D.	4337	In Han Song, Ph.D.	4319
Gertrude S. Goldberg, D.S.W.	4426	Zulema Suarez, Ph.D.	4387
Godfrey Gregg, M.S.W.....	4443	Carol Sussal, D.S.W.	4433
Patricia Joyce, D.S.W.	4324	Bradley Zodikoff, Ph.D.	4363
Diann Cameron Kelly, Ph.D.	4426		

Academic Calendar

Academic Calendar

2008–2009***

Fall 2008

WEDNESDAY, AUGUST 20
General Registration

MONDAY, AUGUST 25
Classes Begin

SATURDAY, AUGUST 30–SUNDAY, AUGUST 31
Labor Day Weekend—No Classes

MONDAY, SEPTEMBER 1
Labor Day—No Classes

MONDAY, SEPTEMBER 8
Late Registration Ends
Last Day to Add a Course

FRIDAY, SEPTEMBER 19
Last Day to Drop a Course
Last Day to Change Course Grading Option
Last Day to Process Course Section Change
Last Day to Add an Independent Study

MONDAY, SEPTEMBER 22
Final Date for Submission of Graduation
Application for January 2009

MONDAY, SEPTEMBER 29
No Classes to Begin at or After 3:50 p.m.

WEDNESDAY, OCTOBER 1
No Classes

WEDNESDAY, OCTOBER 8
No Classes to Begin at or After 3:50 p.m.

THURSDAY, OCTOBER 9
No Classes

MONDAY, OCTOBER 13
Final Date for Submission of Graduation Application
for May 2009 (to have name appear in booklet)
Open Planning for Spring 2009

MONDAY, OCTOBER 27
Last Day to Withdraw from a Course

MONDAY, NOVEMBER 10
Priority Registration Begins for
Spring 2009

WEDNESDAY, NOVEMBER 26
No Classes

THURSDAY NOVEMBER 27–
SUNDAY, NOVEMBER 30
Thanksgiving Break—No Classes

MONDAY, MONDAY, DECEMBER 8
*Emergency/Study Day for Classes
beginning before 3:50 p.m. (9/29)
Make up day for Monday Classes
beginning at or after 3:50 p.m. (9/29)

TUESDAY, DECEMBER 9
Conversion Day—Wednesday Classes
Beginning at or After 3:50 p.m. will Meet as
Make-up for 10/8
No Tuesday Classes Held

WEDNESDAY, DECEMBER 10
Wednesday Classes Meet

THURSDAY, DECEMBER 11
Thursday Classes Meet

FRIDAY, DECEMBER 12
*Emergency/Study Day

SATURDAY, DECEMBER 13
Saturday Classes Meet

SUNDAY, DECEMBER 14
Sunday Classes Meet

MONDAY, DECEMBER 15
Finals Week Begins

SUNDAY, DECEMBER 21
Finals End—Last Day of Fall 2008 Classes

Spring 2009

FRIDAY, JANUARY 2
Interession 2009—Classes Begin**

MONDAY, JANUARY 5
Last Day to Add a Course
(Interession Courses Only)

THURSDAY, JANUARY 8
Last Day to Drop a Course
(Interession Courses Only)

WEDNESDAY, JANUARY 14
Last Day to Withdraw (Interession Courses Only)

MONDAY, JANUARY 19
Martin Luther King Jr. Day—No Classes

FRIDAY, JANUARY 23
Interession 2009—Classes End**

MONDAY, JANUARY 26
Classes Begin—Spring 2009

MONDAY, FEBRUARY 9
Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation
Applications for May 2009
Final Date for Submission of Graduation
Applications for August 2009 (to have name
appear in booklet)

FRIDAY, FEBRUARY 20
Last Day to Drop a Course
Last Day to Change Course Grading Option
Last Day to Add an Independent Study
Last Day to Process Course Section Change

MONDAY—SUNDAY, MARCH 16–22
Spring Break—No Classes

MONDAY, MARCH 30
Last Day to Withdraw

MONDAY, APRIL 20
Research Day—No Classes

TUESDAY, MAY 12
*Emergency/ Study Day

WEDNESDAY, MAY 13
Finals Begin

TUESDAY, MAY 19
Finals End
Last Day of Spring 2009 Classes

* Classes will only be held if an emergency closing occurred.

** Interession courses are considered part of the spring semester and will be grouped with them on students transcripts.

*** Calendar subject to change.

▲ Please note: Summer session dates are specific to the School of Social Work.

WEDNESDAY, MAY 20
Doctoral Hooding Ceremony

THURSDAY, MAY 21
Commencement

Summer 2009[▲]

MONDAY, MAY 25
Memorial Day—No Classes

TUESDAY, MAY 26
Classes Begin

FRIDAY, MAY 29
Last Day to Add a Course

TUESDAY, JUNE 2
Last Day to Drop a Course
Last Day to Change Course Grading Option

THURSDAY, JUNE 4
Final Date for Submission of Graduation
Applications for August 2009

FRIDAY, JUNE 12
Last Day to Withdraw from a Course

SUNDAY, AUGUST 9
Last Day of Classes

Chapter I. Adelphi University School of Social Work

An Overview

The School of Social Work prepares professional social workers who are committed to helping others by teaching the principles of social justice and clinical skill building to solve social problems. Professional education and training to work with individuals, families, groups, and communities is 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. degree 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.

Mission Statement

Consonant with the mission of the social work profession and that of the University, and responsive to the needs of our clients and communities, the AUSSW mission has three integrated components:

To prepare competent, effective, and ethical social workers who enhance human well-being and reduce suffering and oppression;

To develop new knowledge for the profession;

To provide leadership and promote community partnerships that improves services and contributes to the enactment of just social policies.

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 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:

	B.S.W.	M.S.W.	Ph.D.
Garden City Campus	✓	✓	✓
Hauppauge Center	✓	✓	
Hudson Valley Center		✓	
Manhattan Center	✓	✓	

Garden City Campus

School of Social Work

1 South Avenue

P. O. Box 701

Garden City, New York 11530

Phone: (516) 877-4300

FAX: (516) 877-4392

Assistant Dean for Academic Affairs and Director of the M.S.W. Program: Lois Stein, D.S.W., (516) 877-4439, stein2@adelphi.edu

Director for Undergraduate Program: James Mullin, (516) 877-4362, mullin@adelphi.edu

Coordinator of Graduate Admissions: Marcia Edwards, (516) 877-4384, edwards2@adelphi.edu

Assistant Director for Field Education: Anjali Parekh-Singh, (516) 877-4351, parekhsingh@adelphi.edu

Student Affairs Coordinator: (516) 877-4420

Student Relations Specialist: Susan Rotondo, (516) 877-4420, rotondo@adelphi.edu

Director of Doctoral Program: Gertrude Goldberg, (516) 877-4386, Goldber2@adelphi.edu

The Garden City campus is located on 75 acres in a suburban community of Long Island. Graduate and undergraduate classes are scheduled daytime, evening, and on Saturdays during the fall and spring semesters and on afternoon and evenings during

the summer semester. The programs offered in Garden City can be completed full-time or part-time.

Field placements offered through Garden City are available in Nassau, Suffolk, and eastern Queens Counties. The Assistant Director of Field Education at the Garden City campus works closely with all students to arrange field placements to meet students' interests, schedules, and learning needs.

Individual advisement and planning is available to all students. Any questions about registration, academic planning, or career planning can be directed to your assigned academic adviser, or, if you are in a field placement, your faculty field liaison.

The Garden City campus provides students with a full array of student services. Located on campus are offices for Financial Services, Library, Bookstore, Computer Center, Writing, Learning, and the University Center. Reference library services are available to students for help with research, requesting resources, and accessing databases. The Computer Center is also available to students for individual and group work.

Manhattan Center

75 Varick Street, Second Floor

New York, NY 10013

Phone: (212) 965-8340

Fax: (212) 965-8362

Director: Karen Campbell, LCSW, (212) 965-8340, ext. 8358, campbell5@adelphi.edu

Assistant Director for Field Education: James Amato, (212) 965-8340, ext. 8360, amato@adelphi.edu

Student Affairs Coordinator: Aixa Rodriguez, (212) 965-8340, ext. 8361, arodriguez@adelphi.edu

Administrative Assistant, (212) 965-8340, ext. 8359

The Manhattan Center is located in lower Manhattan and is accessible by the 1, 9, A, C, or E train to Canal Street. Classes are scheduled in the evenings and on Saturdays during the fall and spring semesters and on evenings during the summer semester to accommodate the needs of a diverse student population. The programs can be completed full-time or part-time.

Field placements at the Manhattan Center are available throughout all five boroughs, Long Island, and New Jersey. The Assistant Director of Field Education at the Manhattan Center works closely with all students to arrange field placements to meet students' interests, schedules, and learning needs.

Individual advisement and planning is available to all students on site. Any questions about registration, academic or career planning can be directed to your assigned academic adviser, faculty field liaison, or the Director of the Social Work Program, Karen Campbell.

The Manhattan Center provides students with a full array of student services on site, including financial aid, a library, computer center, and student lounge. The library contains reserve course readings, current and back issues of journals, our own collection of books and other texts, as well as access to all references and books at Adelphi University. Library assistance is available to students for help with research, for requesting resources from other campuses or sources, and for accessing all databases held by Adelphi. The Computer Center is also available to students for individual and group work. The Center provides an introductory workshop for entering students to learn about computer applications that support learning and scholarship. Tutoring services are provided through the Adelphi University Learning and Writing Centers. Manhattan Center students have access to a virtual Bookstore where they can order all textbooks online, and can purchase textbooks at the convenient Barnes & Noble bookstore located in downtown Manhattan.

