



MSW Student Handbook,

2017-2018

NYACK COLLEGE

School of Social Work

Master of Social Work Program

2 Washington Street, New York, NY 10004

GRADUATE STUDENT HANDBOOK

MASTER OF SOCIAL WORK PROGRAM NYACK COLLEGE

∞
2017 - 2018
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**SCHOOL OF SOCIAL WORK
NYACK COLLEGE
NEW YORK, NEW YORK**

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WELCOME TO NYACK COLLEGE MSW PROGRAM

We are pleased you have chosen to pursue the Master of Social Work degree (MSW) at the Nyack College School of Social Work. Our MSW Program is dedicated to developing compassionate, competent and ethical professionals who are catalysts that make a difference in the lives of people and their communities. Our values of justice, compassion, and service are directly derived from our Christian teachings and the values of the profession of social work.

Whether in the classroom, through scholarship, or in service to the community, the work done in our MSW Program by our faculty, staff and students creates a better world through social work. In doing so, we respond to and reflect the Church's call to love our neighbors and become the extraordinary force that builds compassion and justice in the world. Students who complete the MSW degree are prepared for advanced social work practice and leadership in public and private agencies that serve the community.

Our faculty brings decades of experience as social workers, educators, consultants, and agency administrators to the program. The faculty and staff are committed to maintaining a quality educational program, to meeting the needs of our students, and to providing leadership and service to the social work profession and community.

This handbook provides a description of official policies and procedures of the Nyack College Master of Social Work Program and a description of the curriculum requirements for the MSW degree. Students in the MSW Program are responsible for knowing the program and college policies and procedures, including those presented in the Nyack College Catalog found at www.nyack.edu

All students are assigned a faculty advisor. Students are encouraged to discuss questions regarding materials in the handbook with their faculty advisor or with the MSW Program Director.

Graduate study at Nyack College focuses on high quality, student centered programming and supports collaborative community partnerships.

We would like to welcome you to Nyack College and to the MSW program and hope that you will find it a stimulating, challenging, and rewarding experience. I hope, in your process of discovery, you hear the call to join us as we serve the world through the power of social work!

Regards,

Janet E. Furness, Ed.D. LMSW, ACSW
Director, MSW Program
Professor of Social Work

I. THE MSW PROGRAM

The Master of Social Work Program Mission Statement

The Mission of the Nyack College Master of Social Work Program is to prepare students in a Christian context for competent and compassionate service and leadership, with integrity, in order to increase the well-being of all people and promote just and caring communities locally, nationally, and globally.

MSW Program Goals

1. To provide a curriculum that equips students for competent practice with knowledge, values, and skills of the social work profession guided by a person-in-environment framework, strengths perspective and evidence based practice, respect for human diversity, and a global perspective.
2. To provide a transformational learning environment that models integration of Christian faith with learning that helps students grow personally, professionally, and spiritually, and promotes their compassion and commitment to the calling that is consistent with the Christian values of loving God and serving all people.
3. To prepare students for service and leadership in public and private sectors including faith-based organizations responding to community needs.
4. To produce students who are able to identify and think critically about the multiple causes of problems, the nature and dynamics of change, and strategies for bringing about reconciliation and social justice with particular attention to underserved urban populations.
5. To provide a stimulating, challenging, and supportive environment that facilitates students' commitment to on-going growth and development.

MSW Program–Foundation Level & Advanced Level:

The Nyack College School of Social Work's MSW is a 63-credit degree program. The minimum time required to secure the degree is two years. There are two exceptions: (1) if a student has a bachelor's degree in social work within the last seven years from a school accredited by the Council of Social Work Education, they may enter the program as an Advanced Standing student and earn the degree in one year, and (2) if a student has completed foundation requirements at another accredited school of social work (a transfer student), they may complete the degree in one year. BSW Advanced Standing Students are required to complete a 33-credit degree program.

Foundation Phase

Foundation courses provide students grounding to understand the whole field of social work. Unless a student has entered the school in the Advanced Standing program or transferred equivalent courses from a CSWE accredited MSW program, the Foundation phase develops skills to perform at a beginning level of generalist practice with individuals, families, groups, organizations and communities. To successfully complete the foundation phase and move into the Advanced Year concentration phase, students must maintain a B average and have no incompletes. The Plans of Study for both the foundation and advanced phases are included in *Appendix A*.

The Foundation Phase courses include the following:

	Course Title	Cr.		Course Title	Cr.
FALL SEMESTER			SPRING SEMESTER		
SWK 514	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I	3	SWK 554	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II	3
SWK 516	GENERALIST SWK PRACTICE I WITH INDIVIDUALS AND FAMILIES	3	SWK 556	GENERALIST SWK PRACTICE II WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES	3
SWK 534	ADVANCED SOCIAL JUSTICE: DIVERSITY, POWER & OPPRESSION	3	SWK 555	SOCIAL WELFARE POLICY AND SERVICES	3
SWK562	SOCIAL WORK AND CHRISTIANITY	3	SWK 558	SWK RESEARCH METHODS	3
SWK517	FIELD INSTRUCTION AND SEMINAR I	3	SWK 557	FIELD INSTRUCTION AND SEMINAR II	3
	Total Credits	15		Total Credits	15

Advanced Concentration Phase

In the advanced practice phase, students must select one of the two concentrations:

1. Clinical Social Work Practice
2. Leadership in Organization & Communities

The fieldwork placement reflects, and is part of, the particular concentration selected.

The following is a summary of the Advanced Year concentration requirements:

Clinical Social Work Practice Concentration Course Requirements:

Course Title & Credits	Course Title & Credits
FALL	SPRING
SWK 616 – CLINICAL SOCIAL WORK PRACTICE I WITH INDIVIDUALS (3)	SWK 656 – CLINICAL SOCIAL WORK PRACTICE II WITH Families (3)
SWK 626 – ADVANCED CLINICAL ASSESSMENT AND DIAGNOSIS (3)	SWK 658 – CLINICAL SOCIAL WORK PRACTICE III WITH GROUPS (3)
SWK 628 – SOCIAL WORK PROGRAM AND PRACTICE EVALUATION (3)	ELECTIVE (3)
ELECTIVE (3)	SWK 657 – FIELD INSTRUCTION AND SEMINAR IV (4)
SWK 617 – FIELD INSTRUCTION & SEMINAR III (4)	SWK 699 – PROFESSIONAL SEMINAR (3)
TOTAL CREDITS (16)	TOTAL CREDITS (16)

Leadership in Organizations & Communities Course Requirements:

Course Title & Credits	Course Title & Credits
FALL	SPRING
SWK 636 – LEADERSHIP AND ORGANIZATIONAL PRACTICE I (3)	SWK 676 – LEADERSHIP AND ORGANIZATIONAL PRACTICE II: Program Design and Proposal Writing (3)
SWK 646 – LEADERSHIP IN COMMUNITY PRACTICE (3)	ELECTIVE (3)
SWK 628 – SOCIAL WORK PROGRAM AND PRACTICE EVALUATION (3)	ELECTIVE (3)
ELECTIVE (3)	FIELD INSTRUCTION AND SEMINAR IV (4)
SWK 617 – FIELD INSTRUCTION & SEMINAR III (4)	SWK 699 – PROFESSIONAL SEMINAR II (3)
SWK 649 – PROFESSIONAL SEMINAR I (1)	TOTAL CREDITS (16)
TOTAL CREDITS (17)	

Plans of study are found in Appendix A for the following concentrations:
 Clinical Social Work Practice
 Leadership in Organizations & Communities

and for the following time frames:
 2 year plan of study
 4 year plan of study (PT)

1. MSW Foundation Level Core Curriculum

The foundation curriculum is designed to provide all incoming master's students with the basic values, knowledge, and skills needed to gain competence in application of the generalist social work to practice. An understanding of the profession’s values orientation, history and philosophy, and frames of reference for practice establishes a basis for students to progress through the advanced curricula of the MSW Program. All MSW students must complete the MSW Foundation requirements listed below unless they are exempted via advanced standing credit or transfer credit (see MSW Program Policy on Advanced Standing (p. 18) and Transfer Credit (p. 20) in the Academic Policy & Procedure section of this Handbook).

MSW Advanced Level Curriculum (Clinical & Leadership in Organizations and Communities)

Nyack College School of Social Work MSW program understands the need for social workers who are clinically trained and able to practice as administrators, supervisors, community organizers, and compassionate advocates with diverse populations as well. The advanced level curriculum includes two concentrations: (1) Clinical Social Work Practice and (2) Leadership in Organizations & Communities. Each concentration builds upon knowledge and practice behaviors students develop during the Foundation year. Advanced practice in each of the concentrations incorporates all of the core competencies developed in the Foundation year, augmented by knowledge and practice behaviors specific to a concentration. *The eleven core competencies are listed below and are followed by and a list of the practice behaviors that operationalize our MSW foundation level and advanced level curriculum.*

MSW Competencies & Practice Behaviors for Foundation & Concentration		
Competency 1 – Identify as a professional social worker and conduct oneself accordingly.		
1st Year MSW FOUNDATION PRACTICE BEHAVIORS	2ND YEAR MSW CLINICAL SOCIAL WORK PRACTICE ADVANCED PRACTICE BEHAVIORS	2ND YEAR MSW LEADERSHIP in ORGANIZATIONS & COMUNITIES ADVANCED PRACTICE BEHAVIORS
<ol style="list-style-type: none"> 1. Advocate for client access to the services of social work 2. Practice personal reflection and self-correction to assure continual professional development. 	<ol style="list-style-type: none"> 1. Readily identify as social work professionals. 2. Demonstrate professional use of self with client(s). 3. Understand and identify professional strengths, 	<ol style="list-style-type: none"> 1. Demonstrate self-awareness in analyzing the effectiveness of organizations and leadership approaches in one’s field placement

<p>3. Attend to professional roles and boundaries.</p> <p>4. Demonstrate professional demeanor in behavior, appearance, and communication.</p> <p>5. Engage in career-long learning.</p> <p>6. Use supervision and consultation.</p>	<p>limitations and challenges.</p> <p>4. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</p> <p>5. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.</p>	<p>and professional practice.</p> <p>2. Identify and leverage opportunities for social workers to participate and guide efforts to enhance and develop social services.</p> <p>3. Use supervision and consultation in organizational and leadership development.</p>
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Competency 2 – Apply social work ethical principles to guide professional practice.

<p>1. Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles.</p> <p>3. Tolerate ambiguity in resolving ethical conflicts.</p> <p>4. Apply strategies of ethical reasoning to arrive at principled decisions.</p>	<p>1. Apply ethical decision-making skills to issues specific to clinical social work.</p> <p>2. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.</p> <p>3. Identify and use of knowledge of relationship dynamics, including power differentials.</p> <p>4. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the client's well-being.</p>	<p>1. Identify and manage personal biases as they affect practice within organizations and communities.</p> <p>2. Apply ethical decision-making skills to issues to macro practice, recognizing the ambiguity inherent in many practice situations.</p>
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Competency 3 – Apply critical thinking to inform and communicate professional judgments.