Hauppauge Center

55 Kennedy Drive

Hauppauge, New York 11788

Phone: (631) 300-4350

Fax: (631) 300-4360

Director: Lynne Shulman, LMSW, (631) 300-4363, shulman@adelphi.edu

Assistant Director for Field Education: Jamie Gergen, (631) 300-4364, gergen@adelphi.edu

Administrative Assistant: Loreen Gilbert, (631) 300-4350, gilbert@adelphi.edu

Head Librarian: James Cassidy, (631) 300-4366, cassidy@adelphi.edu

The Hauppauge Center is located in Hauppauge off Motor Parkway, exit 55 on the Long Island Expressway in Suffolk County. Classes are scheduled evening and afternoon hours to meet students' needs. The M.S.W. and B.S.W. programs can be completed full-time or part-time.

Field placements are available throughout Suffolk County and Eastern Nassau County. The Assistant Director of Field Education in Hauppauge meets with all students to arrange field placements that are compatible with each student's schedule and performance level.

Individual advisement and planning is available to all students on site. Any questions about registration, academic planning, or career planning can be directed to the student's assigned adviser, field liaison, or the Director of the social work program in Hauppauge, Lynne Shulman. Extracurricular activities available in Hauppauge include: career day, field planning panel presentations, student government monthly meetings and speakers, résumé writing and interviewing workshops, continuing education events, welcome reception for new and accepted students, reception for the graduating class, and licensing information sessions. The Center sponsors a holiday community service project each year as well as other community outreach events. We also sponsor joint programs with the Alumni Association for advocacy, information, networking, and social activities.

The Hauppauge Center maintains a library and a computer lab on site. The library contains reserve course readings, journals, and other texts as well, and provides access to the holdings at the Swirbul Library in Garden City. Library assistance is available to students for help with research, for requesting resources from other campuses or sources, and for accessing all databases held by Adelphi. The Computer Center, which is available to students for individual and group work, also provides a workshop for entering students on computer applications that support learning and scholarship.

Hudson Valley Center

457 Maple Street
Poughkeepsie, New York. 12601
Phone: (845) 471-3348
Fax: (845) 452-0967

Director: Eileen Chadwick, LCSW, (845) 471-3348, chadwick@adelphi.edu
Assistant Director for Field Education: Amy Horn Oclatis, LMSW, (845) 471-3348, oclati@adelphi.edu
Student Services Coordinator: Laurene Bengel, (845) 471-3348, bengel@adelphi.edu
Office Assistant: Jana Fusco, (845) 471-3348, fusco@adelphi.edu
Librarian: Nancy Altman, (845) 471-3348, naltman@adelphi.edu

The Hudson Valley Center is located in the mid-Hudson valley of New York. For 34 years, the Center has served a large geographic region extending from Albany to Westchester and from the Pennsylvania border to the Connecticut/Massachusetts borders. Its long history of working with social services agencies throughout the region continues to provide enormous benefits and professional support to its students.

The Center offers the M.S.W. degree. Classes are offered evenings and Saturdays and can be taken on a part-time or a full-time basis.

The Assistant Director of Field Education meets individually with students to assign field placements that meet student interests and needs. Placements are available throughout the entire Hudson Valley region.

Hudson Valley students are provided with academic advisement as needed through their field faculty liaison or the Director, Eileen Chadwick. Additionally, there are many opportunities for Hudson Valley students to be mentored by administrators, faculty, and field faculty liaisons through formal and informal contacts.

Hudson Valley students can attend Continuing Education workshops, résumé preparation workshops, career planning events, licensing preparation workshops, and orientation meetings at the Center. Joint programs with NASW and The Society for Clinical Social Work are offered to students throughout the year. The Hudson Valley Center offers a collaborative program with the New York State Office of Mental Health to prepare students to become practitioners with expertise in evidence-based practice.

The Center's library offers holdings related to all courses, a Reserved Collection for student use, and provides access to the

holdings at the Swirbul Library in Garden City. Additionally, the Center contracts with the Poughkeepsie Library to provide professional services to Adelphi's Hudson Valley students. The R.O.L.E. workshop on using computer-based research is provided to all new students. There is a computer lab available to students at the Center. Students also have access to the Disability Support Services, the Writing and Learning Centers, and tutoring services through the main campus.

Disability Support Services

Disability Support Services are available to all Adelphi University students and can be accessed by off-campus students by contacting Carol Phelan, Assistant Director of Disability Support Services, at (516) 877-3145 or by emailing phelan@adelphi.edu. The Office for Disability Support Services is located in Room 310 of the University Center, Garden City campus.

CHAPTER II. Undergraduate Program: 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 45 credits in required social work courses. Students must also satisfy the University's General Education requirements and complete 21 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 13).

B.S.W. Course Requirements

Undergraduate Social Work majors must complete three sets of required courses: (I) Adelphi University's General Education core; (II) Liberal Arts and Science foundations; 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 (7) liberal arts and science courses must be taken from among the following:

A. The following are required:

- Biology
- Psychology
- Sociology
- Statistics

plus

B. An additional three (3) from the following:

- American Civilization
- World History/Western Civilization
- Cultural Anthropology
- Economics
- Political Science

III. Social Work Courses

The Social Work major requires 45 credits, distributed across the junior and senior years as follows:

Junior Year

Fall Semester

SWK 332	Principles and Practice of Social Work I	3 credits
SWK 334	Field Instruction I	2 credits
SWK 510	Human Behavior Theory for Social Work Practice I	3 credits

Spring Semester

SWK 333	Principles and Practice of Social Work II	3 credits
SWK 335	Field Instruction II	2 credits
SWK 511	Human Behavior Theory for Social Work Practice II	3 credits

SWK 305 or 306	Social Work Elective*	3 credits
Senior Year		
<u>Fall Semester</u>		
SWK 520	Foundation Practice I	3 credits
SWK 590	Field Instruction III	4 credits
SWK 500	Issues in Social Welfare I	3 credits
SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
<u>Spring Semester</u>		
SWK 521	Foundation Practice II	3 credits
SWK 591	Field Instruction IV	4 credits
SWK 557	Social Work Research	3 credits
SWK 501	Issues in Social Welfare II	3 credits

*Social Work Electives are 3 credits each, and include:

SWK 305 Case Management

SWK 306 Introduction to Social Services with Children

SWK 498 Special Topics—Social Work and the Law

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 grade-point average of 3.0 both overall and within the Social Work major. 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, to assess their capabilities to successfully pursue social work as a vocation, to monitor and evaluate their academic and field performance, and to 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 “back-up” 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.

Academic Policies

Grading Policy

1. Undergraduate students must maintain a 2.8 cumulative GPA with grades of B or better in all Social Work practice courses 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 Sub-Committee 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/her needs.
 - ii. The committee will recommend to the Dean or her designee if a student is to be removed from the program. Often times, 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 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 1 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 by writing to the Director of the Undergraduate Program.

Medical Leave

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:

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 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 student has completed any of his/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 health care provider.
 - A. If possible, the letter should be from the same provider who recommended 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 (i.e., reduced credit load)
 - iv. statement that student is medically able to return to school
 - D. Adelphi University retains the right to obtain supplemental medical information

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.

Undergraduate Social Work Council

The Undergraduate Social Work Council meets independently on a regular basis. It is composed of social work 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 to 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, e.g. breast cancer, or to assist Long Island families, e.g. Habitat for Humanity, etc.

All programs sponsored by the Undergraduate Social Work Council are announced through email.

Student Committees

Students have the opportunity to serve on School of Social Work academics 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 Sub-Committee** has the responsibility for 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.

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 Web site for specific dates.) The graduation application form can be obtained online at <http://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 Dr. James Mullin, 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.

Please note: B.S.W. students are not required to complete the Child Abuse and Maltreatment Certificate of Completion

Undergraduate Academic Standards Sub-Committee

The Undergraduate Academic Standards Sub-Committee 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 Sub-Committee 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 Sub-Committee 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
 - Behaviors that violate the NASW Code of Ethics
- b) Failure or at risk for failure in field instruction using the field education criteria in the fieldwork manual
- c) Failure to meet the academic standards for all matriculated students in the School of Social Work as described in the grading policy

3) Due Process:

- a) Prior to referring students to the Sub-Committee 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 Sub-Committee 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 Sub-Committee review and may bring an advocate who is either a student colleague or Adelphi faculty member
 - ii) The faculty field liaison attends the Sub-Committee review
 - iii) The Assistant Dean for Field Education attends the Sub-Committee review
 - iv) The Director of the Undergraduate Program attends the Sub-Committee review
 - v) The Sub-Committee may invite any other person(s) who is deemed relevant to the review process
- c) Following its deliberations, the Sub-Committee 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 Sub-Committee 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.

Contact: Dr. James Mullin, Director of the Undergraduate Program, (516) 877-4362, Social Work, Room 225.

Chapter III. Graduate Program: 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, 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.

The Different Paths To Completing The M.S.W. Program

All of the M.S.W. programs are 64 credits with the exception of the Advanced Standing Program, which is 32 credits, and the Bilingual School Social Work Program, which is 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.

■ Accelerated 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.

Accelerated students 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 summer. Two separate field internships, each 600 hours total are required. Students can complete them by working 21 hours per week, September to May, or extended 14 hours per week, September to August.

■ One-Year Residency (O.Y.R.) Program

This 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 O.Y.R. program can be completed full-time (2 years) or part-time (3-4 years). O.Y.R. students register for a four-credit O.Y.R. seminar in the foundation year. This seminar is concurrent with the student's current employment in a human service agency. O.Y.R. 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 to May; or 21 hours

per week, September to May plus 24 hours per week May to 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 Course Planning Worksheet, page 20). Students and advisers must make certain that any 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. **O.Y.R.** students must register for SWK 601 (the O.Y.R. Professional Seminar) concurrent with Foundations of Social Work Practice I (SWK 520).
6. **O.Y.R. students may begin field instruction only after completing all 500 hours.** O.Y.R. students in field instruction for **30 hours per week** register for SWK 796 in the Fall and SWK 797 in the Spring. O.Y.R. 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 grid, page 22, for further details.
8. SWK 557, 722, 782, and 786 are spring semester courses. See course grid, page 22, 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 on 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.

Course Planning Worksheet for the M.S.W. Program

In conjunction with advisement, students use this planning worksheet to track the courses they have taken, or still need to take, as they move through their M.S.W. program.

<u>FOUNDATION YEAR</u>		<u>ADVANCED YEAR</u>	
<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 1</u>	Semester 2
___ 500 (3cr)	___ 501 (3cr)	___ 710* (3cr)	___ 722 (3cr)
___ 510 (3cr)	___ 511 (3cr)	___ 758 (3cr)	___ 736 (3cr)
___ 520 (3cr)	___ 521 (3cr)	___ (Elective) (3cr)	___ 782 (3cr)
___ 542 (3cr)	___ 557 (3cr)	___ 780* (3cr)	___ 786 (3cr)
	___ 559 (1cr)		
___ 690* or (4cr) 693* Extended	___ 691* or (4cr) 694* Extended	___ 790* or (4cr) 778* Extended	___ 791* or (4cr) 779* Extended
O.Y.R. Students Only ___ 601** (4cr)		___ 796** (6cr)	___ 797** (6cr)
	Advanced Year <u>Semester 1</u> ___ 790** (4cr)	Advanced Year <u>Semester 2</u> ___ 791** (4cr)	Advanced Year <u>Summer</u> ___ 792** (4cr)

*Field students who are extending their field placement through the summer and completing 14 hours per week rather than 21 hours per week will be registered for Field Instruction Extended course numbers.

****O.Y.R. Students must register for SWK 601 concurrent with SWK 520.** During their Advanced Year, O.Y.R. students in field instruction for **30 hours per week** register for SWK 796 in the fall and SWK 797 in the spring. Those 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.

Please see course offerings (see page 22) to plan your semester. You must satisfy prerequisites (see page 21) 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 SWK 780, 782, and 786 corequisite with field instruction.

Courses and Prerequisites

Required Courses

- SWK 500 Issues in Social Welfare I
 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 and the Struggle for Human Rights
 SWK 557 Social Work Research I (prerequisite course in statistics or prerequisite/corequisite 559)
 SWK 559 Statistics for Social Work Research
 SWK 601 O.Y.R. Professional Seminar (corequisite 520)
 SWK 690 Field Instruction I (corequisite 520)
 SWK 691 Field Instruction II (corequisite 521, prerequisite 520; corequisite 521)
 SWK 693 Field Instruction I Extended (corequisite 520)
 SWK 694 Field Instruction II Extended (prerequisite 520; corequisite 521)
 SWK 710 Social Work Assessment and Diagnosis (prerequisite 511 and 521)
 SWK 722 Organizational Context for Professional Practice (prerequisite 501 and 521)
 SWK 736 Contemporary Social Work: An Integrated Approach (prerequisite 501, 511 and 521)
 Offered in Garden City only, taken in the final semester of the program
 SWK 758 Social Work Research II (prerequisite 557, 521)
 SWK 778 Field Instruction III Extended (prerequisite 521; corequisite Any Advanced Practice)
 SWK 779 Field Instruction IV Extended (prerequisite 778 OR 790; corequisite Any Advanced Practice)
 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 521; corequisite Any Advanced Field)
 SWK 790 Field Instruction III (prerequisite 521; corequisite Any Advanced Practice)
 SWK 791 Field Instruction IV (prerequisite 521; corequisite Any Advanced Practice)
 SWK 792 Field Instruction V (prerequisite 791, corequisite Any Advanced Practice)
 SWK 796 Field Instruction III O.Y.R. (prerequisite 601 and 521, corequisite Any Advanced Practice)
 SWK 797 Field Instruction IV O.Y.R. (prerequisite 796, corequisite Any Advanced Practice)

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 and 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 and 520 or consent of the Instructor)
 SWK 741 Child Abuse and Neglect (prerequisite 500, 510 and 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 788 Immigrants and Refugees: Issues and Interventions (prerequisites 500, 510 and 520 or consent of the Instructor)

Field Instruction Courses Extended

- SWK 693 Extended 14 hours per week (690 is 21 hours per week)
 SWK 694 Extended 14 hours per week (691 is 21 hours per week)
 SWK 778 Extended 14 hours per week (790 is 21 hours per week)
 SWK 779 Extended 14 hours per week (791 is 21 hours per week)

M.S.W. Course Offerings by Semester			
SWK Courses	FALL	SPRING	SUMMER
500	X	X	
501		X	X
510	X	X	
511		X	X
520	X	X Garden City and Hauppauge only	
521		X	X Garden City and Hauppauge only
542	X		X
557		X	X
559		X	X
601 (O.Y.R. only)	X		
690	X (21 hours/week)	X (21 hours/week)	
691		X (21 hours/week)	X (24 hours/week)
693 Extended	X (14 hours/week)	X (14 hours/week)	
694 Extended		X (14 hours/week)	X (14 hours/week)
710	X		X
722	X	X	X
736	X Garden City only	X Garden City only	X Garden City only
758	X		X
778 Extended	X (14 hours/week)		
779 Extended		X (14 hours/week)	
780	X		
782	X Garden City only	X	
786		X	X
790	X (21 hours/week)		
791		X (21 hours/week)	
792 (O.Y.R. only)			X (24 hours/week)
796 (O.Y.R. only)	X (30 hours/week)		
797 (O.Y.R. only)		X (30 hours/week)	
Revised June 2008			

Statistics Prerequisite

SWK 559 Statistics for Social Work Research is required for all students unless they have taken a course in statistics in the past five years and received a grade of B or better, or attained a B or better on a placing out examination. Students who wish to take a placing-out examination should contact Dr. Philip Rozario at (516) 877-4419 or email rozario@daelphi.edu.

SWK 559 will be offered as an online course during the January intersession and in both online and classroom formats during the spring semester. SWK 559 is a one credit course designed to introduce basic statistical techniques used in social research methods. Students learn fundamental concepts and operations in statistics to help them understand, develop, and use social work research. Students may take it prior to or concurrent with SWK 557 Social Work Research I.

M.S.W. Curriculum by Program

M.S.W. FULL-TIME PROGRAM 2 YEARS CURRICULUM

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 520	Foundations of Social Work Practice I	3 credits
SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 690	Field Instruction I (21 hours per week)	4 credits
--OR--		
SWK 693 EXTENDED	Field Instruction I (extended 14 hours per week)	

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
SWK 521	Foundations of Social Work Practice II	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite not met)	1 credit
SWK 691	Field Instruction II (21 hours per week)	4 credits
--OR--		
SWK 694 EXTENDED	Field Instruction II (extended 14 hours per week)	

Advanced Year–Semester 1

Fall, _____		
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 758	Social Work Research II	3 credits
SWK 7xx	Social Work Elective	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits
--OR--		
SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	

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 722	Organizational Context for Professional Practice	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits
--OR--		
SWK 779 EXTENDED	Field Instruction IV (extended 14 hours per week)	

M.S.W. 16-MONTH ACCELERATED FULL-TIME PROGRAM (Spring Start Only)*Foundation Year—Semester 1 (Spring)*

Spring, _____

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 520	Foundations of Social Work Practice I	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite is not met)	1 credit
SWK 690	Field Instruction I (21 hours per week)	4 credits

Foundation Year—Semester 2 (Summer)

Summer, _____

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
SWK 521	Foundations of Social Work Practice II	3 credits
SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 691	Field Instruction II (21 hours per week)	4 credits

Advanced Year—Semester 1 (Fall)

Fall, _____

SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 758	Social Work Research II	3 credits
SWK 7xx	Social Work Elective	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits

--OR--SWK 778 **EXTENDED** Field Instruction III (extended 14 hours per week)*Advanced Year—Semester 2 (Spring)*

Spring, _____

SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 786	Advanced Social Work Practice with Families	3 credits
SWK 722	Organizational Context for Professional Practice	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits

--OR--SWK 779 **EXTENDED** Field Instruction IV (extended 14 hours per week)

M.S.W. PART-TIME PROGRAM, 3 YEARS (Fall Start, Includes Summers)

Foundation Year–Semester 1 (Fall)

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

Foundation Year–Semester 2 (Spring)

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 (Summer)

Summer, _____		
SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite is not met)	1 credit

Foundation Year–Semester 4 (Fall)

Fall, _____		
SWK 520	Foundations of Social Work Practice I	3 credits
SWK 690	Field Instruction I (21 hours per week)	4 credits
--OR--		
SWK 693 EXTENDED	Field Instruction I (extended 14 hours per week)	

Foundation Year–Semester 5 (Spring)

Spring, _____		
SWK 521	Foundations of Social Work Practice II	3 credits
SWK 691	Field Instruction II (21 hours per week)	4 credits
--OR--		
SWK 694 EXTENDED	Field Instruction II (extended 14 hours per week)	

Advanced Year–Semester 1 (Summer)

Summer, _____		
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 758	Social Work Research II	3 credits

Advanced Year–Semester 2 (Fall)

Fall, _____		
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 7xx	Social Work Elective	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits
--OR--		
SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	

Advanced Year–Semester 3 (Spring)

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	Field Instruction IV (21 hours per week)	4 credits
--OR--		
SWK 779 EXTENDED	Field Instruction IV (extended 14 hours per week)	

Advanced Year –Semester 4 (Summer)