<p>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>2. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>3. Demonstrate effective oral and written</p>	<p>1. Engage in reflective practice.</p> <p>2. Identify and articulate clients' strengths and vulnerabilities.</p> <p>3. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.</p>	<p>1. Appraise and integrate multiple sources of organization and community data including strengths and challenges.</p> <p>2. Select, implement and evaluate appropriate macro assessment, intervention and evaluation tools.</p> <p>3. In both verbal and written format, demonstrate the ability to communicate</p>
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<p>communication in working with individuals, families, groups, organizations, and communities.</p>	<p>4. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.</p>	<p>multi-systemic professional judgments to others.</p>
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Competency 4: Engage diversity and difference in practice

<p>1. Recognize the extent to which a culture's structures and values may opposes, marginalize, alienate, or create or enhance privilege and power.</p> <p>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</p> <p>4. View themselves as learners and engage those with whom they work as informants.</p>	<p>1. Research and apply knowledge of diverse populations to enhance client well-being.</p> <p>2. Work effectively with diverse populations.</p> <p>3. Identify and use practitioner/client differences from a strengths perspective.</p>	<p>1. Recognize how differences can be interpreted as barriers to service and seek to transform barriers into opportunities for organizational growth and change.</p> <p>2. Apply the value of diversity in society and demonstrate an ability to understand the distinctiveness of individuals within the environment of organizations and communities.</p>
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Competency 5: Advance human rights and social and economic justice

<p>1. Understand (sic: "can identify and articulate") the forms and mechanisms of oppression and discrimination.</p> <p>2. Advocate for human rights and social and economic justice.</p> <p>3. Engage in practices that advance social and economic justice.</p>	<p>1. Use knowledge of the impacts of structural/systemic oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.</p> <p>2. Advocate at multiple levels for mental health parity and</p>	<p>1. Assess the forms and mechanisms of oppression and discrimination within the service delivery systems for clients.</p> <p>2. Work individually and collectively to advocate policies and practices that support social justice and the protection human rights.</p>
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	reduction of health disparities for diverse populations.	
Competency 6: engage in research-informed practice and practice-informed research		
<ol style="list-style-type: none"> 1. Use practice experiences to inform scientific inquiry. 2. Use research evidence to inform practice. 	<ol style="list-style-type: none"> 1. Use the evidence-based practice process in clinical assessment and intervention with clients. 2. Participate in the generation of new clinical knowledge, through research and practice. 3. Use research methodology to evaluate clinical practice effectiveness and/or outcomes. 	<ol style="list-style-type: none"> 1. Provide a sound knowledge base of community practice, including the assessment of community needs, best practices, decision-making, and evaluation. 2. Engage in analyzing organizational effectiveness with an emphasis on organizational theory.
Competency 7: Apply knowledge of human behavior and the social environment.		
<ol style="list-style-type: none"> 1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. 2. Critique and apply knowledge to understand person and environment. 	<ol style="list-style-type: none"> 1. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. 2. Use bio-psycho-social-spiritual theories and multiracial diagnostic classification systems in formulation of comprehensive assessments. 	<ol style="list-style-type: none"> 1. Synthesize and apply human behavior and the social environment theories to guide the assessment of strengths and weaknesses within organizational and community ecosystems. 2. Apply macro theoretical models in understanding organizations and service delivery.
Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.		
<ol style="list-style-type: none"> 1. Analyze, formulate, and advocate for policies that advance social well-being. 2. Collaborate with colleagues and clients for effective policy action. 	<ol style="list-style-type: none"> 1. Communicate to stakeholders the implication of policies and policy change in the lives of clients. 2. Use evidence-based practice and practice-based evidence in advocacy for policies that 	<ol style="list-style-type: none"> 1. Engage in policy practice to advance social and economic well-being and to deliver effective services. 2. Advocate individually and in collaboration with colleagues for services that advance the economic and social well-being of clients

	<p>advance social and economic well-being. 3. Advocate with and inform administrators and legislators to influence policies that impact clients and service.</p>	<p>based on analyses of the organization and/or service delivery systems</p>
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Competency 9: Respond to contexts that shape practice

<p>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; 2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>1. Assess the quality of clients' interactions within their social contexts. 2. Develop intervention plans to accomplish systemic change.</p>	<p>1. Provide leadership in promoting organizational change to improve the quality of social services. 2. Work collaboratively with others to effect systemic and sustainable contextual change.</p>
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Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

<p>1. (a).1 Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities. 2. (a).2 Use empathy and other interpersonal skills; and 3. (a).3 Develop mutually agreed-upon focus of work & desired outcomes. 4. (b).1 Collect, organize, and interpret client data. 5. (b).2 Assess client strengths and limitations. 6. (b).3 Develop mutually agreed-upon</p>	<p>1. (a).1 Develop culturally responsive therapeutic relationship. 2. (a).2 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. 3. (a).3 Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. 4. (b).1 Use multidimensional bio-psycho-social-spiritual assessment tools. 5. (b).2 Assess</p>	<p>1. (a).1 Engage in interventions for change in organizations and communities 2. 10(a).2 Establish a relationship with organizations and communities. 3. 10(a).3 Inform a process that facilitates organization and community partners to be equal participants in the establishment of goals and expected outcomes. 4. (b).1 Conduct assessment of organizations and communities including leadership and client strengths and weaknesses. 5. (b). 2 Develop mutually agreed upon interventions to achieve goals and objectives for</p>
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<p>intervention goals & objectives; and</p> <p>8. (b).4 Select appropriate intervention strategies.</p> <p>9. (c).1 Initiate actions to achieve organizational goals.</p> <p>10. c).2 Implement prevention interventions that enhance client capacities;</p> <p>11. (c).3 Help clients resolve problems.</p> <p>12. (c).4 Negotiate, mediate, and advocate for clients.</p> <p>13. (c).5 Facilitate transitions and endings.</p> <p>14. (d).1 Critically analyze, monitor, and evaluate interventions.</p>	<p>clients' readiness for change.</p> <p>6. (b).3 Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.</p> <p>7. (b).4 Select and modify appropriate intervention strategies based on continuous clinical assessment.</p> <p>8. (b).5 Use differential and multi-axial diagnoses.</p> <p>9. (c).1 Critically evaluate, select, and apply best practices and evidence-based interventions.</p> <p>10. (c).2 Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.</p> <p>11. (c). Collaborate with other professionals to coordinate treatment interventions.</p> <p>12. (d).1 Contribute to the theoretical knowledge base of the social work profession through practice-based research.</p> <p>13. (d).2 Use clinical evaluation process and/or outcomes to develop best practice interventions for range of bio-psycho-social-spiritual conditions.</p>	<p>organization and community change.</p> <p>6. (c).1 Apply advanced knowledge and skills to achieve organizational and community goals.</p> <p>7. (c).2 Engage clients, organizations and communities in integration of interventions and new innovations.</p> <p>8. (d).1 Empower and prepare organizations and communities in the evaluation of interventions.</p>
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Competency 11: Integrate their Christian faith with professional social work practice

<p>1. Practice with compassion rooted in their personal relationship with Christ.</p> <p>2. Demonstrate servant leadership with humility as they</p>	<p>1. Demonstrate servant leadership with humility as they influence, equip, and empower individuals, families and groups.</p>	<p>1. Demonstrate servant leadership with humility as they influence, equip, and empower communities and organizations.</p>
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influence, equip, and empower those who are disadvantaged.		
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II. ACADEMIC POLICIES & PROCEDURES

Admission Criteria

The application package provides specific information regarding each of the following criteria:

Applicants to the 63-credit MSW program:

1. A baccalaureate degree from a regionally accredited college or university.

A broad liberal arts background with a minimum of 21 hours including the following prerequisites:

- College Writing (3 credit hours)
 - Statistics (3 credit hours)
 - Biological Sciences (3 credit hours)
 - Human Biology or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior (3 credit hours)
 - Sociology (3 credit hours)
 - Psychology (3 credit hours)
 - Humanities and/or History: philosophy, religion, arts, government, political science economics, history, and literature (6 credit hours)
2. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
 3. Applicants to the 63-credit MSW program must meet the following general standards:
 - Cumulative GPA of 2.75 on all undergraduate course work OR
 - Cumulative GPA of 3.00 on last 60 hours of undergraduate course work, OR
 - Candidates not meeting any of the GPA criteria above who have a cumulative undergraduate GPA of 2.50-2.74 may apply for admission on a probationary status.
 4. Applicants to the 63-credit MSW program submit three letters of recommendation using the Professional/Academic Recommendation Form, completing the section regarding Right of Access. We require one reference from an academic source. We strongly suggest the other two be from an employer and a professional colleague or community associate. Do not ask friends or relatives.
 5. Current resume
 6. You will submit two essays of 700-800 words each. Please complete each essay as a Word document using 11 or 12-point type, Courier, Times Roman, or Calibri font.
 - A. The first essay is a personal statement discussing your reasons for selecting social work as a profession and the MSW Program at Nyack. Discuss how you will contribute to the Nyack College MSW Program.
 - B. The second essay is an opportunity to demonstrate your ability to think critically.
 7. Graduate credits will be considered in assessing your qualifications.

Applicants to the Advanced Standing program:

1. Applicants for the Advanced Standing program must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last five years.
2. Applicants who graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last seven years and have two years of human service work during those seven years will be considered for the Advanced Standing program.
3. A broad liberal arts background with a minimum of 27 hours including the following prerequisites:
 - Communication Skills (3 credit hours)
 - College Writing (3 credit hours)
 - Statistics (3 credit hours)
 - Biological Sciences (3 credit hours)
 - Human Biology or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior (3 credit hours)
 - Sociology (3 credit hours)
 - Psychology (3 credit hours)
 - Humanities and/or History: philosophy, religion, arts, government, political science, economics, history, and literature (6 credit hours)
 - a) These undergraduate requirements may be taken at any accredited college or university, including community colleges.
 - b) All prerequisites for admission must be completed prior to beginning the second semester in the program.
4. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
5. Applicants for Advanced Standing must have a minimum grade point average of 3.0 on the last 60 upper division courses (including all Social Work courses and the four prerequisites). If the applicant has a 2.7 to 3.0 GPA on the last 60 credits leading to the bachelor's degree, but an otherwise strong application, consideration will be given for provisional admission.
6. For students applying to the Advanced Standing MSW Program, one of the letters of recommendation must be from an academic source, and one from either an employer or professional colleague or community associate.
7. Applicants must submit a copy of their final Field Evaluation form OR a letter from the BSW Field Director if the student is currently in field placement and a field evaluation form is not available at the time the application is completed.
8. Graduate credits will be considered in assessing your qualifications.
9. Current resume
10. You will submit two essays with a length 800 words or more for each. Please complete each essay as a WORD document, 11 or 12 point type, Times Roman, Courier, or Calibri font.
 - a) The first essay is a personal statement discussing your reasons for selecting social work as a profession and the Nyack College MSW Program
 - b) The second essay is a case study analysis.

Admission Assessment

Assessment is made on the basis of the applicant's academic performance and background, social work and related work experience, personal qualifications, references, and indications of a commitment to the profession. Additionally, applicants should have interests or life experiences appropriate to the practice of professional social work.

Prerequisites for Admission

All prerequisites for admission must be completed prior to beginning the second semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

International Students

International applicants must submit a TOEFL or IELTS score when applying. Exemptions are:

- English is the official language of the applicant's country
- the student attended a US university for four semesters

Nyack College MSW program requires the following minimum score:

TOEFL (Test of English as a Foreign Language)

- Internet-based Test (iBT): Minimum Score 98
- Computer-based Test (CBT): Minimum Score 233
- Paper-based Test (PBT): Minimum Score 577

Applicants submitting Paper-based Test scores only must submit the following individual scores:

TWE (Test of Written English): Minimum Score 4.0

TSE (Test of Spoken English): Minimum Score 4.0

IELTS Minimum Score (International English Language Testing System) = 7.0

Non-Degree Students

Eligible Students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are required to complete a formal application for admission to the MSW Social Work Program. Non-degree students enroll in the graduate classes noted below, by submitting a completed Non-Degree registration form to the Registrar's Office. Students in this status are eligible to schedule up to three graduate classes (9 credit hours), specifically SWK 514 Human Behavior in the Social Environment, SWK 534 Social Justice: Diversity, Power & Oppression, and SWK 555 Social Welfare Policy and Services. **NOTE:** Students interested in the Advanced Standing Program must be admitted to the program prior to taking MSW courses.

Transfer of Graduate Credits

Under certain circumstances, students may receive a maximum of 29 credit hours for work completed not more than five years prior to first registering in a CSWE-accredited graduate school of social work and for which a grade of at least a "B" was received. No course, including any transfer course, may be counted toward a degree if it was completed more than 7 full calendar years prior to the date of graduation. Field credits do not transfer. All Field Education requirements must be completed as part of this MSW program.

Students must complete a minimum of 30 credits in the Nyack College School of Social Work to be eligible for the master's degree.

Students currently or previously enrolled in another CSWE accredited masters of social work degree program who are seeking admission as a transfer student are required to submit the following materials:

1. a brief written statement describing the reasons why they are requesting the transfer;
2. a copy of Field Education evaluations, if applicable; and,
3. one of the three recommendations must be from a faculty member or Field Supervisor affiliated with the program.

Transfer of Elective Credits

The MSW Curriculum at Nyack includes two elective courses (total of 6 units) in the Clinical Practice concentration and three elective courses (total of 9 units) in the Leadership in Organizations and Communities concentration. Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the social work and must have been completed within five years of starting the MSW Program. Petitions must be submitted to the MSW Program for evaluation after acceptance. Due to the importance of Program compliance with CSWE accreditation standards, students may be asked to provide course syllabi to assess the relevance of course material. Once in the MSW Program, students must take elective courses at the College. Independent study may be taken in place of elective courses (see below).

Independent Study

Independent study enables students to enrich their MSW Program experience by pursuing learning in a closely supervised program and providing opportunity for individual investigation of subject areas not covered in the regular course offerings. MSW students may receive credit for a maximum of six units of independent study (in place of elective courses) to be applied to the graduation requirement of 63 units (33 units for Advanced Standing). No more than 4 units may be applied toward one project. A maximum of 4 Independent Study units may be taken during one academic term.

Students wishing to pursue Independent Study should contact a social work faculty member to discuss the possibility of supervising the study. A proposal must then be drawn up by the student and approved by the supervising faculty member, chair, and dean of the department. The Independent Study form and Proposal must then be submitted to the MSW Program for all approving signatures and forwarded to the Registrar by the *Last Day to Add or Drop Classes or Independent Studies* (see academic calendar).

Provisional Admission

Regular Program applicants with a GPA of 2.50 to 2.99 on the 120 credits leading to the bachelor's degree, but an otherwise strong application, may be admitted provisionally to the program. Advanced Standing applicants with a GPA of 2.8 to 2.99 on the 120 credits leading to the bachelor's degree, but an otherwise strong application, will be given consideration for provisional admission.

Students admitted provisionally based on the GPA may take up to 9 hours their first semester; they are required to earn a "B" or better in all classes their first semester in the program. Students on

provisional status are ineligible to participate in Field Education/placement, which may extend their masters academic career. Students are to verify their schedule with their Advisor. Provisional status will be reviewed after the posting of first semester grades, and once requirements are met, the student may begin to pursue Field Education and be fully admitted to the program.

Conditional Admission

Applicants who have not successfully completed the required liberal arts background may be admitted conditionally. Students found to have a deficiency in the area of liberal arts preparation will be required to take leveling courses to satisfy the requisite requirement prior to admission or before beginning their second semester in the program. Statistics may be taken on a Pass/Fail basis; all other prerequisite courses must be graded. Students may take these classes at any accredited university or college. The MSW Admission and Academic Review Committee reserve the right to request that students retake a liberal arts course in which a grade below a "C" was earned. Students must submit proof of successful completion of the course to be fully admitted to the program.

Faculty Advising

Advising is an important element in the professional education of all students. It provides the opportunity for students to consult and interact with faculty outside the classroom to discuss any matters of concern or interest to the student. Each student is assigned a faculty advisor who will assist in planning a course of study as well as providing appropriate guidance or assistance. Faculty members maintain office hours for meeting with students and are available by email. Though advisors are available to consult with students about their schedule, *it is ultimately the student's responsibility to insure that the correct courses have been completed to achieve progression into the advanced year and onto graduation.*

Students preparing to graduate are required to meet with their advisor to review their academic progress and confirm that all graduation requirements are fulfilled, ensuring a smooth graduation experience.

Students wishing to change advisors must make a written request to the MSW Program Director. Changes will require the signature of the "former" and "new" advisor. Students may request a change in advisor only once during matriculation at the College

Academic advisement is to be distinguished from the Field Liaison function. The Field Liaison monitors the student's Field Education performance and evaluates that performance at the conclusion of each unit of Field Education. They are also available to discuss issues related to Field Education throughout the semester.

Student Responsibility to Stay Informed

Students are responsible for knowing and adhering to the policies and procedures in this Handbook as well as the Nyack College Timetable (available at the Registrar).

All students should take care to check their student mailboxes and the bulletin boards of the School of Social Work for materials such as school events and announcements, information about concentrations, and field placement planning.

Also students are expected to check their email accounts regularly for official college announcements

distributed by way of the Social Work Department student announcement system. Students are required to inform and update their contact information by filing change of address forms at the Office of the Executive Assistant for the Social Work Department, Ms. Percelene McLain (Room 2022, 2 Washington Street, New York City, percelene.mclain@nyack.edu).

Important materials will often be distributed in classes. Students who miss classes are responsible for determining what occurred on the days missed and for taking the initiative to obtain distributed materials.

Faculty Office Hours

Faculty members post their office hours next to their office doors. The posted hours are the best times to reach faculty; however, faculty are often available at other times. All faculty members have voice mail, as well as e-mail addresses. These are listed at the front of the handbook.

Class Attendance

As a professional preparatory program, the School of Social Work has a common attendance policy that balances the necessity of class attendance with the reality of illness and unexpected events.

Absences beyond the allowable limit may, without extenuating circumstances, result in a 5-point reduction in the course grade for each absence.

Allowable Absences

Classes that meet once a week: 1

Classes that meet twice a week: 2

Chronic tardiness or leaving early will be counted as an absence.

Standard Software Requirement

You will need Microsoft Office (2003, 07 or 10) particularly Microsoft Word (2003, 07 or 10) and Power Point (2003, 07 or 10). For the online elements of the course to function properly, here are some important items:

- You will need reliable access to the Internet. You are encouraged to consider investing in DSL or Cable High Speed Internet.
- You will need a copy of Adobe Acrobat to be able to read items on e-Reserve and files noted as pdf within Learning Modules.
- You will need a copy of Adobe Flash Player, which will allow you to view certain video lectures within the course.

Electronic Devices in the Classroom

As part of ongoing efforts to ensure the safety of the campus community, Nyack College has implemented an emergency notification system that sends text and voice messages in the event of an emergency. **This does not give the student the right to accept personal calls during class time. All other cell telephones must be turned off prior to class except students on “emergency on-call” with an employer or placement; this includes texting capabilities. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.**

Campus E-mail Communication

Nyack College's e-mail is the College's OFFICIAL form of communication. Failure to check your **campus e-mail**, errors in forwarding e-mail, and returned e-mail (from "full mailbox or unknown user" errors, for example), will not excuse a student from missing announcements or deadlines. **Please read your campus e-mail daily.**

Grading

Following are the grade equivalents in the MSW Program:

A	=	100% - 94%	C	=	77% - 73%
A-	=	93% - 90%	C-	=	72% - 70%
B+	=	89% - 88%	D+	=	69% - 68%
B	=	87% - 83%	D	=	67% - 63%
B-	=	82% - 80%	D-	=	62% - 60%
C+	=	79% - 78%	F	=	59% - 0%

Nyack College uses a 4-point grading system where points are assigned to letter grades so that "A" equals four points and a "D" equals one. Following is the quality point system employed in grading graduate courses:

A	4.00
B+	3.50
B	3.00
C+	2.50
C	2.00

Incomplete grades are given only under exceptional circumstances to students whose work in a course has earned a C or better but who, because of illness or other circumstances beyond their control, have been unable to complete all the course requirements. The "I" automatically becomes an "F" if coursework is not completed prior to mid-semester of the next full semester for which the student is enrolled or at the end of one calendar year, whichever is earlier.

Incompletes

In view of the high expectations of the MSW Program and the importance of sequenced course work over the course of the curriculum, the program will apply the following policy to determine when students may register for successive courses while carrying unresolved incompletes.

1. Students carrying two or more incompletes will not be permitted to enroll in additional courses in the MSW Program.
2. Students carrying an incomplete who wish to register for a higher-level course in the same sequence (e.g., HB/SE, practice, research) must resolve the incomplete prior to the last day to register for the relevant semester. The same policy applies to courses with prerequisites.

Course Progression

All students in the regular program are expected to complete the foundation curriculum before entering the concentration curriculum.

Regular program students are allowed no more than 6 credits below a “B” in their program and are allowed to repeat only TWO courses (one course in the foundation curriculum and one course in the concentration curriculum) to improve their grade point average. Advanced Standing students are allowed no more than one course below a “B” in their program and are allowed to repeat only ONE course to improve their grade point average. Students who have utilized their repeat allowances and then go on to earn a grade below a “B” will be dismissed from the program. A grade of “D” or “F” must be repeated in accordance with the course repeat policy.

Time Limitations

All work applied to a master’s degree, including transfer credits, must be completed within seven calendar years after the date on which the first course meeting degree requirements was completed. Any course completed more than seven years prior to the final completion date of all graduation requirements cannot be used toward graduation.

All grades earned, however, will be used in figuring grade point averages regardless of when the work was completed. The grades from all transfer courses will be included in the GPA calculated for admission or readmission, and the grades from all Nyack College MSW courses will be included in the GPA calculated toward graduation.

Life Experience

Credit will **not** be granted for life experience or previous work experience.

MSW Student Association

The purpose of the MSW Student Social Work Organization (MSWSSWO) is to be a liaison for students with the MSW Program and faculty, to facilitate faculty/student communication and collaboration, organize student extra-curricular and developmental events, serve the surrounding community, and work with the MSW Program on issues related to student affairs, social justice, political advocacy, and program development. The MSW Student Social Work Organization may also combine efforts with the BSW student organization (Club Social Work). Monthly meetings are arranged by student leaders. Students are advised of leadership opportunities early in the Fall semester and are encouraged to participate in the nomination and voting process. A faculty liaison will facilitate communication with MSWSSWO.