Summer, _____		
SWK 722	Organization Context for Professional Practice	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits

M.S.W. PART-TIME PROGRAM, 3 YEARS, (Spring Start, Includes Summers)*Foundation Year—Semester 1 (Spring)*

Spring, _____

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

Foundation Year—Semester 2 (Summer)

Summer, _____

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)

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	Field Instruction I (21 hours per week)	4 credits

--OR--

SWK 693 EXTENDED	Field Instruction I (extended 14 hours per week)	
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Foundation Year—Semester 4 (Spring)

Spring, _____

SWK 521	Foundations of Social Work Practice II	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite is not met)	1 credit
SWK 691	Field Instruction II (21 hours per week)	4 credits

--OR--

SWK 694 EXTENDED	Field Instruction II (extended 14 hours per week)	
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Advanced Year—Semester 1 (Summer)

Summer, _____

SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 758	Social Work Research II	3 credits

Advanced Year—Semester 2 (Fall)

Fall, _____

SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits

--OR--

SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	
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Advanced Year—Semester 3 (Spring)

Spring, _____

SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits

--OR--

SWK779 EXTENDED	Field Instruction IV (extended 14 hours per week)	
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Advanced Year—Semester 4 (Summer)

Summer, _____

SWK 722	Organization Context for Professional Practice	3 credits
SWK 786	Advanced Social Work Practice with Families and Couples	3 credits

Advanced Year—Last Semester (Fall)

Fall, _____

SWK 7xx	Social Work Elective	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits

M.S.W. PART-TIME PROGRAM, 3 YEARS (INCLUDES SUMMERS)*Foundation Year–Semester 1 (Fall)*

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

Foundation Year–Semester 2 (Spring)

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 (Summer)

Summer, _____		
SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite is not met)	1 credit

Foundation Year–Semester 4 (Fall)

Fall, _____		
SWK 520	Foundations of Social Work Practice I	3 credits
SWK 690	Field Instruction I (21 hours per week)	4 credits
--OR--		
SWK 693 EXTENDED	Field Instruction I (extended 14 hours per week)	

Foundation Year–Semester 5 (Spring)

Spring, _____		
SWK 521	Foundations of Social Work Practice II	3 credits
SWK 691	Field Instruction II (21 hours per week)	4 credits
--OR--		
SWK 694 EXTENDED	Field Instruction II (extended 14 hours per week)	

Advanced Year–Semester 1 (Summer)

Summer, _____		
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 758	Social Work Research II	3 credits

Advanced Year–Semester 2 (Fall)

Fall, _____		
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits
--OR--		
SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	

Advanced Year–Semester 3 (Spring)

Spring, _____		
SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits
--OR--		
SWK 779 EXTENDED	Field Instruction IV (extended 14 hours per week)	

Advanced Year–Semester 4

Summer, _____		
SWK 722	Organization Context for Professional Practice	3 credits
SWK 786	Advanced Social Work Practice with Families and Couples	3 credits

Advanced Year–Semester 5

Fall, _____		
SWK 7xx	Social Work Elective	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits

M.S.W. PART-TIME PROGRAM, FOUR YEARS (NO SUMMERS)*Foundation Year—Semester 1 (Fall)*

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

Foundation Year—Semester 2 (Spring)

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)

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	Field Instruction I (21 hours per week)	4 credits

--OR--

SWK 693 EXTENDED	Field Instruction I (extended 14 hours per week)	
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Foundation Year—Semester 4 (Spring)

Spring, _____

SWK 521	Foundations of Social Work Practice II	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite is not met)	1 credit
SWK 691	Field Instruction II (21 hours per week)	4 credits

--OR--

SWK 694 EXTENDED	Field Instruction II (extended 14 hours per week)	
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Advanced Year—Semester 1

Fall, _____

SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits

--OR--

SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	
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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	Field Instruction IV (21 hours per week)	4 credits

--OR--

SWK 779 EXTENDED	Field Instruction IV (extended 14 hours per week)	
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Advanced Year—Semester 3

Fall, _____

SWK 758	Social Work Research II	3 credits
SWK 7xx	Social Work Elective	3 credits

Advanced Year—Last Semester

Spring, _____

SWK 722	Organization Context for Professional Practice	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits

M.S.W. ONE-YEAR RESIDENCY, FULL-TIME PROGRAM*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 520	Foundations of Social Work Practice I	3 credits
SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 601	O.Y.R. Seminar	4 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
SWK 521	Foundations of Social Work Practice II	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite not met)	1 credit

Advanced Year–Semester 1

Fall, _____

SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 758	Social Work Research II	3 credits
SWK 7xx	Social Work Elective	3 credits
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 796	Field Instruction III (30 hours per week)	6 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 722	Organizational Context for Professional Practice	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 797	Field Instruction IV (30 hours per week)	6 credits

*M.S.W. ONE-YEAR RESIDENCY, PART-TIME PROGRAM**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 II	3 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 601	O.Y.R. Seminar	4 credits

Foundation Year—Semester 4

Spring, _____

SWK 521	Foundations of Social Work Practice II	3 credits
SWK 542	Oppression, Diversity and The Struggle for Human Rights	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research (if prerequisite not met)	1 credit

Advanced Year—Semester 1

Summer, _____

SWK 758	Social Work Research II	3 credits
SWK 710	Social Work Assessment and Diagnosis	3 credits

Advanced Year—Semester 2

Fall, _____

SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 7xx	Social Work Elective	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits

Advanced Year—Semester 3

Spring, _____

SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 722	Organizational Context for Professional Practice	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits

Advanced Year—Final Semester

Summer, _____

SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 786	Advanced Social Work Practice with Families and Couples	3 credits
SWK 792	Field Instruction V (24 hours per week)	4 credits

Students taking 790 (21 hours per week) in the fall, take 791 (21 hours per week) in the spring and 792 (24 hours per week) in the summer.

Students taking 796 (30 hours per week) in the fall, take 797 (30 hours per week) in the spring.

M.S.W. ADVANCED STANDING FULL-TIME PROGRAM (FALL START)*Advanced Year–Semester 1 (Fall)*

Fall, _____		
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 758	Social Work Research II	3 credits
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 7xx	Social Work Elective	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits
--OR--		
SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	

Advanced Year–Semester 2 (Spring)

Spring, _____		
SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 786	Advanced Social Work Practice with Families and Couples	3 credits
SWK 722	Organizational Context for Professional Practice	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits
--OR--		
SWK 779 EXTENDED	Field Instruction IV (extended) (14 hours per week)	

M.S.W. ADVANCED STANDING PART-TIME PROGRAM (FALL START)*Advanced Year–Semester 1*

Fall, _____		
SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits
--OR--		
SWK 778 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	Field Instruction IV (21 hours per week)	4 credits
--OR--		
SWK 779	Field Instruction IV (extended) (14 hours per week)	4 credits

Advanced Year–Semester 3

Summer or Fall, _____		
SWK 722	Organizational Context for Professional Practice	3 credits
SWK 758	Social Work Research II	3 credits

Advanced Year Semester 4

Fall or Spring, _____		
SWK 7xx	Social Work Elective	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits

M.S.W. ADVANCED STANDING PART-TIME PROGRAM (SPRING START)*Advanced Year–Semester 1*

Spring, _____

SWK 722	Organizational Context for Professional Practice	3 credits
SWK 7xx	Social Work Elective	3 credits

Advanced Year–Semester 2

Summer, _____

SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 758	Social Work Research II	3 credits

Advanced Year–Semester 3

Fall, _____

SWK 780	Advanced Social Work	3 credits
SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits

--OR--

SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	
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Advanced Year–Semester 4

Spring, _____

SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 786	Advanced Social Work Practice with Families and Couples	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits

--OR--

SWK 779 EXTENDED	Field Instruction IV (extended 14 hours per week)	
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M.S.W. BILINGUAL SCHOOL SOCIAL WORK FULL-TIME PROGRAM

Foundation Year—Semester 1

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 520	Foundations of Social Work Practice I	3 credits
SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 690	Field Instruction I (21 hours per week)	4 credits
--OR--		
SWK 693 EXTENDED	Field Instruction I (extended 14 hours per week)	4 credits

Foundation Year—Semester 2

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
SWK 521	Foundations of Social Work Practice II	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research	1 credit
SWK 691	Field Instruction II (21 hours per week)	4 credits
--OR--		
SWK 694 EXTENDED	Field Instruction II (extended 14 hours per week)	4 credits

Advanced Year—Semester 1

SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 758	Social Work Research II	3 credits
SWK 728	Children and Adolescents (Elective)	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits
--OR--		
SWK 778 EXTENDED	Field Instruction III (extended 14 hours per week)	4 credits

Advanced Year—Semester 2

SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 786	Advanced Social Work Practice with Families and Couples	3 credits
SWK 722	Organizational Context for Professional Practice	3 credits
SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits
--OR--		
SWK 779 EXTENDED	Field Instruction IV (extended 14 hours per week)	4 credits

Fall Semester

EDU 610	Methods and Materials in Bilingual Education	3 credits
EDU 600	Foundations of Bilingual Education	3 credits
EDU 614	Seminar Violence Prevention and Intervention for School Personnel	0 credits
EDU 611	Child Abuse Seminar	0 credits

M.S.W. BILINGUAL SCHOOL OF SOCIAL WORK PART-TIME PROGRAM (INCLUDES 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

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 (Summer, _____)

SWK 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research	1 credit

Foundation Year—Semester 4 (Fall, _____)

SWK 520	Foundations of Social Work Practice I	3 credits
SWK 690	Field Instruction I (21 hours per week)	4 credits
--OR--		
SWK 693 EXTENDED	Field Instruction I (extended) (14 hours per week)	4 credits