MSWSSWO members may be appointed to ad hoc committees within the MSW Program (such as the curriculum review committee, student conduct board hearing, etc.) to assist faculty. Students will also be called upon for input on faculty candidates who have been called to interview on campus. The MSWSSWO faculty liaison meets regularly with the MSWSSWO president in order to discuss any student ideas, concerns, suggestions, event planning, etc. regarding MSW Program and policies. MSWSSWO officers are invited to attend faculty meetings to discuss student concerns, ideas, and suggestions with the department. Through the MSWSSWO, a student speaker will be chosen for the Hooding Ceremony held prior to graduation.

School of Social Work Academic Standards

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses.

Students whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine graded semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine graded semester hours or one calendar year. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean or Graduate Program Director. Non-degree students will be informed of probationary status or dismissal by the Provost.

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their graduate degree program or to another master's degree program. In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal. These students must submit the application for reactivation to the Registrar's Office at least 90 days prior to the term for which admission is desired. A letter providing the reasons for lack of previous academic success and indicating why acceptable academic performance should be expected in the future must accompany each application. The director of the appropriate degree program will make the final readmission decision.

Appeal and Grievance Process

Graduate students may appeal decisions made under the academic policies and regulations set forth in the College's *Undergraduate & Graduate Catalog*. Prior to initiating the appeal and/or grievance process, students should confer with their faculty Advisor/Program Director. Students may choose either or both an "informal" and/or a "formal" process. In the informal process, a classroom-related appeal or grievance is heard first by the instructor. A program-related appeal is heard by the Program Director. Students who believe they have been treated unfairly in the program as to enrollment in courses, treatment in the classroom or field practicum, final course grades, academic probation, or termination from the program professional reasons have the right to seek an impartial and formal review as described below. In the event the complaint involves an allegation of sexual harassment or prohibited or illegal discrimination, students have the option of choosing to bypass the procedures and take a complaint or grievance directly to the Dean of the School of Social Work.

A. Informal Procedures to Resolve Complaints

1. Students are expected to resolve complaints informally by discussing them with the individual about whose decision the student is complaining.
2. If a satisfactory resolution of the complaint is not obtained, students are expected to appeal promptly to the Program Director.
3. Informal efforts to resolve the complaint must occur within thirty (30) day period.

B. Formal Grievance Procedures

1. If informal appeals do not result in resolution of the matter, a formal complaint may be made in writing to the Program Director.
2. A written statement must contain a description of the grounds for the complaint, when the action contested took place, a specification of the remedy sought, and a description of the efforts to resolve the complaint informally.
3. This request must be made to the Program Director within two (2) weeks upon completion of the informal appeals.
4. The Program Director will inform the relevant individual that a grievance has been filed by a student and provide a copy of the grievance.
5. Within ten (10) days of receiving the written grievance the Program Director will convene a meeting of the student, the person against whom the grievance has been filed and other persons who the Program Director determines can assist in providing useful information necessary to a consideration of the grievance. At the meeting the Program Director will seek to achieve a resolution of the grievance among the parties involved.
6. If parties cannot arrive at a mutual resolution, the Program Director must render a written decision on the grievance within fourteen (14) days since the grievance was received.
7. The written decision will be distributed to the parties involved and the Dean of the School of Social Work.
8. If the student is not satisfied with the outcome at the level of the Program Director, the student may file a written appeal to the Dean of the School of Social Work.
9. The written request must be submitted to the Dean within (14) days following the Program Director's written decision. Upon receipt of the grievance, the Dean will review the existing grievance record and may conduct further inquiry.
10. The Dean will review the written record and make a decision regarding the validity of the complaint and what sanctions, if any, are to be applied.

Social Work students are subject to the Nyack College policies on student discipline (See the Nyack College Catalog).

Social Work Student Code of Conduct and Evaluation of Ethical Behavior

A. Philosophy of Discipline of Nyack College

Nyack College views discipline as a corrective action with the ultimate goal of bringing an individual back into the community. Most would agree that neither a legalistic nor a permissive philosophy of discipline would be acceptable in the Nyack community. Holding members of the community to a standard of behavior is essential for maintaining order and establishing an environment that is conducive to learning and personal growth. The college must also use Scripture as a guide for this

standard and for its response to those who violate established rules and laws. Therefore the Student Development Staff seeks to combine a Biblical and due process approach to discipline through the application of the following principles:

- Justice requires that those who violate community standards be held accountable and to ensure that the innocent are protected in the event of false accusation and prosecution.
- Any violation of the law or college policy supported by witnesses and/or evidence will be prosecuted.
- A Biblical model clearly requires that those who exhibit inappropriate behavior be confronted, with a goal of correction and restoration.
- Sanctions will be applied as a consequence to these actions, and it is desired that the crisis of discipline will present an opportunity for a real change of heart that would enhance the community.
- Mercy calls all members of the community to see themselves as fellow sinners in need of God's grace and to remember Christ's example of offering hope, rather than condemnation.

Student Professional Standards for Admission, Academic Matriculation, and Graduation in the Nyack College MSW Program

Introduction and Background

The Nyack College School of Social Work strives to attract, matriculate, and educate students who not only possess intellectual ability but also have a high capacity for ethical and professional behavior. Fundamental attributes of ethical and professional behavior include, but are not limited to: honesty, integrity, and civility; demonstrated desire to learn and respect for the academic process; concern for the welfare of clients, their families and the communities in which they live; commitment to client confidentiality; respect for the rights of others; emotional maturity; and self-discipline. Since the development of ethical and professional behavior is an integral part of education in the social work profession, such conduct during education is an academic issue. Professionalism is a cornerstone of a successful academic program, just as it is a cornerstone of the responsible conduct of research, maintaining integrity and compassion in the delivery of social work services, and building a collegial and conscientious interdisciplinary professional team.

Circumstances may arise during a student's course of study that call into question the capacity or commitment of the student to maintain this academic standard. The Nyack College School of Social Work has the responsibility and authority to determine a student's fitness to continue in this graduate program of study. The process of transitioning from a student to a professional requires study, self-reflection and self-management on the part of learners. Development of ethical and professional behavior is critical in the education of students and considered a core competency in the academic program. Thus ethical and professional behaviors are considered a key factor in academic good standing. When a student applies to the School of Social Work he or she commits to comply with all regulations, including those regarding ethical and professional conduct, established by the program.

The School of Social Work at Nyack College has established this policy regarding professional standards for program admission, matriculation, and graduation and adopted procedures for addressing standards of ethical and professional behavior for students. The policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted by the Council on Social Work Education (CSWE),

the National Association of Social Work (NASW) at both the national and state levels.

As noted above, educating in ethical and professional behavior is integral to the education of students and violations of this Policy will be considered as academic issues. Failure to meet ethical and professional behavior standards will result in action up to, and possibly including, program dismissal, referral to Dean of the School of Social Work and/or dismissal from the College and may jeopardize advancement and/or graduation. This Policy and its related procedures shall govern academic and professional behavior of SWK Professional Students.

Objective

The objective of this document is to articulate the academic importance of the ethical and professional behavior of students within the School of Social Work. This document serves to provide students, faculty, field instructors and staff with clearly articulated expectations and policies regarding student ethical and professional behavior. As noted within this document, the School of Social Work has the authority and responsibility to act on concerns regarding the ethical and professional behavior of students. Refer to the Nyack College Student Handbook for the procedures for managing and addressing student ethical and professional behavior and assurances that the standards are implemented and are consistent with principles of fairness, privacy, and due process.

Scope

All Students are expected to demonstrate high standards of ethical and professional behavior in all educational and field instruction settings including, but not limited to:

- (1) Classroom-based milieu (e.g., classrooms, lecture halls, laboratories, on-line and technology-based classes);
- (2) Professional and field instruction sites that are part of the learning program (e.g., hospitals, mental health clinics, community health centers, schools, Departments of Social Services, correctional facilities, substance abuse treatment programs, etc.);
- (3) Other settings not part of the formal learning program but which contribute to the learning process (e.g., student-run special interest group meetings and activities, clubs and governance structures, interactions with SWK and non-SWK Professional Program administrators, faculty and staff of the College, or any other member of the campus community); and
- (4) Off Campus settings as described below:

This Policy is intended to guide the ethical and professional behavior of students studying in the MSW Program. The School of Social Work does not intend to directly guide or address behavior that is a part of a student's private life, but such behavior may come to the attention of Nyack College in several ways and become the focus of a Policy investigation or charge:

- (a) Conduct may be reported to a member of the faculty or administration from a variety of sources that raises concern about the student's capacity to continue his or her studies. If such reported conduct raises a concern about the safety of the student or the safety of others that the student may have contact with at the institution or includes behavior that could indicate an issue with judgment or moral, ethical, or personal values that would preclude satisfactory functioning in the chosen discipline, an inquiry may be conducted and action taken on the basis of the information gathered.
- (b) If a student is charged with an offense in the civil justice system and the College becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the College, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the civil court proceeding. The College will complete this due process regardless of

whether the student withdraws from the program, the College and/or fails to participate in the process.

- (c) If a student is charged with a criminal offense, he or she is obligated to report this to their department chair or program director immediately. If a matriculating student has been charged with a criminal offense between the time he/she submitted an application and the time he/she arrives at school, or at any time while a student at Nyack College, he/she must inform the department chair or program director of the charges before the first day of classes. If the College later discovers that a student withheld disclosure of a criminal charge, he/she may be subject to immediate program dismissal. The College, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the criminal court proceeding. The College will complete this due process regardless of whether the student withdraws from the program, the College and/or fails to participate in the process. This is consistent with the obligation of the College and its professional programs to ensure the safety of clients and others.
- (d) Students are expected to hold themselves to the highest standards of ethical and professional conduct at all times. As part of their education and educating, these students must begin to practice behavior that they will uphold for the rest of their professional lives.

Student Professional Standards

Consistent with our mission and philosophy to provide quality professional education and to ensure that our graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the functional abilities and performance of all students. Certain functional abilities are essential for the delivery of safe, effective social work practice. Therefore, the faculty has determined that the following professional standards and skills are requisite for admission, progression, and graduation from the School of Social Work. Students and prospective students must certify that they understand and are able to meet and maintain these standards with or without reasonable accommodation, aides and/or services related to a disability. A student unable to meet these standards may not be admissible or may be subject to a hearing to review whether the student may continue to matriculate in the social work program. Any student or prospective student who is concerned about his/her ability to meet any of the professional standards described herein should contact the Program Director as soon as possible and at any time during the admissions or matriculation process.

To be admitted or to maintain enrollment in the Social Work Program the student must:

Physical Skills

1. Exhibit motor and sensory abilities necessary to attend and actively engage in class and practicum placement.

Cognitive Skills

2. Demonstrate accurate knowledge of social work as a profession.
3. Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field.
4. Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.
5. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Emotional and Mental Skills

6. Use sound judgment.
7. Exercise effective stress management.
8. Work well, collegially and collaboratively with others, including colleagues and clients.
9. Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.

Communication Skills

10. Comprehend information and communicate ideas and feelings, and to communicate professionally with other students, faculty, staff, clients, and other professionals.
11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.
 - a. Written skills:
 - i. Write clearly, professionally, and use correct grammar and spelling in all communication.
 - ii. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
 - iii. Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.
 - b. Oral skills:
 - i. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
 - ii. Express ideas and feelings clearly.
 - iii. Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.
12. Exhibit willingness and an ability to listen to others.

Interpersonal/Behavioral Skills

13. Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:

- a. Compassion
- b. Empathy
- c. Altruism
- d. Integrity
- e. Demonstration of respect for and consideration of others, including those different from oneself
- f. Professional boundaries
- g. Maintaining and safeguarding the confidentiality of client information, records, and communications

14. Take appropriate responsibility for own actions and consider the impact of these actions on others.

15. Make appropriate effort toward self-improvement and adaptability.

16. Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.

17. Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.

18. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.

19. Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions. Ethical behaviors include:

- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, gender, class, race, religion, sexuality, and/or cultural values on clients.
- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; and giving credit for the ideas of others.
- Demonstration of clear, appropriate and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

20. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

21. Work effectively with others, regardless of level of authority.

22. Be receptive to feedback and supervision in a constructive manner, as well as use such

feedback to enhance professional development/performance.

23. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
24. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.
25. Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

All candidates for selection to the Nyack College the School of Social Work are required to verify they understand and can meet these professional standards with or without reasonable accommodations, aides and/or services. *Please find* The Student Professional Standards for Admission, Academic Matriculation, and Graduation in the MSW Program in the Appendices of this Handbook.

Professional Performance Review

In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student through advising and grading. In addition to academic performance, students are required to demonstrate Professional Performance Skills necessary for work with clients and professional practice. Students may be evaluated for professional development during each social work course through written evaluation indicating their progress in each developmental area. Students who do not meet expectations for professional performance must meet with the instructor to develop a plan to address problem areas (Level 1 of the Three Levels of Review). If the student continues to exhibit performance problems, the appropriate Level of Review will commence. Students should be aware that the Professional Performance Review and the *Professional Standards Improvement Form* will provide documentation that will be used to prompt a level review and/or develop professional references (i.e. employment, graduate school, field placement).

Professional Performance Skills and Expectations:

- Adherence to the Department Attendance Policy
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to college level standards
- Actively participate in class discussions and activities
- Work collaboratively and cooperatively with others
- Demonstrate respect for others' opinions
- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation
- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics

- Use self-disclosure appropriately
- Demonstrate use of critical thinking skills
- Demonstrates ability to assesses own strengths, limitations, and suitability for professional practice
- Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
- Manage constructive criticism

Academic performance Criteria

Academic Misconduct and Dishonesty

The Nyack College School of Social Work defines academic dishonesty to include, but not to be limited to:

- a) Submitting all or part of a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
- b) Knowingly presenting case materials details or representations that are not true.
- c) Plagiarism: is defined as "the act of "literary theft," when the work of another is misrepresented as the original work of the Nyack College student. This may be done intentionally or unintentionally. When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted MLA or APA practices and standards.
- d) Cheating: is either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise or providing to, or receiving from, another person any kind of unauthorized assistance on any examination or assignment.
- e) Fabricating: Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- f) Offering bribes, favors, or treats: bribing or attempting to bribe or promising favors to or making threats against any person with the intention of affecting a record of a grade or evaluation of academic performance and any conspiracy with another person who then takes, or attempts to take, action on behalf of, or at the direction of, the student.
- g) Grade tempering: any unauthorized attempt to change, actual change of, or alteration of grades or any tempering with grades.
- h) Submitting non-original works: submission or attempt to submit any written work written in whole or part, by someone other than the student.

Evidence of meeting academic performance criteria in the MSW Social Work Program may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based Field Supervisors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student's personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, faculty, staff, or helping professionals
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to

NASW Code of Ethics or the Standards, other contracts between the MSW program and the student.

- Student Professional Performance Review

Policies and Procedures for Review of Academic and Professional Performance

Three levels of review can occur at the Social Work Department in reviewing student's academic performance. These are not necessarily linked. The level is determined by the nature and seriousness of the behavior.

Information disclosed during student meetings with faculty, MSW Program Director, or School of Social Work administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or the MSW Program Director will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns.

They will follow college procedures related to student performance issues.

Policy on Review, Probation and Dismissal or Termination

Any of the following circumstances may result in a student review (Level 1, 2, or 3):

- Failure to meet any of the Policy and Procedures Concerning Technical Standards for Admission, Academic Matriculation, and Graduation in the MSW Program.
- Failure to meet or maintain academic requirements as stated under Scholastic Performance.
- Dismissal from a field placement will generally result in a Level 3 review
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student, faculty must adhere to College guidelines.
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act during the course of study or prior to admission
- Failure to report the commission of a criminal act during the course of study or prior to admission
- Consistent pattern of unprofessional behavior.
- Being reviewed and/or sanctioned by Student Affairs.
- Documented chemical dependence or use of illegal substances during one's course of study will.
- Evidence of psychiatric or emotional difficulties that, in the professional judgment of the program faculty interfere with the student's ability to perform academically, or to a satisfactory level in the field practicum.

The Three Levels of Review

Level 1 – Student/Instructor Consultation

A Level 1 review involves a faculty member who initiates the review with a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the program requirements, whether related to behavior or scholastic performance, that faculty member will:

- discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- apprise the Program Director and Director of Field Education of the concerns to identify

- potential patterns and issues related to the student.
- document dates and content of meetings with students via the Professional Performance Review and/or the Technical Standards Violation Form and/or a note in the student's file.

If a problem arises in field, the agency-based Field Supervisor will discuss concerns directly with the student and with the Field Liaison. It is the responsibility of the Field Liaison to apprise the appropriate coordinator or director of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level 2 – Student/Program Performance Review

A Level 2 review involves the initiating faculty member, student, Site Coordinator (if applicable) and relevant Program Director(s). Faculty member and Program Director(s) will meet with the student when the student is not meeting or following program or College standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in field, the agency-based Field Supervisor, Field Liaison, Site Coordinator and/or Director of Field Education may participate in a review with the student.

The Program Director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

In some cases, the appropriate Director may assess the nature of these concerns with the concerned faculty and Department Chair to decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

Level 3 – Student/Program Performance Review

A Level 3 review involves the student, initiating faculty member, field supervisor (if applicable), Site Coordinator (if applicable), Program Director(s), and faculty who have had direct experience with the student in classroom or field. A minor is expected to be accompanied by their guardian. Generally, this level review is called when a serious problem is identified with a student, or when the issues are serious enough to require formal consultation with other faculty and the student, or when a student is dismissed from a field placement.

A Level 3 review may be conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is at risk for dismissal from the program.

When a Level 3 review is called, the Program Director will convene a meeting with the appropriate parties and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate parties to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified via Nyack College email of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. In rare cases, a student may be instructed

not to attend their field placement or classes until a meeting can be held.

Typically, after all parties are introduced, the Program Director explains the nature of the meeting and possible outcomes. The process begins with defining the problem and any previous attempts at remedying the problem. All parties, including the student, are involved in gathering the information necessary to arrive at a reasonable conclusion.

Once a comprehensive understanding has been reached, the student and non-Social Work faculty are excused from the meeting. The School of Social Work Department representatives then confer and arrive at a recommended plan of action.

Following the meeting, the Program Director will consult with the Dean of the School of Social Work to discuss the problem situation and share the recommended plan of action regarding the student. Following this consultation, the Program Director will inform the student of the decision(s), which can include one or more of the following actions:

- *Continue the student in the program with no conditions.*

In these situations, the concern has been addressed and no further action by the student or program is required.

- *Establish formal conditions for the student's continuance in the program.*

In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; suspending the student for a stated period of time with criteria to return to active status to be defined; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry into the field practicum; or other conditions appropriate to the situation.

- *Consult with and/or refer to the Office of the Vice President for Student Affairs.*

In some instances, depending on the nature of the problem, the Office of the Vice President for Student Affairs may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Vice President for Student Affairs include hazing, racial or sexual harassment, possession or use of firearms or other weapons on College property, damage or destruction of College property, conduct that endangers the health or safety of any College student, employee, or campus visitor, or other violations of the Student Code of Conduct.

- *Dismiss the student from the program.*

In some situations, the student will be dismissed from the social work program. The student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be adequate documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be

ameliorated, where appropriate. Students will be notified of the decision in writing, as soon as feasible, generally within ten calendar days of the review. It is the responsibility of the Program Director to communicate the decision to the student.

Policy on Academic Standing and Program Readmission

Typically a student may apply for readmission one year following the dismissal. However if the student is dismissed for unethical behavior s/he may be considered for readmission three years following dismissal.

A student will only be considered for readmission one time. The steps for readmission are:

1. Applicant must submit both a Program Application and a current resume.
2. Applicant must submit a letter to the Program Director requesting readmission. The letter must address:
 - Reasons for dismissal
 - Steps taken to address the area(s) of concern
 - Student's plan for continued academic success.
3. The information will be reviewed by the Admissions Committee within twenty (20) working days of submission
4. Should the request be accepted by the committee, the student will then be scheduled for a personal interview with the Admissions Committee
5. Based upon that interview and the submitted materials the Admissions Committee will make a decision and notify the student in writing within seven (7) working days of the interview.

If readmitted, the student must:

- maintain compliance with all departmental technical standards;
- maintain good academic standing; and, abide by any other conditions set by the Admissions Committee.

Drop/Add and Withdrawal

During the first weeks of the semester, schedule adjustment period, students may drop or add courses, depending on the availability of space. "Drop" and "Add" forms are available at the Registrar's Office. Students may withdraw from a course through the seventh week by filling out a Drop Form. A grade of W will be recorded for courses from which students have withdrawn. After the eighth week a student cannot withdraw from a single course but must withdraw from the College if they cannot complete the semester. In such withdraws, a grade of WP or WF is recorded on the transcript depending upon the student's performance at the time of withdraw. If a student does not follow the procedures outlined to drop or withdraw from a course, an F grade will be recorded.

Change of Concentration

Once a student is enrolled and placed, changes in one's concentration (e.g. *Clinical Social Work Practice* or *Leadership in Organizations & Communities*) can be considered only after consultation with the faculty advisor, the MSW Program Director, and the Director of Field Education. Approval must be obtained from the. Since field placement assignments are offered to provide students maximum practice in a method concentration, a change of method concentration may require a change of field placement as well and an extension of time and may cause disruption to a student's program of study.

Leave of Absence

Students who, because of extenuating circumstances, are unable to pursue their graduate program may request a leave of absence for a maximum of one calendar year. Such circumstances may include medical reasons, military obligation, family emergencies, or hardship. The procedure for an approved leave of absence requires that students submit a request (*form can be found in Appendix I*), along with appropriate documentation, prior to the term for which the leave is requested. The Dean of the School of Social Work, upon recommendation of the student's adviser and MSW program Director, will review the request. If the request for a leave is granted, the time limit for completion of the student's program will be extended appropriately. Students on an approved leave of absence are exempt from paying the continuing enrollment fee. Graduate students who do not return from a leave of absence in the allotted time frame will have their degree status discontinued.