Foundation Year—Semester 5 (Spring, _____)

SWK 521	Foundations of Social Work Practice II	3 credits
SWK 691	Field Instruction II (21 hours per week)	4 credits
--OR--		
SWK 694 EXTENDED	Field Instruction II (extended) (14 hours per week)	4 credits

Advanced Year—Semester 1 (Summer, _____)

SWK 758	Social Work Research II	3 credits
SWK 728	Children and Adolescents (Elective)	3 credits

Advanced Year—Semester 2 (Fall, _____)

SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits
--OR--		
SWK 778 EXTENDED	Field Instruction III (extended) (14 hours per week)	4 credits

Advanced Year—Semester 3 (Spring, _____)

SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 786	Advanced Social Work Practice with Families	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits
--OR--		
SWK 779 EXTENDED	Field Instruction IV (extended) (14 hours per week)	4 credits

Advanced Year—Final Semester Social Work

SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 722	Organizational Context for Professional Practice	3 credits

Fall Semester

EBE 610	Methods and Materials in Bilingual Education	3 credits
EBE 600	Foundations of Bilingual Education	3 credits
EDU 611	Child Abuse Seminar	0 credits
EDU 614	Seminar Violence Prevention and Intervention for School Personnel	0 credits

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

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 542	Oppression, Diversity and the Struggle for Human Rights	3 credits
SWK 557	Social Work Research I	3 credits
SWK 559	Statistics for Social Work Research	1 credit

Foundation Year–Semester 4 (Spring, _____)

SWK 520	Foundations of Social Work Practice I	3 credits
SWK 690	Field Instruction I (21 hours per week)	4 credits

--OR--

SWK 693 EXTENDED	Field Instruction I (extended) (14 hours per week)	4 credits
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Foundation Year–Semester 5 (Fall, _____)

SWK 521	Foundations of Social Work Practice II	3 credits
SWK 691	Field Instruction II (21 hours per week)	4 credits

--OR--

SWK 694 EXTENDED	Field Instruction II (extended) (14 hours per week)	4 credits
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Advanced Year–Semester 1 (Spring, _____)

SWK 758	Social Work Research II	3 credits
SWK 728	Children and Adolescents (Elective)	3 credits

Advanced Year–Semester 2 (Fall, _____)

SWK 780	Advanced Social Work Practice with Individuals	3 credits
SWK 710	Social Work Assessment and Diagnosis	3 credits
SWK 790	Field Instruction III (21 hours per week)	4 credits

--OR--

SWK 778 EXTENDED	Field Instruction III (extended) (14 hours per week)	4 credits
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Advanced Year–Semester 3 (Spring, _____)

SWK 782	Advanced Social Work Practice with Groups	3 credits
SWK 786	Advanced Social Work Practice with Families	3 credits
SWK 791	Field Instruction IV (21 hours per week)	4 credits

--OR--

SWK 779 EXTENDED	Field Instruction IV (extended) (14 hours per week)	4 credits
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Advanced Year–Final Semester Social Work

SWK 736	Contemporary Social Work: An Integrated Approach	3 credits
SWK 722	Organizational Context for Professional Practice	3 credits

Fall Semester

EBE 610	Methods and Materials in Bilingual Education	3 credits
EBE 600	Foundations of Bilingual Education	3 credits
EDU 611	Child Abuse Seminar	0 credits
EDU 614	Seminar Violence Prevention and Intervention for School Personnel	0 credits

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, A-, B+, B, B-, C+, C, C-, and F:

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 definition 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 1 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 automatically be placed on probation and receive a cautioning letter from the School.
2. Any graduate student on probation who does not raise his/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/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.

Students wishing to appeal a dematriculation due to low GPA must submit all materials related to the appeal to the chair of the ASC by two weeks after the date of the dematriculation letter they have been sent by the Assistant Dean for Academic Affairs.

Leave of Absence

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

Personal Leave

Graduate students requesting a Personal Leave submit the request to Dr. Lois Stein, Assistant Dean for Academic Affairs, stein2@adelphi.edu, (516) 877-4439 for a Personal Leave. Be sure to state the reason for the request and the expected date of return to school. 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.

Medical Leave

All requests for a Medical Leave of Absence are submitted to Dr. Lester Baltimore, Associate Provost, Academic Affairs, baltimore@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 health care 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/her courses.
6. 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 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
4. Adelphi University retains the right to obtain supplemental medical information.

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 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, that is receives a 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: Marcia Edwards, 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 www.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.

Questions may be directed to Marcia Edwards at (516) 877-4384. Applications will be accepted throughout the year while funds are available.

Memorial Scholarships

Memorial scholarships are awarded in the spring semester. *Interested applicants should contact Marcia Edwards, Coordinator of Admissions, (516) 877-4384, in January or February of the academic year.*

The 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.

The 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.

The 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 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 rewarded 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 Lois Silverman (Room 205, Social Work Building, Garden City campus) with a note explaining your interest in being a Graduate Assistant. She will then pass on your résumé to any interested professors.

Contact: Lois Silverman, 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: Lois Silverman, 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 <http://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 receive a degree.

PLEASE NOTE: If a student's date of graduation changes, they must file a new graduation application form for their new graduation date.

Graduate students must submit their completed form to Susan Rotondo in Room 221 of the Social Work Building in Garden City or fax it to her attention at (516) 877-4392.

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 August when their hours are completed.
2. Make up any incompletes they may have.
3. Obtain a final grade-point average of 3.0 or above.
4. Complete online Child Abuse Course (see below).

Child Abuse and Maltreatment Certification of Completion

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

Contact: Dr. Lois Stein, Assistant Dean for Academic Affairs, (516) 877-4439, Room 221.

Licensed Master of Social Work (LMSW) 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 (LMSW) and the Licensed Clinical Social Worker (LCSW). Upon completion of the M.S.W. degree, Adelphi graduates are eligible to apply for licensure as a Licensed Master Social Worker (LMSW).

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.

1. Requirements

To be licensed as a Licensed Master Social Worker (LMSW) 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.

2. Registration Procedures

To register for the LMSW 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 LMSW exam:

Step One

Submit an application for Licensure (Form 1) in packet entitled “Licensed Master Social Worker Licensing Application Packet.”

- a) Application forms are available in the Student Lounge in the SSW at Garden City and at each of the off campus centers. You can also download application forms at the State Education Department Web site:
<http://www.op.nysed.gov/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 \$270.00 (check or money order payable to New York State Education Department)

Step Two

Submit Form 2 LMSW Application (Form 2) in packet entitled “Licensed Master Social Worker Licensing Application Packet”

- a) Application forms are available in the Student Lounge in the SSW at Garden City and at each of the off campus centers. You can also download application forms at the State Education Department Web site:
<http://www.op.nysed.gov/lmswforms.htm>.
- b) Complete Form 2 and your check or money order for \$10 payable to Adelphi University.
- c) Submit to Ms. 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

Association of Social Work Boards (ASWB) Registration—Contained in packet entitled “Association of Social Work Boards—Candidate Handbook”

Complete the “Exam Registration” form in this Handbook and mail to ASWB Candidate Registration Center, PO Box 1508, Culpepper, VA 22701. The registration fee is \$175 and can be a certified check, money order or credit card. No personal checks accepted. (You can also register online by going to <http://www.aswb.org>.)

Additional Information for the LMSW

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 <http://www.aswb.org> or at 1-888-579-EXAM.

Adelphi graduates applying for the LMSW take the Master's Level Exam.

Detailed information about the Licensing Law is available at <http://www.op.nysed.gov/sw.htm>

Contact: Dr. Peter Chernack, Associate Dean for Program Development and Administration, (516) 877-4350, Room 209, or Dr. Lois Stein, Assistant Dean for Academic Affairs and Director of the M.S.W. Program, (516) 877-4439, Room 221.

3. 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 LMSW exam.

Becoming licensed as an LMSW 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, psychology), licensure preparation is essential to successful completion of licensing exams. The 3-hour workshop and 8-hour course are conducted by experienced trainers from the Martha K. Selig Institute of the Jewish Board of Family Children's Services (JBFCs), who have an excellent reputation and track record in preparing social workers for the LMSW 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 and the summer semester for August graduates.

Contact Dr. Peter Chernack, Associate Dean for Program Development, (516) 877-4350, Room 209.

Extracurricular Activities

Graduate Social Work Student Association (GSWSA)

All graduate social work students in the master's program are members of the 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 Student Association are announced via email.

School Committees

Students have the opportunity to serve on School of Social Work academics 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 is 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 is 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 curriculum 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 is responsible for recruiting and interviewing potential full time faculty for the School of Social Work and making recommendations to the Dean.

Sequence Committees are 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 curriculum, 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. Lois Stein, Assistant Dean for Academic Affairs and Director of the M.S.W. Program.

Professional Organizations

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

With chapters in all 50 states, the 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, <http://www.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 Valerie Livingston Litt (HUDSONVALLEY@NASWNYS.ORG).

The NYC Chapter of NASW can be contacted by telephone at (212) 668-0050 or online at <http://www.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 PO Box 624, Hempstead, NY 11550. The President of the Chapter is James T. Lacey, (516) 783-9178), and the Vice President is Lillian Dabney, (631) 234-2086).

NATIONAL ASSOCIATION OF HISPANIC AND PUERTO RICAN SOCIAL WORKERS (NAPRHSW)

The mission of the 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, PO Box 651, Brentwood, NY 11717, (631) 864-1536.

Contact: Dr. Lois Stein, Assistant 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 <http://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, 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. Lois Stein, Assistant 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 <http://socialwork.adelphi.edu>.

Overview

The Doctor of Philosophy in Social Work (Ph.D.) gives practitioners the skills and knowledge to effect 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 yearlong 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 take the Graduate Record Examination and submit a personal essay that discusses their goals and reasons for doctoral study.

Contact: Professor Gertrude Schaffner Goldberg, Director, Doctoral Program, (516) 877-4386, Social Work, Room 217, or Goldber2@adelphi.edu

Chapter V. Field Education

Note: For additional information on the role and function of the faculty field liaison and for information on the policies and procedures of the field education program, please see the AUSSW Field Education Manual.

Overview

The Field Education program plays a pivotal role in student education. It is in the fieldwork 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 to 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 of Social Work 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 field education office arranges field assignments to provide students with a broad range of experience in working with individuals, families, couples, groups and communities. Students are assigned to two separate supervised internships over the course of their study toward B.S.W. or M.S.W. degree that complement their professional goals and interests.

Field Education: Frequently Asked Questions

Q: How many field placement hours are needed to receive a Master of Social Work (M.S.W.) degree?

A: The Council on Social Work Education (CSWE) establishes the minimum standard for the number of hours required to complete the B.S.W. and M.S.W. degrees. Adelphi meets or exceeds these requirements as follows:

B.S.W. Student	Field Placement Hours
Junior Year	200 hours
Senior Year	400 hours
M.S.W. Student	Field Placement Hours
Traditional (full time or part time)	1,200 hours
16-Month Accelerated	1,200 hours
One-Year Residence (O.Y.R.)	900 hours
Advanced Standing	600 hours

Q: Do I find my own placement?

A: No. The Field Education Office at the School of Social Work is responsible for assigning you to a field placement. The School's field education program has long-standing relationships with social work agencies and is responsible for developing all placement sites. Field education staff maintains regular contact with field agencies regarding student placements. If you want to be placed at a specific agency, submit your request in writing to the Field Education Office in Garden City or at one of the off-campus Centers. The School will then contact the agency to explore the feasibility of developing this placement.

Q: Do I need a new placement each year?

A: Yes. Foundation-level internships offer opportunities for developing generalist social work practice skills. Second-year placements focus on the development of advanced clinical skills and skills for the advanced direct practice with individuals, couples, families, and small groups.

Q: Can I do a placement where I work?

A: This type of placement is called a work-study placement and must be approved by the Field Education Office. Approval of a work-study application depends on timely submission of the application and the integrity of the proposed field assignment.

Q: Is field instruction a graded course?

A: Yes. Students receive a grade of Pass, Incomplete, or Fail.

Q: How far will I have to travel for my field placement?

A: Students are expected to allow approximately 45 minutes of travel time to and from their field placement site. Every effort will be made to plan a reasonable commute.

Q: Are there any evening or weekend placements available?

A: Evening and/or weekend placements are limited, as many agencies are either closed or do not have available supervision or suitable assignments during these hours. Typical placement days are Monday through Friday and take place during standard business hours. If asked, all students are expected to be available for one evening per week in their field assignment.

Fee For Extension Of 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 the Adelphi University *Graduate Bulletin* or *Undergraduate Bulletin*).

Students who extend their field instruction, are required to pay a fee of \$200 for continuation of field instruction. This fee will be posted to the student's account by the Office of Student Financial Services.

Field Education Committee

Students have the opportunity to serve on School of Social Work academics committees. The Field Education Committee welcomes active student participation. The Committee monitors and develops field education curriculum and recommends policies for field instruction to the faculty of the School of Social Work.

Due Process for Students in Field Placement

When students present with difficulties or problems in their field performance, the following due process is followed. First, a conference is held with the field instructor, faculty field liaison, and the student. Then, if indicated, a conference with the faculty field liaison, Director of Field Education, or his/her designee, and the student is held. When a resolution is not agreed upon, the student is referred to the Academic Standards Committee (ASC). All referrals are made in writing. Students are informed of the ASC hearing date and time, and provided with copies of the referral and all documentation. The following members attend the hearing:

- The student
- The student may invite an advocate who is either a student colleague or an Adelphi faculty member
- The faculty member who made the referral
- Any other person(s) deemed relevant by the ASC committee
- A representative of the Office of Academic Affairs

Following its deliberations, the ASC forwards the written recommendation to the Dean for disposition.

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
- Summary dismissal

Contact: Anne Marie Montijo, Director of Field Education, (516) 877-4374.

AUSSW FIELD INSTRUCTION CALENDAR*

FALL 2008

All Classes Begin	August 25
AUSSW Orientation (4:00 p.m.–7:00 p.m., University Center).....	August 25
Labor Day Weekend (No Classes).....	August 30–September 1
Fall Campus/Field Meeting (Campus Faculty and Field Instructors Only).....	September 9
Field Instruction Begins.....	September 15
Rosh Hashanah (No Classes or Field after 3:50 p.m.).....	September 29
Rosh Hashanah (No Class or Field).....	September 30– October 1
Yom Kippur (No Classes or Field after 3:50 p.m.).....	October 8
Yom Kippur (No Classes or Field).....	October 9
Agency Six-Week Assignment Form Due	October 27
Thanksgiving Recess (No Classes or Field).....	November 27–30
Mid-Year Semester Field Evaluations Due	
Obtain Planning Forms Packet for Advanced Year placement	
(all B.S.W., Foundation Year M.S.W., and O.Y.R. students)	December 3
Emergency Study Day.....	December 12
Last Day of Classes for Fall 2008 and	
Last Day of Field Instruction before Winter Recess.....	December 21
Field Instruction Résumés for All Students.....	January 2
Martin Luther King Day.....	January 19

SPRING–SUMMER 2009

Spring Semester Classes Begin	January 26
Deadline to hand in Planning Forms Packet for Advanced Year Placement	January 30
First-Year Accelerated Students Begin Field Instruction.....	February 2
Six Week Assignment Form Due (Accelerated Students Only)	March 16
Mid-Year Evaluations Due for Extended Field Placements	
(all 14-hour M.S.W. and 21-hour O.Y.R. students)	March 16
Spring Break (No Classes or Field).....	March 16–22
Final Semester Evaluations Due	
(all B.S.W., 21-hour M.S.W., and 30-hour O.Y.R. students)	May 1
Last Day of Field for all B.S.W., 21-hour M.S.W., 30-hour O.Y.R. Students	
all Extended Students and Accelerated continue field).....	May 17
Last Day of Classes.....	May 19
Commencement.....	May 21
Memorial Day (No Classes or Field).....	May 25
First Day of Classes for Summer Session.....	May 26
Independence Day (No Classes or Field).....	July 4
Final Evaluations due for Extended Students, First-Year Accelerated,	
14-hour M.S.W., and 24-hour O.Y.R. students	July 27
Last Day of Field for Extended and Accelerated Students	
First-Year Accelerated, 14-hour M.S.W., and 24-hour O.Y.R. students.....	August 9
Last Day of Classes.....	August 9

*All dates subject to change. All discrepancies between field calendar closings and agency need to be discussed with field instructor.

FIELD ATTENDANCE SHEETS

Student Name _____

**ADELPHI UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD INSTRUCTION ATTENDANCE SHEET
FALL 2008**

Junior Undergraduates are in the field a minimum of 200 hours per academic year. Senior Undergraduates are in the field a minimum of 400 hours per academic year. First and Second Year Graduate Students are in the field a minimum of 600 hours per academic year. OYR Students are in the field a minimum of 900 hours per academic year. Please write number of hours completed each week and check off if you submitted your process recordings and had supervision each week. Field Instructor and Student sign this attendance sheet. Students remain in placement until the last day of the semester. Submit a copy of this form with the fall semester field evaluation. Refer to the Field Calendar due dates.

WEEK OF	DAYS ATTENDED							Field Hours	Process Recording	Supervision
September 15, 2008	Field Begins	T	W	TH	F	S	S	_____	_____	_____
22-Sep	M	T	W	TH	F	S	S	_____	_____	_____
29-Sep	M	No Field		TH	F	S	S	_____	_____	_____
6-Oct	M	T	W	No Field	F	S	S	_____	_____	_____
13-Oct	M	T	W	TH	F	S	S	_____	_____	_____
22-Oct	M	T	W	TH	F	S	S	_____	_____	_____
27-Oct	M	T	W	TH	F	S	S	_____	_____	_____
6 week assignment due								_____	_____	_____
3-Nov	M	T	W	TH	F	S	S	_____	_____	_____
10-Nov	M	T	W	TH	F	S	S	_____	_____	_____
17-Nov	M	T	W	TH	F	S	S	_____	_____	_____
24-Nov	M	T	W	No Field				_____	_____	_____
1-Dec	M	T	W	TH	F	S	S	_____	_____	_____
Mid Year Eval due								_____	_____	_____
8-Dec	M	T	W	TH	F	S	S	_____	_____	_____
15-Dec	M	T	W	TH	F	S	Last Day of Field	_____	_____	_____
22-Dec	Winter Recess							_____	_____	_____
29-Dec	Winter Recess			Field Resumes		S	S	_____	_____	_____
5-Jan	M	T	W	TH	F	S	S	_____	_____	_____
TOTAL HOURS FOR THE FALL 2008 SEMESTER										

Field Instructor Signature _____

Student Signature _____

Student Name _____

**ADELPHI UNIVERISTY
SCHOOL OF SOCIAL WORK
FIELD INSTRUCTION ATTENDANCE SHEET
SPRING 2009**

Junior Undergraduates are in the field a minimum of 200 hours per academic year. Senior Undergraduates are in the field a minimum of 400 hours per academic year. First and Second Year Graduate Students are in the field a minimum of 600 hours per academic year. OYR Students are in the field a minimum of 900 hours per academic year. Please write number of hours completed each week and check off if you submitted your process recordings and had supervision each week. Field Instructor and Student sign this attendance sheet. Students remain in placement until the last day of the semester.

Submit a copy of this form with the fall semester field evaluation. Refer to the Field Calendar due dates.

WEEK OF	DAYS ATTENDED							Hours	Process Recording	Supervision
12-Jan-08	M	T	W	TH	F	S	S	_____	_____	_____
19-Jan	MLK Day No Field	T	W	TH	F	S	S	_____	_____	_____
26-Jan	M	T	W	TH	F	S	S	_____	_____	_____
2-Feb	M	T	W	TH	F	S	S	_____	_____	_____
9-Feb	M	T	W	TH	F	S	S	_____	_____	_____
16-Feb	M	T	W	TH	F	S	S	_____	_____	_____
23-Feb	M	T	W	TH	F	S	S	_____	_____	_____
2-Mar	M	T	W	TH	F	S	S	_____	_____	_____
Mid Year Eval Due for 14hr & 21hr, 30hr OYR										
9-Mar	M	T	W	TH	F	S	S	_____	_____	_____
16-Mar	Spring Break - No Classes or Field							_____	_____	_____
6wk Assess for Accel. Mid Year Evals 14 hrs & 21 OYR										
23-Mar	M	T	W	TH	F	S	S	_____	_____	_____
30-Mar	M	T	W	TH	F	S	S	_____	_____	_____
6-Apr	M	T	W	TH	F	S	S	_____	_____	_____
13-Apr	M	T	W	TH	F	S	S	_____	_____	_____
20-Apr	M	T	W	TH	F	S	S	_____	_____	_____
27-Apr	M	T	W	TH	F	S	S	_____	_____	_____
Final Evals BSW, 21hr, 30hr										
4-May	M	T	W	TH	F	S	S	_____	_____	_____
11-May	M	T	W	TH	F	S	S	_____	_____	_____

Last Day of Field
21,
30hr

TOTAL HOURS FOR THE SPRING 2009 SEMESTER.....

TOTAL HOURS FOR THE 2008-2009 ACADEMIC YEAR

Field Instructor Signature _____ Student Signature _____

Student Name _____

**ADELPHI UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD INSTRUCTION ATTENDANCE SHEET
SUMMER 2009**

Junior Undergraduates are in the field a minimum of 200 hours per academic year. Senior Undergraduates are in the field a minimum of 400 hours per academic year. First and Second Year Graduate Students are in the field a minimum of 600 hours per academic year. OYR Students are in the field a minimum of 900 hours per academic year. Please write number of hours completed each week and check off if you submitted your process recordings and had supervision each week. Field Instructor and Student sign this attendance sheet. Students remain in placement until the last day of the semester.

Submit a copy of this form with the fall semester field evaluation. Refer to the Field Calendar due dates.

WEEK OF	DAYS ATTENDED							Field Hours	Process Recording	Supervision
18-May	M	T	W	TH	F	S	S	_____	_____	_____
25-May	Memorial Day	T	W	TH	F	S	S	_____	_____	_____
1-Jun	M	T	W	TH	F	S	S	_____	_____	_____
8-Jun	M	T	W	TH	F	S	S	_____	_____	_____
15-Jun	M	T	W	TH	F	S	S	_____	_____	_____
22-Jun	M	T	W	TH	F	S	S	_____	_____	_____
29-Jun	M	T	W	TH	F	No Field	S	_____	_____	_____
6-Jul	M	T	W	TH	F	S	S	_____	_____	_____
13-Jul	M	T	W	TH	F	S	S	_____	_____	_____
20-Jul	M	T	W	TH	F	S	S	_____	_____	_____
27-Jul	M	T	W	TH	F	S	S	_____	_____	_____
Final Evals Due, Accel 14hr MSW, 24hr OYR										
3-Aug	M	T	W	TH	F	Last Day of Field	S	_____	_____	_____

TOTAL HOURS FOR THE SUMMER 2009 SEMESTER
 TOTAL HOURS FOR THE 2008-2009 ACADEMIC YEAR

Field Instructor Signature _____ Student Signature _____

Chapter VI. Registration and Advisement

Registration

Each semester all students receive registration instructions from the University Registrar. Registration can be completed online through the Course Listing, Advising, and Student Service (C.L.A.S.S.) system, which can be accessed on the Internet at <http://class.adelphi.edu> or through the University's Web site at www.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.

Contact: Susan Rotondo, Student Relations Specialist, (516) 877-4420, Room 221

Advisement Checklist

- October 13, 2008 Advisement and open planning for Spring semester and Intersession '09 begins
- November 10, 2008 Priority Registration for spring '09 begins
(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.)
- October 13, 2008 Final date for submission of Graduation Application for May 2009
(to have name appear in booklet)

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

For questions regarding the M.S.W. program, please contact Lois Stein at 516 877-4439 or stein2@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 (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 for financial aid recipients
- All outstanding incompletes in any class must be completed within one year or as stipulated and agreed upon in an academic contract.
- Pre-requisites and co-requisites are required as indicated on the course schedules. Follow them carefully.
- Advanced year students are required to take all three advanced practice classes:
 - SWK 780 Advanced Practice with Individuals
 - SWK 782 Advanced Practice with Groups
 - SWK 786 Advanced Practice with Families/Couples.
- 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

Email and Other Communications

All students are provided with a GroupWise email account and are required 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: GroupWise email, ALICAT and other library resources, Blackboard, C.L.A.S.S. for online advising and registration, and many other services. When you visit the eCampus portal, <http://ecampus.adelphi.edu>, you will be able to look up your user name 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 in Room 223 of the Social Work Building in Garden City and on all other sites.

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

Planning Notes

CHAPTER VII. Academic Policies and Procedures

Academic Honesty

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.

The School of Social Work's policy on Academic Dishonesty and procedures for the reporting of suspected academic dishonesty follow.

University Policies

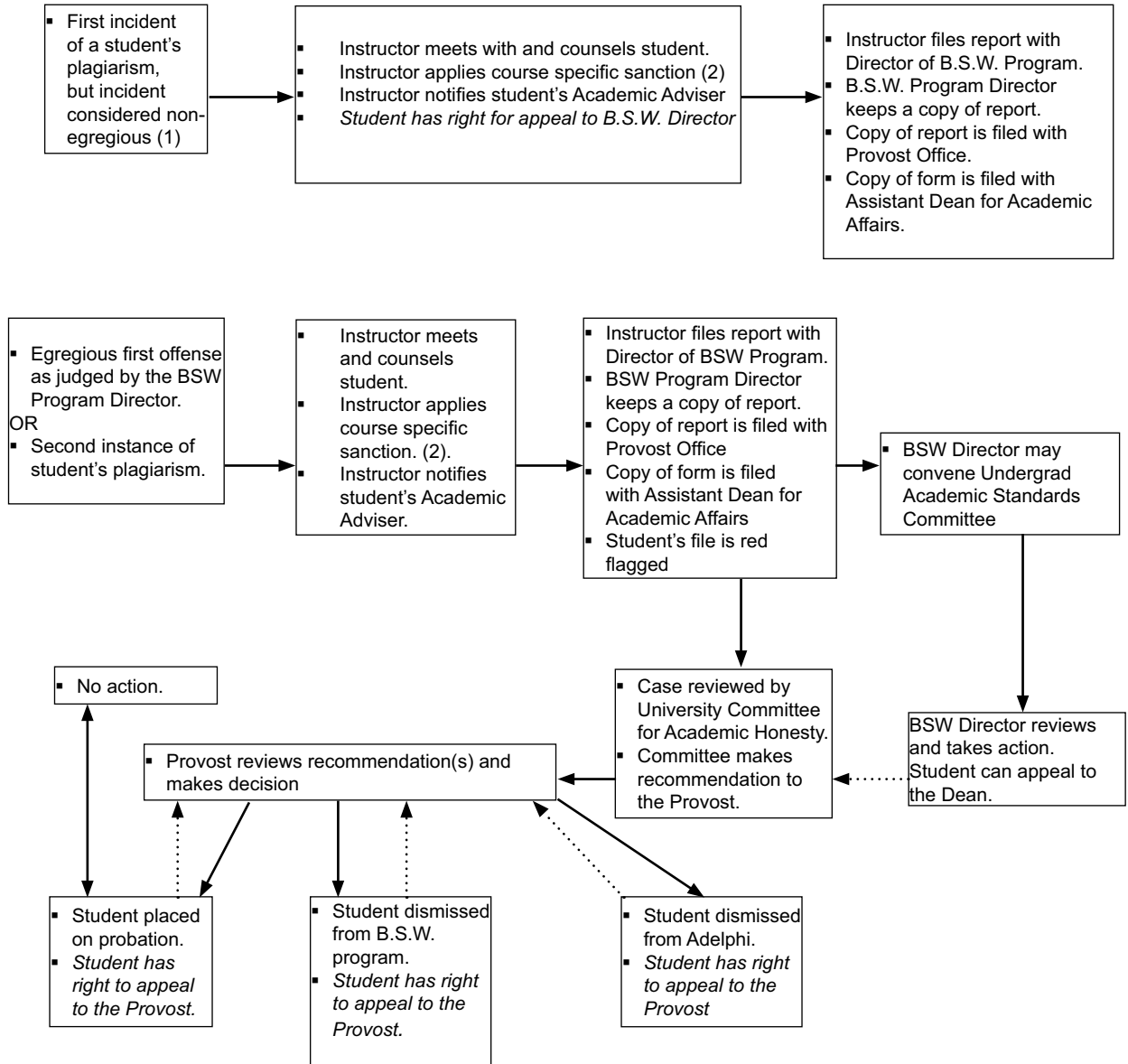
As the flow charts on the following pages illustrate, suspected academic dishonesty will be treated seriously, and will launch a series of actions by classroom faculty, faculty adviser or faculty field liaison, and the Associate Dean for Academic Affairs. The School of Social Work will decide whether 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.

B.S.W. Policy: At the first suspected incident of non-egregious dishonesty, the faculty member will discuss the suspected dishonesty and, if found to be academic dishonesty, the faculty member will apply course-specific sanctions, will notify the student's adviser, and will file a report with the B.S.W. Program Director, who will forward the report to the Provost's Office and to the Associate Dean for Academic Affairs. If dishonesty is found, an egregious first offense or any second offense will lead to instructor-applied sanctions, the filing of the report with the B.S.W. Director and Associate Dean for Academic Affairs, AND referral to the University Committee for Academic Honesty to make a recommendation to the Provost. Recommendations and sanctions can include no action, probation, dismissal from the Social Work Program, or dismissal from the University. The flow chart (see next page) provides additional details and steps in the process, as well as procedures for student appeals.

M.S.W. Policy: At the first suspected incident of non-egregious dishonesty, the faculty member will discuss the suspected dishonesty and, if found to be academic dishonesty, the faculty member will apply course specific sanctions, will notify the student's adviser, and will file a report with the Assistant Dean for Academic Affairs. If dishonesty is found, an egregious first offense or any second offense will lead to instructor-applied sanctions, the filing of the report with the Associate Dean for Academic Affairs, AND convening of the School of Social Work's Academic Standards Committee for a recommendation to the Dean of the School. Recommendations and action can include no action, probation, or dismissal from the School of Social Work. The flow chart provides additional details and steps in this process, as well as procedures for student appeals.

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>.

SCHOOL OF SOCIAL WORK–B.S.W. STUDENT FLOW CHART FOR ACADEMIC DISHONESTY

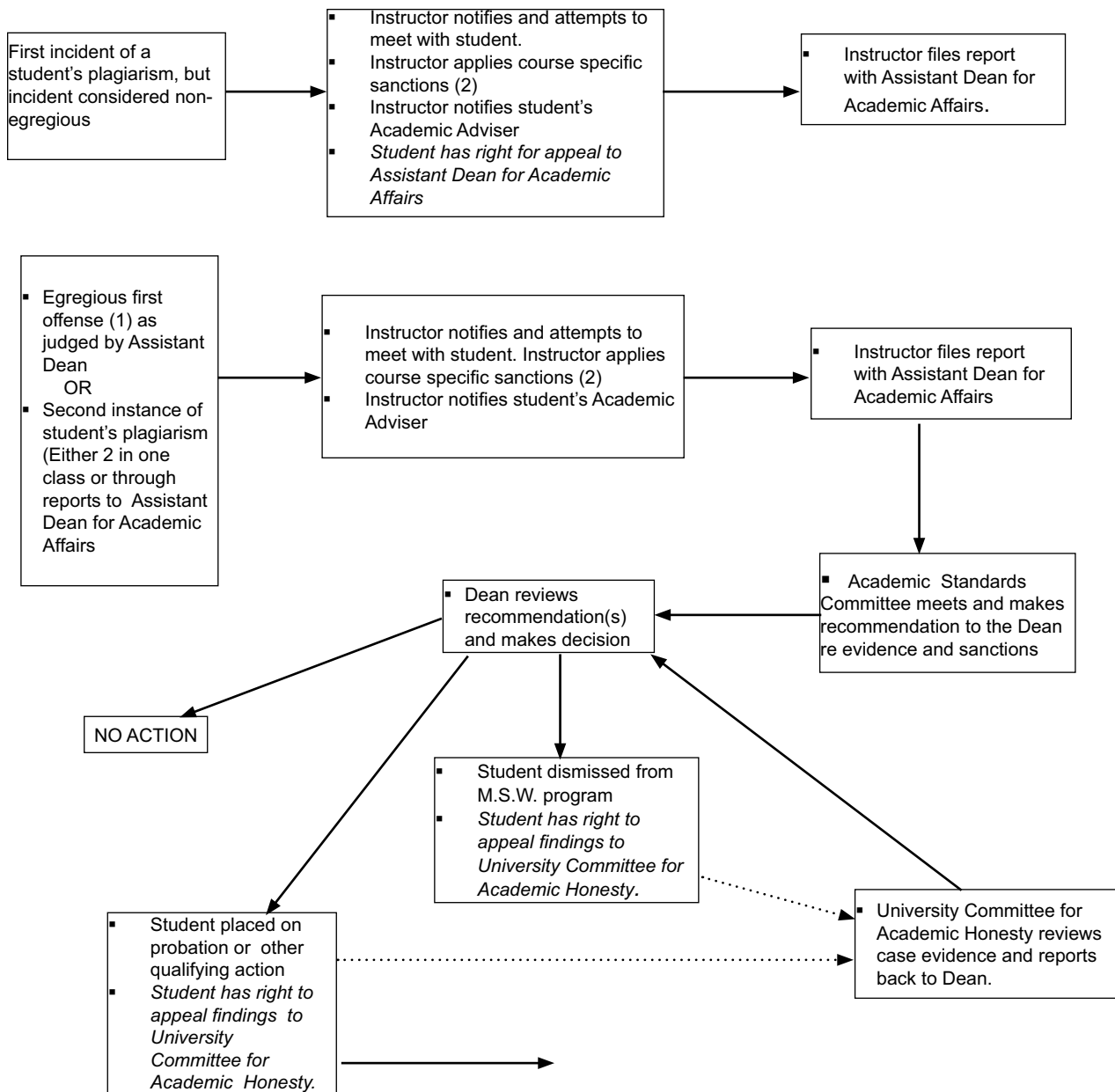


1. Egregious may include but is not limited to: student buys paper, steals someone else's paper
2. Sanctions may include but are not limited to: redo assignment, fails assignment, fails course

Developed by Suzanne Michael

3/06

**SCHOOL OF SOCIAL WORK—M.S.W. STUDENT
FLOW CHART FOR ACADEMIC DISHONESTY**



1. Egregious may include but is not limited to: student buys paper, steals someone else's paper, or cheats on an exam
2. Sanctions may include but are not limited to: redo assignment, fails assignment, fails course

Developed by Suzanne Michael, Ph.D.
3/6/06

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, sex, 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.

Confidentiality

Adelphi social work students are expected to maintain the confidentiality of client information. Confidentiality is a principle according to which the social worker or other professional may not disclose information about a client without the client's consent. The NASW Code of Ethics clearly states that "social workers should respect the client's right to privacy" and both New York State and Federal law explicitly protect the privacy of confidential healthcare information. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) established national standards for the protection of privacy of patient healthcare information. This federal legislation as well as New York State confidentiality statutes, regulations, and case law requires health and human service agencies and providers to safeguard and protect client information. Social work students are advised to ensure that they meet the professional and legal requirements informing ethical social work practice. Students who are in field instruction agencies covered by HIPAA are expected to adhere to the agencies HIPAA compliance procedures. All students in field instruction must ensure that all communications to the school, including process recording, do not contain any client identifying information such as: client name, case or medical record number, social security number, date of birth, date of admission to facility or program, date of death, address and ZIP code, health insurance number, phone numbers, or any other identifying information. See Appendix A for complete Code of Ethics of the NASW.

Persons with Disabilities: Legal Rights and 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 Carol Phelan, Assistant Director, Disability Support Services (516) 877-3145, University Center, Room 310.

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 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 nondisciplinary 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 two-to-three 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 Assistant 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 individual's 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 Assistant Dean, Undergraduate Director, and/or Grievance Review Committee, only the Instructor may change a student's grade.

Graduate Students Contact: Dr. Lois Stein, Assistant Dean for Academic Affairs, (516) 877-4439, room 221

Undergraduate Students Contact: Dr. James Mullin, Director of the Undergraduate Program, (516) 877-4362, room 225

Academic Standards Committee (ASC) for Graduate Students

The Academic Standards Committee (ASC) is composed of AUSSW faculty and administration charged with developing academic and professional standards as well as conducting hearings 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 teachers, 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 ASC include but are not limited to:

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 to ASC include:

- Plagiarism and other Academic Dishonesty
- 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
- Behaviors that violate the NASW Code of Ethics
- Failure or at risk for failure in field instruction criteria in the AUSSW Field Education Manual

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 individuals' needs and social problems.

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

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

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

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 based on it.

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

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' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

- a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- b) [In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek 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 audio taping 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, consolation 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, sex, 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 (i.e., 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 (i.e., 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

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.

- e) 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.
- f) 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.
- g) 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.
- h) 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 client's 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.
- i) [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.
- j) 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.
- k) Social workers should not disclose confidential information to third party payers unless payer's clients have authorized such.
- l) 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.
- m) 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.

- n) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- o) 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.
- p) 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.
- q) 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.
- r) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- s) 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.
- t) Social workers should not disclose identifying when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- u) 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 expectation to this prohibition is warranted because 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

- 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 worker's 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.

Ethical Standards

2. Social Worker's 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, sex, 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 colleagues 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 not 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.

Ethical Standards

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

- a) 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 worker's 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.
- c) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- d) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- e) 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.

Ethical Standards

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, 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 interfere with their professional judgment and performance or to jeopardize the best interest of people from 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 workers' 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 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.

Ethical Standards

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, ethic, 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 waives 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.

Ethical Standards

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, 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, sex, 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 Committee 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, sex, 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 are 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, Ellen Bogolub, 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.

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, the 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, 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 Processes

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 Web site:

<http://administration.adelphi.edu/hr/harassmentreport.shtml>

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 Nonfaculty 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. 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.



GARDEN CITY ■ HAUPPAUGE
MANHATTAN ■ POUGHKEEPSIE

<http://socialwork.adelphi.edu/>

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