III. FIELD EDUCATION

Introduction: Field Education in the MSW Program

Field Education is commonly described as that part of the curriculum where the integration of theory and practice occurs. The opportunity for this "integration" or "hands-on" learning to take place occurs when the student is assigned to a field instructor in an agency or organization that is affiliated with the Nyack College School of Social Work MSW Program. Broadly speaking, the learning is structured through the identification of a variety of educational objectives. The field instructor translates these educational objectives into learning tasks for the student and provides both instruction for and supervision of the learning.

In the MSW Program, field placement constitutes the following hours and broad process for each of our field program options:

Traditional 2-Year Track

Students admitted to the Traditional 2-Year Track are required to complete 450 field hours of practice in the Foundation Year and 600 field hours of practice in the Advanced Year. Non-advanced standing students attend 14 hours of field seminar on campus each semester.

Advanced Standing Track

Students admitted to the Advanced Standing Track are required to complete 600 field hours of practice. Advanced standing students usually go into field placement during their first two terms (usually Fall and Spring) of the first year or may defer field placement until the Spring term of the first year. The learning objectives for these field placements are equivalent to the third and fourth term of the full time student.

3. Experienced and Employed Social Service Practitioners' (EESSP) Track

The EESSP Track is designed for students who are already employed in a social service setting for at least one year and are able to complete the required internship hours in their place of employment. The total of 900 internship hours is completed during the Advanced Year, 450 hours each semester, 32 hours per week. The employment agency must meet the criteria for employment based internships.

There are some variations to this suggested cycle for field placement, which are not mentioned here. It is always best to check with the field office or with your faculty advisor / field advisor especially if you

are a part time student or have questions about the actual timing of your field placement.

Upon admission to the School of Social Work MSW Program, the student identifies a skill concentration. The first and second terms of field practicum are spent in core foundation skill preparation. In the third term of field placement, the focus of learning is to develop and practice competencies specific to the student's concentration. In the fourth term, the learning objective is to further expand the skill level that results in mastery of the advanced competencies specific to the student's concentration in preparation for professional practice.

Students are expected to review the Field Education Handbook to obtain more in depth information about field education policies and procedures; field education expectations and learning objectives for MSW students; and important field education processes.

IV. SUPPORTS FOR LEARNING

Library

Located on the 19th floor of Nyack College, the Eastman library houses a collection of books, periodicals, and videos that support the curriculum of the School of Social Work. The library is open to all Nyack students and with valid identification, the library offers access to the on-line catalogs of the various graduate programs. It also provides internet browsing, CD-ROM searching, interlibrary loan services, and bibliographic instruction. It is open six days a week during the fall and spring semesters, 8 a.m. to 10:00 p.m., during the week and from 12:00 to 6 p.m., on weekends. During inter-session and in the summer, the hours of service are reduced.

Graduate Organization of Social Workers

The MSW Student Social Work Organization (MSWSSWO) provides students with opportunities to get involved with important social issues, to foster an integration of faith & spirituality and enhance interaction between students, faculty, and administrators in the School of Social Work. The MSWSSWO coordinates fund raising events, organizes volunteer activities, hosts special events with guest speakers, and sponsors social activities of interest to students.

Why should you join? MSWSSWO provides opportunities for:

- Networking – MSWSSWO increases the exchange of information among students, faculty, administrators and community service providers
- Development – MSWSSWO provides a number of opportunities to engage in professional development activities (practices for self-care, service to community and fundraising events), leadership development (opportunities to be involved in the planning, coordination and implementation of various projects), exposure to individuals in the field (guest speakers, site visits)
- Fun – MSWSSWO provides activities that celebrate our successes as an organization as well as form relationships among new students who are interested in learning more about social work

Reading/Writing Center

The Writing Center, provides free tutorial assistance to registered students. Tutors are students, trained to facilitate the development of critical reading, writing, and research skills. The services include tutorial assistance, and instructional handouts also available on the Writing Center website: http://www.nyack.edu/content/WCNYC_Resources

Drop-in service operates on a first-come, first-serve basis, during which time students can meet with a tutor for up to thirty minutes. The length of the session depends upon individual needs.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Department. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

The Office of Student Disability Support Services operates from the Office of Student Affairs. Students with appropriately documented learning or physical disabilities may request and receive reasonable accommodations and services by meeting with appropriate staff, providing up-to-date documentation, and participating in intake/counseling sessions. To facilitate efficient processing of requests it is requested that documentation be provided at least four weeks prior to the beginning of the academic session in which accommodations are being requested. Please call: 646 378-7909 or email: cheryl.turman@nyack.edu for further information.

Council on Social Work Educational Policy and Accreditation Statement

Please see Appendix B of this Handbook for a link to the Statement on the CSWE website.

Resources

Books, periodicals, pamphlets and related materials of professional social work are available in the MSW Administrative office. The MSW Program does not guarantee the securing of employment for its graduates, but actively seeks to secure information on openings for graduates to investigate. Information on job openings and other educational opportunities will be emailed to students and alumni.

Alumni

The MSW Program strives for ongoing communication with alumni. Please inform us of changes in contact information, new employment, educational achievements, LCSW licensure, etc. Information on job opportunities and other professional development updates will be emailed to graduates.

V. GETTING LICENSED AFTER GRADUATION

People employed as professional social workers in New York must obtain a New York State license: Licensed Master Social Worker (LMSW). To be licensed as an LMSW in New York State you must: be at least 21 years old, be of good moral character, meet education (completing the MSW degree) and examination requirements and complete the child abuse reporting training provided by the School or another approved provider. More information on the requirements is available from the NY State Education Department (<http://www.op.nysed.gov/prof/sw/lmsw.htm>).

After graduation, students submit the necessary application and fees to the New York State Education Department. Applications for taking the national examination and for state licensure both are available on the twentieth floor, from the School of Social Work's Administrative office. Students may also receive applications and information by calling (518) 474-3817 or from the

website: www.aswb.org and request the "Candidate Handbook" and masters-level exam application forms. The "Licensed Master Social Worker Application Packet" and the New York State licensure application forms can also be found on line at <http://www.op.nysed.gov/lmswforms.htm>.

An informational meeting about licensure, the exam, and future qualification for insurance reimbursement status in the spring. Sessions on "test taking strategies" are held for all graduating students. In addition, books with sample exam questions are kept in the library on reserve and the School sponsors test preparation workshops.

Questions about licensure, the exam, and the school's offerings in preparation for the exam may be addressed to the Director of the MSW Program, Dr. Janet E. Furness:
646.378.6169 Janet.Furness@nyack.edu

After attaining the New York LMSW licensure, some students may also wish to pursue the LCSW credential, and should contact the New York State Education Department Office of the Professions for more information at: <http://www.op.nysed.gov/lcsw.htm>

The NYC National Association of Social Workers is a good source for up to the minute information and additional preparation workshops for licensing. Their website is <http://www.naswnyc.org/>. Student members will want to access their members' only section on licensing: <http://www.naswnyc.org/members>.

The State makes the final determination regarding what does and does not qualify as acceptable clinical coursework required for the LCSW. Please check the course list with the Office of Student Affairs prior to registration.

Appendix A

PLANS OF STUDY

Clinical Concentration 2 Year

- Plan of Study
- 3-4 Year Plan of Study
- BSW Advanced Standing – 1 Year Plan of Study
- BSW Advanced Standing – 2 Year Plan of Study
- EESSP – Experienced and Employed Social Service Practitioners

Leadership in Organizations & Communities Concentration

- 2 Year Plan of Study
- 3-4 Year Plan of Study
- BSW Advanced Standing – 1 Year Plan of Study
- BSW Advanced Standing – 2 Year Plan of Study
- EESSP – Experienced and Employed Social Service Practitioners

Clinical Concentration Two Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester

SWK 514 Human Behavior and the Social Environment I	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits
SWK 516 Generalist Social Work Practice I with Individuals and Families	3 credits
SWK 562 Social Work and Christianity	3 credits
SWK 517 Field Instruction and Seminar I	3 credits
Total	15 credits

Spring Semester

SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 555 Social Welfare Policy and Services	3 credits
SWK 556 Generalist Social Work Practice II with Groups, Organizations and Communities	3 credits
SWK 558 Social Work Research Methods	3 credits
SWK 557 Field Instruction and Seminar II	3 credits
Total	15 credits

SECOND ACADEMIC YEAR

Fall Semester

SWK 616 Clinical Social Work Practice I with Individuals	3 credits
SWK 628 Social Program and Practice Evaluation	3 credits
SWK 649 Professional Seminar I	1 credit
SWK 626 Advanced Clinical Assessment and Diagnosis I	3 credits
Elective	3 credits
SWK 517 Field Instruction & Seminar III	<u>4 credits</u>
Total	17 credits

Spring Semester

SWK 656 Clinical Social Work Practice with Families	3 credits
SWK 658 Clinical Social Work Practice with Groups	3 credits
SWK 699 Professional Seminar II	3 credit3
Elective	3 credits
SWK 657 Field Instruction and Seminar IV	<u>4 credits</u>
Total	16 credits

Curriculum changes may take place in the future.

Clinical Concentration Three or Four Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester

SWK 514 Human Behavior in the Social Environment I	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	<u>3 credits</u> 6 credits
Total	

Spring Semester

SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 555 Social Welfare Policy and Services	<u>3 credits</u> 6 credits
Total	

SECOND ACADEMIC YEAR

Fall Semester

SWK 562 Social Work and Christianity	3 credits
SWK516 Generalist Social Work Practice I with Individuals and Families	3 credits
SWK 517 Field Instruction and Seminar I	3 credits
Total	9 credits

Spring Semester

SWK 558 Social Work Research Methods	3 credits
SWK 556 Generalist Social Work Practice with , Groups, Organizations & Communities	3 credits
SWK 557 Field Instruction and Seminar II	3 credits
Total	9 credits

THIRD ACADEMIC YEAR

Fall Semester

SWK 616 Clinical Social Work Practice I with Individuals	3 credits
SWK 626 Advanced Clinical Assessment and Diagnosis I	3 credits
SWK 617 Field Instruction and Seminar III	4 credits
Total	10 credits

Spring Semester

SWK 656 Clinical Social Work Practice II with Families	3 credits
SWK 658 Clinical Social Work Practice with Groups	3 credits
SWK 657 Field Instruction and Seminar IV	4 credits
Total	10 credits

FOURTH ACADEMIC YEAR

Fall Semester

SWK 628 Social Work Program and Practice Evaluation	3 credits
SWK 649 Professional Seminar I	1 credits
Elective	<u>3 credits</u>
Total	7 credits

Spring Semester

SWK 699 Professional Seminar II	3 credits
Elective	3 credits
Total	6 credits

Curriculum changes may take place in the future.

Clinical Concentration Advanced Standing Plan of Study

Fall Semester		Spring Semester	
SWK 616 Clinical Social Work Practice I with Individuals	3 credits	SWK 656 Clinical Social Work Practice II with Families	3 credits
Elective	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 626 Advanced Clinical Assessment and Diagnosis I	3 credits	SWK 658 Clinical Social Work Practice III with Groups	3 credits
SWK 628 Social Work Program and Practice Evaluation	3 credits	Elective	3 credits
SWK 617 Field Instruction and Seminar III	<u>4 credits</u>	SWK 657 Field Instruction and Seminar IV	<u>4 credits</u>
SWK 649 Professional Seminar I	1 credit		
Total	17 credits	Total	16 credits

Clinical Concentration Advanced Standing Plan of Study Over 2 Years

FIRST ACADEMIC YEAR

Fall Semester

Elective	3 credits
SWK 649 Professional Seminar I	1 credit

SWK 626 Advanced Clinical Assessment & Diagnosis	3 credits
Total	7 credits

Spring Semester

Elective	3 Credits
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SWK 699 Professional Seminar II	3 credits
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Total	6 credits
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SECOND ACADEMIC YEAR

Fall Semester

SWK 616 Clinical Social Work Practice I with Individuals	3 credits
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SWK 628 Social Work Program and Practice Evaluation	3 credits
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SWK 617 Field Instruction and Seminar III	4 credits
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Total	10 credits
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Spring Semester

SWK 656 Clinical Social Work Practice II with Families	3 credits
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SWK 658 Clinical Social Work Practice III with Groups	3 credits
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SWK 657 Field Instruction and Seminar IV	4 credits
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Total	10 credits
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4. Experienced and Employed Social Service Practitioners’ (EESSP) Clinical Concentration

FIRST ACADEMIC YEAR

Fall Semester

SWK 514 Human Behavior in the Social Environment I	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	<u>3 credits</u> 6 credits
Total	

Spring Semester

SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 555 Social Welfare Policy and Services Total	<u>3 credits</u> 6 credits

SECOND ACADEMIC YEAR

Fall Semester

SWK 562 Social Work and Christianity	3 credits
SWK 516 Generalist Social Work Practice I with Individuals and Families	3 credits
SWK 628 Social Work Program and Practice Evaluation	3 credits
SWK 517 Field Instruction and Seminar I	3 credits
Total	12 credits

Spring Semester

SWK 558 Social Work Research Methods	3 credits
SWK 556 Generalist Social Work Practice II with Groups, Organizations and Communities	3 credits
Elective	3 credits
SWK 557 Field Instruction and Seminar II	3 credits
Total	12 credits

THIRD ACADEMIC YEAR

Fall Semester

SWK 616 Clinical Social Work Practice I with Individuals	3 credits
SWK 626 Advanced Clinical Assessment and Diagnosis	3 credits
Elective	3 credits
SWK 649 Professional Seminar I	1 credit
SWK 617 Field Instruction and Seminar III	4 credits
Total	14 credits

Spring Semester

SWK 656 Clinical Social Work Practice with Families	3 credits
SWK 658 Clinical Social Work Practice II with Groups	3 credits
SWK 699 Professional Seminar II	3 credits
SWK 657 Field Instruction and Seminar IV	4 credits
Total	13 credits

Curriculum changes may take place in the future.

Leadership in Organizations & Communities Practice

Concentration: Two Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester

SWK 514 Human Behavior in the Social Environment I	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits
SWK 516 Generalist Social Work Practice I with Individuals and Families,	3 credits
SWK 562 Social Work and Christianity	3 credits
SWK 517 Field Instruction and Seminar I	3 credits
Total	15 credits

Spring Semester

SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 555 Social Welfare Policy and Services	3 credits
SWK 556 Generalist Social Work Practice II with Groups, Organizations & Communities	3 credits
SWK 558 Social Work Research Methods	3 credits
SWK 557 Field Instruction and Seminar II	3 credits
Total	15 credits

SECOND ACADEMIC YEAR

Fall Semester

SWK 636 Leadership & Organizational Practice I	3 credits
SWK 646 Leadership in Community Practice	3 credits
SWK 628 Social Work Program and Practice	3 credits
Elective	3 credits
SWK 617 Field Instruction and Seminar III	4 credits
SWK 649 Professional Seminar I	1 credit
Total	17 credits

Spring Semester

SWK 676 Leadership and Organizational Practice II: Program Design and Proposal Writing	3 credits
Elective	3 credits
SWK 699 Professional Seminar II	3 credits
Elective	3 credits
SWK 657 Field Instruction and Seminar IV	4 credits
Total	16 credits

Curriculum changes may take place in the future.

Leadership in Organizations & Communities Practice

Concentration: Three or Four Year Plan of Study

FIRST ACADEMIC YEAR

Fall Semester

SWK 514 Human Behavior in the Social Environment I	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power, and Oppression	<u>3 credits</u>
Total	6 credits

Spring Semester

SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 555 Social Welfare Policy and Services	<u>3 credits</u>
Total	6 credits

SECOND ACADEMIC YEAR

Fall Semester

SWK 562 Social Work and Christianity	3 credits
SWK 516 Generalist Social Work Practice I with Individuals and Families	3 credits
SWK 517 Field Instruction and Seminar I	3 credits
Total	9 credits

Spring Semester

SWK 558 Social Work Research Methods	3 credits
SWK 556 Generalist Social Work Practice II with Groups and Organizations	3 credits
SWK 557 Field Instruction and Seminar II	3 credits
Total	9 credits

THIRD ACADEMIC YEAR

Fall Semester

SWK 636 Leadership and Organizational Practice I	3 credits
SWK 646 Leadership in Community Practice	3 credits
SWK 617 Field Instruction and Seminar III	4 credits
Total	10 credits

Spring Semester

SWK 676 Leadership and Organizational Practice II: Program Design and Proposal Writing	3 credits
Elective	3 credits
SWK 657 Field Instruction and Seminar IV	4 credits
Total	10 credits

FOURTH ACADEMIC YEAR

Fall Semester

SWK 628 Social Work Program and Practice Evaluation	3 credits
SWK 649 Professional Seminar 1	1 credit
Elective	3 credits
Total	7 credits

Spring Semester

SWK 699 Professional Seminar II	3 credits
Elective	3 credits
Total	6 credits

Curriculum changes may take place in the future.

Leadership in Organizations & Communities Concentration: Advanced Standing Plan of Study

Fall Semester		Spring Semester	
SWK 636 Leadership and Organizational Practice I	3 credits	SWK 676 Leadership and Organizational Practice II:	3 credits
Elective	3 credits	Elective	3 credits
SWK 628 Social Work Program and Practice	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 646 Leadership in Community Practice	3 credits	Elective	3 credits
SWK 649 Professional Seminar I	1 credit	SWK 657 Field Instruction and Seminar IV	4 credits
SWK 617 Field Instruction and Seminar III	4 credits		
Total	17 credits	Total	16 credits

Curriculum changes may take place in the future.

Leadership in Organizations & Communities Concentration: Advanced Standing Plan of Study Over 2 Years

FIRST ACADEMIC YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
SWK 628 Social Work Program & Practice Evaluation	3 credits	Elective	3 credits
SWK 646 Leadership in Community Practice	3 credits	SWK 699 Professional Seminar II	3 credits
SWK 649 Professional Seminar I	1 credit		
Total	7 credits	Total	6 credits

SECOND ACADEMIC YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
SWK 636 Leadership & Organizational Practice I	3 credits	SWK 676 Leadership & Organizational Practice II: Program Design and Proposal	3 credits
Elective	3 credits	Elective	3 credits
SWK 617 Field Instruction and Seminar III	4 credits	SWK 657 Field Instruction and Seminar IV	4 credits
Total	10 credits	Total	10 credits

Curriculum changes may take place in the future.

Experienced and Employed Social Service Practitioners (EESSP) Leadership in Organizations & Communities.

FIRST ACADEMIC YEAR

Fall Semester

SWK 514 Human Behavior in the Social Environment I	3 credits
SWK 534 Foundations of Social Justice: Diversity, Power and Oppression	3 credits
Total	6 credits

Spring Semester

SWK 554 Human Behavior in the Social Environment II	3 credits
SWK 555 Social Welfare Policy and Services	3 credits
Total	6 credits

SECOND ACADEMIC YEAR

Fall Semester

SWK 562 Social Work and Christianity	3 credits
SWK 516 Generalist Social Work Practice I with Individuals and Families	3 credits
SWK 646 Leadership in Community Practice	3 credits
SWK 517 Field Instruction and Seminar I	<u>3 credits</u>
Total	12 credits

Spring Semester

SWK 558 Social Work Research Methods	3 credits
SWK 556 Generalist Social Work Practice II with Groups, Organizations & Communities	3 credits
Elective	3 credits
SWK 557 Field Instruction and Seminar II	<u>3 credits</u>
Total	12 credits

THIRD ACADEMIC YEAR

Fall Semester

SWK 636 Leadership & Organizational Practice I	3 credits
Elective	3 credits
SWK 628 Social Work Program and Practice	3 credits
SWK 649 Professional Seminar I	1 credit
SWK 617 Field Instruction & Seminar III	4 credits
Total	14 credits

Spring Semester

SWK 676 Leadership & Organizational Practice II: Program Design and Proposal Writing	3 credits
Elective	3 credits
SWK 699 Professional Seminar II	3 credits
SWK 657 Field Instruction and Seminar IV	4 credits
Total	13 credits

Curriculum changes may take place in the future.

Appendix B

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Professional social work education is regulated through an accreditation process governed by the Council on Social Work Education (CSWE). Nyack College's MSW curriculum follows CSWE's Educational and Accreditation Policy Standards, which are listed at: <http://www.cswe.org/Accreditation/2008EPASDescription.aspx>.

APPENDIX C

NASW Code of Ethics Value Base of the Profession

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

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

Ethical Principles

The following broad ethical principles are based on social work's core values. 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.

APPENDIX D

STATEMENT OF CONFIDENTIALITY

Students undertaking field placements or other activities involving direct contact with clients assume professional responsibilities. These include the closest adherence to the principles of confidentiality, so that the privacy of the privileged information to which students are exposed is totally safeguarded. The following statements embody social work policies designed to achieve this confidentiality:

- Student must take initiative and responsibility for knowing and abiding by the confidentiality policies of agencies in which they are placed.
- Outside of the agency, Field Education Seminar and Social Work Practice class, no information regarding specific clients, their families and other significant persons is to be revealed. This includes background information by which clients might be identified as well as their names.
- Within a class, names of specific clients, families or other persons should not be stated. A pseudonym or third person reference should be substituted.
- The classroom is to be considered an area of confidentiality. Client information and reactions of classmates is not to be discussed with anyone other than the student's Field Liaison.
- No piece of written work (term papers, logs, case studies, etc.) should contain actual names of clients. Correct identifying information can be added to copies intended for agency use at the time the student, inside the agency, is submitting the material to the agency.
- For community or professional presentation or for written material distributed outside of a class for which it was prepared, case material must be altered so that there is no possibility that the persons involved can be identified. This alteration includes specific details and circumstances, as well as names.
- Students are personally responsible for the safety and protection of any professional information or records they may have in their possession. Such information must never be removed from the agency or placed anywhere that unauthorized persons might view it.
- Students are expected to use tact and discretion in representing agencies which provide them with training experiences. Agencies provide participation in their programs as a service to students and the Social Work Department. Professional practice assumes that issues, rather than personalities or specific programs, be the focus of discussions with colleagues, fellow students and other professionally appropriate contacts.
- When in doubt the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from social work faculty.

APPENDIX E

DUTY TO REPORT

Social workers (and all professionals) are legally bound by New York state law to report any situations of child maltreatment to the Child Protective Services Department of the local Department of Social Services for further investigation. Licensed social workers who fail to report known maltreatment face fines and penalties (such as having one's license revoked and risking malpractice claims). Maltreatment is defined as:

FAMILY LAW

5-701 Definitions

- (1) **Abuse** means the physical injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is significantly harmed or at risk of being significantly harmed.
- (2) **Neglect** means the leaving of a child unattended or other failure to give proper care and attention to a child by the child's parents, guardian, or custodian under circumstances that indicate the child's health or welfare is significantly harmed or placed at risk of significant harm.
- (3) **Sexual abuse** means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member. Sexual abuse includes: incest, rape, or sexual offense and/or unnatural or perverted sexual practices.
- (4) **Mental injury** means the observable, identifiable and substantial impairment of a child's mental or psychological ability to function, or a substantial risk of mental injury that is caused by the failure to give proper care and attention to a child.

Students have the professional obligation to immediately inform their Field Supervisor when knowledge of maltreatment has been obtained!

There are no set legal guidelines for reporting other illegal activity (such as drug use or fraud) but students should be aware that witnessing such activity could put them at risk for being considered in collusion or acting as an accessory to a crime. Students should educate themselves about their agency's written or unwritten policies on these matters and discuss such situations immediately with their supervisor (or another person of authority if the supervisor is not immediately available) when such situations occur.

APPENDIX F

Personal Safety Info

Guidelines for General Personal Risk Education

1. Walk with sense of purpose. Be aware of your body language.
 2. Be Alert! Don't walk "in a daze". For example, be aware of strangers who approach and speak to you. Keep a safe distance and keep moving.
 3. Walk on the outside of the sidewalk so you are away from the possible hiding places.
 4. Do not walk on the side of the street where you see a group of people loitering.
 5. Be aware of safe places where you are walking or visiting, such as stores, library, schools, and community centers which you might use as a refuge
 6. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
 7. Wear sensible and appropriate clothing, low heeled shoes, and avoid wearing jewelry which could be snatched off, used to grab you or wrapped around you in some way.
 8. Do not give money to people who ask for it.
 9. Assess multistory buildings for safety. If you need to take an elevator, check-out the interior before entering. If it appears unsafe, wait for the next elevator. If a suspicious person enters the elevator after you are there, exit before the door closes. If you can't exit, stand next to the control panel and, if you are accosted, press all the buttons.
 10. If you need to take stairs in a multistory building, be aware of who is in the stairwell and how far apart the exits are.
5. **Risk Reduction Strategies in the Field**
Learn to **appreciate realistic limitations**. Be reasonable about what is and is not possible. Know when to stay and when to leave.

Keep your own **work area as safe as possible**: keep it clear of items that could become harmful to anyone involved in a physical intervention. For example, keep objects which could be used as weapons (e.g., ashtrays, sharp objects, cup of hot coffee, etc.) away from potentially aggressive clients.

Avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without **back-up staff** or security available. Where possible, **alert available staff members** that assistance might be needed before you enter a crisis situation.

Act calmly. Keep the "scream" out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce and escalate the aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and/or loss of control. Therefore, **you** need to be in control of the situation.

Take a **non-threatening posture** to avoid appearing confrontational, but take a **protected posture** as well, e.g., standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with your arms and hands held near the upper body for possible quick self-protection. Avoid a stare down by periodically breaking eye contact.

Don't walk away from the individual who is escalating. Acknowledge the person's feelings and try to talk them down. Encouraging the person to sit down may sufficiently delay or divert the possibility of an attack. Usually, an appropriate staff member to be with the individual is the one who has the best rapport with them, not necessarily the staff with the most authority.

Observe the process as you interact with a client who is being aggressive. Identify which of your actions serve to calm and those which seem to inflame the individual, and act accordingly.

Avoid sudden movements or issuing ultimatums or strident commands. Whenever possible, allow the person to make **behavioral choices**. Directives or alternatives should be stated calmly, concretely, and in action terms.

Do not touch the individual you are trying to calm down unless you are willing to restrain them (and you have been trained to do so), and only when there is sufficient staff to do so in a manner consistent with the agency's containment policies.

If you are threatened or injured while the field placement, or involved in an incident where your safety is or could be compromised, the incident should be reported immediately to your Field Supervisor, to the agency, and to the Field Education Office.

APPENDIX G

Nyack College School of Social Work MSW Program Professional Standards Agreement

Professional Standards

Consistent with our mission and philosophy to provide quality professional education in a Christian context and to ensure that our graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the functional abilities and performance of all students. Certain functional abilities are essential for the delivery of safe, effective social work practice. Therefore, the faculty has determined that the following professional standards and skills are requisite for admission, progression, and graduation from Nyack College School of Social Work. Students and prospective students must certify that they understand and are able to meet and maintain these standards with or without reasonable accommodation, aides and/or services related to a disability. A student unable to perform these professional standards may not be admissible or may be subject to a hearing to review whether the student may continue to matriculate in the social work program. Any student or prospective student who is concerned about his/her ability to meet any of the professional standards described herein should contact the relevant Program Director as soon as possible and at any time during the admissions or matriculation process.

To be admitted or to maintain enrollment in the Social Work Program the student must:

Physical Skills

1. Exhibit motor and sensory abilities necessary to attend and actively engage in class and practicum placement.

Cognitive Skills

2. Demonstrate accurate knowledge of social work as a profession.
3. Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field.
4. Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.
5. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Emotional and Mental Skills

6. Use sound judgment.
7. Exercise effective stress management.
8. Work well, collegially and collaboratively with others, including colleagues and clients.
9. Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.

Communication Skills

10. Comprehend information and communicate ideas and feelings, and to communicate professionally with other students, faculty, staff, clients, and other professionals.
11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.
 - a. Written skills:
 - i. Write clearly, professionally, and use correct grammar and spelling in all communication.
 - ii. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
 - iii. Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.
 - b. Oral skills:
 - i. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
 - ii. Express ideas and feelings clearly.
 - iii. Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.
12. Exhibit willingness and an ability to listen to others.

Interpersonal/Behavioral Skills

13. Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:
 - a. Compassion, Empathy & Altruism
 - b. Integrity
 - c. Demonstration of respect for and consideration of others, including those different from oneself
 - d. Professional boundaries
 - e. Maintaining and safeguarding the confidentiality of client information, records, and communications
14. Take appropriate responsibility for own actions and consider the impact of these actions on others.
15. Make appropriate effort toward self-improvement and adaptability.
16. Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.
17. Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.
18. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
19. Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions.
20. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

21. Work effectively with others, regardless of level of authority.
22. Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
23. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
24. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.
25. Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

All candidates for selection to the Nyack College School of Social Work are required to verify they understand and can meet these technical standards with or without reasonable accommodations, aides and/or services.

I certify that I have read and understand the professional standards listed above, and I believe, to the best of my knowledge and ability, that I can meet each of these standards with or without reasonable accommodation, aides and/or services. I understand that if I am unable or unwilling to meet these standards I may not be eligible to be admitted to and/or matriculate in the social work program. I understand I should contact the relevant Program Director anytime I have questions or concerns with my ability to perform any of these technical standards at any time and for any reason. For more information about student accommodations, aides and/or services related to a disability, students may contact the Nyack College Office of Student Disability Support Services at: 646 378-7909 or email: cheryl.turman@nyack.edu

Signature of Applicant

Date

Print Name

Student ID Number

If student/prospective student is younger than 18 years old, the parent/legal guardian must sign.

Signature of Parent/Legal Guardian

Date

Print Name

Relationship to Applicant

APPENDIX H

**Nyack College School of Social Work
Professional Standards Improvement Form**

Student Name	
Name of Reporting Individual	Date of Report
Signature of Reporting Individual	Date Discussed with Student

This report is prepared when a student exhibits behavior not consistent with the School of Social Work Technical Standards and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a social worker. Check the appropriate categories. Comments are required.

Physical Skills

- Exhibit motor and sensory abilities necessary to attend and actively engage in class and practicum placement.

<u>Please Identify Level of Concern:</u>
<input type="checkbox"/> 1= Somewhat problematic; further growth needed
<input type="checkbox"/> 2= A significant concern

Comments: (Describe the specifics)

Cognitive Skills

- Demonstrate accurate knowledge of social work as a profession.
- Demonstrate clarity of thinking to process information and appropriately apply it to situations in the classroom and field.
- Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.
- Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Please Identify Level of Concern:

- 1 = Somewhat problematic; further growth needed
- 2 = A significant concern

Comments: (Describe the specifics)

Emotional and Mental Skills

- Use sound judgment.
- Exercise effective stress management.
- Work well, collegially and collaboratively with others, including colleagues & clients.
- Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.

Please Identify Level of Concern:

- 1 = Somewhat problematic; further growth needed
- 2 = A significant concern

Comments: (Describe the specifics)

Communication Skills

- Comprehend information and communicate ideas and feelings, and to communicate effectively with other students, faculty, staff, clients, and other professionals.
- Use oral and written skills to communicate in ways that are safe and protect the privacy of students, faculty, staff, clients, and other professionals.
 - Written skills:
 - Write clearly, use correct grammar and spelling.
 - Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
 - Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.
 - Oral skills:
 - Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.

- Express ideas and feelings clearly.
- Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.
- Exhibit willingness and an ability to listen to others.

Please Identify Level of Concern:

1 = Somewhat problematic; further growth needed

2 = A significant concern

Comments: (Describe the specifics)

Interpersonal/Behavioral Skills

- Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:
 - Compassion,
 - Empathy
 - Altruism
 - Integrity
- Demonstration of respect for and consideration of others, including those different from oneself Professional boundaries
- Maintaining and safeguarding the confidentiality of client information, records, and communications
- Take appropriate responsibility for own actions and consider the impact of these actions on others.
- Make appropriate effort toward self-improvement and adaptability.
- Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.
- Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.
- Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
- Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions.
- Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

- Work effectively with others, regardless of level of authority.
- Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
- Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
- Reflect a professional manner in appearance, dress, and demeanor in the classroom and field setting.
- Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

Please Identify Level of Concern:

1= Somewhat problematic; further growth needed

2= A significant concern

Comments: (Describe the specifics)

Additional Comments (e.g., recommendations, requirements, relevant actions, next steps):
Comments:

Student comments can be attached separately, but must be submitted by_____.

I have read this evaluation and discussed it with the relevant Faculty Member/Program Director.

Student Signature

Date

Your signature indicates that you have read the report, and it has been discussed with you. It does not represent your agreement or disagreement with the proposed violation. If you disagree or want to comment, you are encouraged to attach your comments as stated above.

APPENDIX I

REQUEST FOR EXTENDED MEDICAL LEAVE

This form must be completed and submitted to the MSW Program Office when student will miss 3 or more field days (or 24 continuous hours) of MSW Field Internship and/or Field Seminar due to a medical condition. Whenever possible, this request should be submitted 30 days prior to the extended medical leave, along with a Field Support Plan.

1. Nature of the Medical Condition - Briefly describe the nature of the medical condition that requires extended leave from Nyack’s MSW Program field internship and/or field coursework:

2. Healthcare Provider’s Verification: (Please attach related doctor’s notes)
Please excuse student _____ (name) from his/her College coursework/field work due to the above medical condition & treatment for the following period:

Current or expected dates of medical leave: _____

Medical Practitioner Name/Title (please print):

Signature: _____ Date: _____

3. Student’s estimated number of field hours missed:

