

NYACK COLLEGE

THE SOCIAL WORK MAJOR

STUDENT HANDBOOK

*For
COMPETENT
COMPASSIONATE
CATALYSTS
in
CHRIST*

2014-2015

The Social Work Major is an approved Major under the New York State Board of Regents and its curriculum corresponds to the requirement of the Council of Social Work Education (CSWE). The Social Work Major has been granted the accreditation from the Council of Social Work Education.

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Welcome To the Social Work Program

Dear Social Work Students,

As the Program Director of Nyack College Baccalaureate Social Work Program it is my pleasure to welcome you into the Nyack College BSW Program. Our program mission is to educate and train you to become social work professionals who promote the well being of individuals, families, and communities with competence, compassion, and ethical integrity, and who are committed to work toward enhancing a just and caring society.

Social workers serve diverse people who are vulnerable, disadvantaged, and/or oppressed. It is an exciting mission since it is what the Scripture has commissioned us to do. But it is also a challenging task that demands us to be equipped with knowledge, values, and skills, and requires us to examine and accept ourselves in order to become effective and ethical social workers. The education and training that you receive through the BSW Program will lead you to professional and personal growth. At the same time, the Social Work program at Nyack will provide you with opportunities for spiritual growth and personal transformation.

The social work faculty is committed to helping you broaden your knowledge base, sharpening your social work skills, and providing advising for your professional development. If you need any assistance in these areas, please do not hesitate to contact any faculty members.

We wish you the very best as you prepare for a career in social work.

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I. MISSION OF THE NYACK COLLEGE BSW PROGRAM

A. Mission Statement

The mission of the Nyack College Baccalaureate Social Work Program at Nyack College is to prepare students in a Christian context to be generalist social work professionals who provide service with competence, compassion, and the highest ethical integrity.

Equipping students with the knowledge, values, and skills of the social work profession, the Nyack BSW program aims to raise social workers who can enhance the well-being of all people and communities, and promote a just and caring environment in a complex and interrelated global society.

B. Program Goals

The goals of the BSW Program are:

1. To prepare students to be generalist social work professionals who are guided by a person-in-environment framework, respect for human diversity, scientific inquiry, and a global perspective.
2. To provide a transformational learning environment that facilitates a love for learning and prepares students for graduate education, especially in social work.
3. To provide a learning environment that models an integration of Christian faith with learning, and prepares students to serve with compassion and the highest ethical integrity.

C. Competencies and Practice Behaviors:

At the end of the BSW program, the students will:

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

1. advocate for client access to the services of social work
2. practice personal reflection and self-correction to assure continual professional development
3. attend to professional roles and boundaries
4. demonstrate professional demeanor in behavior, appearance, and communication
5. engage in career-long learning
6. use supervision and consultation

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

1. recognize and manage personal values in a way that allows professional values to guide practice
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
3. tolerate ambiguity in resolving ethical conflicts
4. apply strategies of ethical reasoning to arrive at principled decisions

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

1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
2. analyze models of assessment, prevention, intervention, and evaluation
3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities

4. Engage diversity and difference in practice.

1. recognize the extent to which a culture's structures and values may opposes, marginalize, alienate, or create or enhance privilege and power
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
3. recognize and communicate their understanding of the importance of difference in shaping life experiences
4. view themselves as learners and engage those with whom they work as informants

5. Advance human rights and social and economic justice.

1. understand (sic: "can identify and articulate") the forms and mechanisms of oppression and discrimination
2. advocate for human rights and social and economic justice
3. engage in practices that advance social and economic justice

6. Engage in research-informed practice and practice-informed research.

1. use practice experiences to inform scientific inquiry
2. use research evidence to inform practice

7. Apply knowledge of human behavior and the social environment.

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
2. critique and apply knowledge to understand person and environment

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

1. analyze, formulate, and advocate for policies that advance social well-being
2. collaborate with colleagues and clients for effective policy action

9. Respond to contexts that shape practice.

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

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

(a) – Engagement

1. substantively & affectively prepare for action with individuals, families, groups, organizations, and communities
2. use empathy and other interpersonal skills
3. develop mutually agreed-upon focus of work & desired outcomes

(b) – Assessment

4. collect, organize, and interpret client data
5. assess client strengths and limitations
6. develop mutually agreed-upon intervention goals & objectives
7. select appropriate intervention strategies

(c) – Intervention

8. initiate actions to achieve organizational goals
9. implement prevention interventions that enhance client capacities
10. help clients resolve problems
11. negotiate, mediate, and advocate for clients
12. facilitate transitions and endings

(d) – Evaluation

13. critically analyze, monitor, and evaluate interventions

11. Integrate their personal Christian faith with professional social work practice.

1. Practice with compassion rooted in their personal relationship with Christ.
2. Demonstrate servant leadership with humility as they influence, equip, and empower those who are disadvantaged.

II. ADMISSION TO THE BSW PROGRAM

The Social Work Program is open to qualified students who have liberal arts backgrounds and who are committed to developing professional social work knowledge, values, and skills.

A. Admission Criteria

A student electing the Social Work Program must qualify for regular admission to the College. However, admission to Nyack College does not guarantee admission to the BSW program. Criteria for admission to the BSW program are:

1. Academic achievement that includes:
 - a) Completion of a substantial portion (approximately 50 credit hours) of the Nyack College core curriculum and most prerequisites
 - b) A minimum cumulative grade point average of 2.5
2. Submission of departmental application (see Appendix B for the application form)
3. Emotional stability to deal with emotional stress in himself/herself as well as in others.
4. Intellectual capacity to think conceptually and analytically.

B. Admission Procedure to the BSW Program

Though students may have elected their major as social work when they entered the college, students will only be admitted to the BSW program through the following process:

1. Academic advising conferences

The student who has declared or is considering the Nyack College BSW Program should arrange an interview with a social work faculty member (if the Social Work Major has been declared) to discuss their educational and vocational interests.

2. Submission of Application Materials

All application materials are due in the School of Social Work by March 1st of the sophomore year. Application materials include:

- Application Form
- Personal Essay
- Signed Code of Conduct Form

Exceptions can be made only on recommendation by the advisor to the Department Chair of the respective campus and subsequent approval by the Department Chair.

3. Admission Decision

The applicant's file will be reviewed by a designated social work faculty member. The faculty member may request additional information or/and an interview with the student for more information. The faculty may consult with other faculty. The faculty makes a decision to accept, deny, or postpone action on the application.

In most cases, the decision represents mutual agreement by the faculty and the student. However, the final decision concerning admission rests with the social work faculty.

4. Notification of Decision

The School of Social Work Chair will notify the applicant of the faculty's decision in writing by May 1. A student whose application is not accepted can appeal the decision by writing a letter to the Department Chair within 30 days of the notification.

C. Field Education

1. Admission to Field Education Program

- In November of the Junior year, students must apply for the Field Education program by submitting the Application for Field Education Program and submitting three copies of the application to the Field Coordinator (See Field Education Manual)
- In order to enter Field Instruction in the senior year, students must have completed the following courses, and attained a minimum of a 2.5 overall average in completed social work courses in the junior year:
 - SWK 314 Human Behavior in the Social Environment I
 - SWK 415 Social Welfare Policy and Services
 - SWK 354 Human Behavior in the Social Environment II
 - SWK 356 Generalist Social Work Practice I with Individuals & Families
 - SWK 357 Field Experience and Pre-practice Seminar

2. Field Education Courses

Course	Credits	Semester Taken	Instruction/ Internship Hours Total
SWK 357 - Field Experience & Pre-practice Seminar	2	Spring/Junior Year	60
SWK 417 - Field Instruction & Seminar I	4	Fall/Senior Year	200 (+8hrs seminar)
SWK 457 - Field Instruction & Seminar II	4	Spring/Senior Year	200 (+8hrs seminar)

- Prior to admission to the BSW program, students may work as volunteers at social service agencies at least 60 hours a semester (SWK 217 Community Volunteer Services). This optional course is designed to introduce the students to have the opportunity to test their interest in, and suitability for, the field of social work.
- In the second semester of the junior year, students engage in field experiences combined with pre-practice seminar (SWK 357 Field Experience). Students are required to work at social service agencies at least 60 hours.
- During the senior year, students take two field instruction courses over the year working about 400 hours at social service agencies under the supervision of professional social workers. It is combined with 8 hours of field instruction seminars in each semester. Placement begins in September and ends in May.
- All students must have their own transportation for field placements.

III. BSW PROGRAM REQUIREMENTS

The BSW Program builds on a broad liberal arts base and includes professional social work courses and a supervised field education. Curriculum areas include social work practice, human behavior and the social environment, social work research, social welfare policy and services, and field instruction.

A. Program Prerequisites

SWK 101	-	Introduction to Social Work and Social Welfare
SWK 246 or PSY 243	-	Interpersonal Communication Skills
LIB 101	-	Information Literacy
ENG 101	-	College Writing I
ENG 102	-	College Writing II
PSY 101	-	General Psychology
SCI 216	-	Introduction to Human Biology
SOC101	-	Introduction to Sociology
POL 215	-	American Government

Note: Students are required to complete most of the prerequisite courses prior to submitting application to the social work major. In order to meet these requirements, students should consult with their advisors prior to registering for classes each semester.

B. Degree Requirements

The Bachelor of Science in Social Work requires completion of 120 credits, including 43 credits in required Social Work courses, a minimum cumulative grade point average of 2.5, and a minimum cumulative grade point average of 2.5 in the major. Students must satisfy both the college's core component requirements and specific liberal arts requirements for the BSW program.

Nyack College Liberal Arts and Sciences Core Component (44 credits)

LIB101	Information Literacy	1
ENG101-102	College Writing I and II	6
PSY 101	General Psychology	3
SOC 101	Intro to Sociology	3
POL 215	American Government	3
BIO 216	Human Biology	4
ENG 201 or 202	Global Literature I or II	3
HIS 113-114	World Civilization I and II	6
PHI101	Introduction to Philosophy	3
FNA	Fine Arts Elective	3
MAT	Mathematics Elective	3
SWK 246 or PSY 243	Interpersonal Communication Skills	3
SWK 328 or PSY337	Statistics for Social Workers/ Social Sciences	3
		44

Social Work Degree Specific Liberal Arts Requirements (13 credits)

*PSY 101	General Psychology	3
*POL 215	American Government	3
*BIO 216	Introduction to Human Biology	4
*SOC 101	Introduction to Sociology (as Social Science elective)	3
		13

* Indicates social work pre-requisites.

Bible and Christian Ministry Minor (15 credits)

PMN101	Introduction to Spiritual Formation	2
BIB 102	Old Testament Literature	3
BIB 201	New Testament Literature	3
BIB 303	Christian Thought	3
BIB or Historical THE elective		3
PMN 201	Nyack Heritage	1
		15

Foreign Language Component (6 credits)

Social work candidates can fulfill their language requirement through one of the following ways:

1. 6 credits in the same language.
2. Competency shown through NY state-recognized exam.
3. One course at the Elementary II level or above, plus 3 liberal arts for a total of 6 credits.
4. One year of American Sign Language.

**** Pre-Requisite Social Work Major Component (12 credits)**

*SWK 101	Introduction to Social Work and Social Welfare	3
*SWK 246	Interpersonal Communication Skills	3
*SWK 254	Understanding Diverse Populations	3
		9

* Indicates social work pre-requisites.

Social Work Major Component (43 credits)

SWK 101	Introduction to Social Work and Social Welfare	3
SWK 242	Social Work and Christianity	3
SWK 314	Human Behavior in the Social Environment I	3
SWK 324	Foundations of Social Justice	3
SWK 354	Human Behavior in the Social Environment II	3
SWK 357	Field Experience and Pre-practice Seminar	2
SWK 358	Social Work Research Methods	3
SWK 415	Social Work Policy and Services	3
SWK 416	Generalist Social Work Practice I with individuals and families	3
SWK 417	Field Instruction and Seminar I	4
SWK 456	Generalist Social Work Practice II with Groups, Organizations	3
SWK 457	Field Instruction and Seminar II	4
SWK 499	Integrative Seminar	3
		40

Miscellaneous Elective Component (12 credits)

Miscellaneous electives 15

Total credits required 120

C. Suggested Program Plan**FIRST YEAR**

Fall		Spring		
PMN 101	Intro to Spiritual Formation	2	ENG 102 College Writing II	3
LIB 101	Information Literacy	1	HIS 114 World Civilization II	3
ENG 101	College Writing I	3	FNA 101 Intro to Fine Arts	3
HIS 113	World Civilization I	3	PSY 101 Introduction to Psychology	3
SWK 101	Introduction to Social Work	3	PHI 101 Introduction to Philosophy	3
SOC 101	Introduction to Sociology	3	PMN 201 Nyack Heritage	1

SECOND YEAR

Fall		Spring		
BIB 102	Old Testament Lit.	3	BIB 201 New Testament Lit	3
ENG 201	Global Lit. I or II	3	LAN Foreign Language	3
or 202		4	POL 215 American Government	3
BIO 216	Human Biology	4	SWK 246 Interpersonal Communication Skills	3
SWK 242	Social Work & Christianity	3	MAT Mathematics Elective	3
LAN	Foreign Language	3		

THIRD YEAR

Fall		Spring		
BIB 303	Christian Thought	3	BIB Elective	3
SWK 314	Human Behavior in the Social Environment I	3	SWK 354 Human Behavior in the Social Environment II	3
SWK324	Foundations of Social Justice	3	SWK 357 Field Experience	2
SWK 328 /	Statistics	3	SWK 358 Social Work Research Methods	3
PSY 337		3	SWK 358 Social Work Research and Statistics I	3
Elective		3	Elective	3
Elective		3		

FOURTH YEAR

Fall		Spring		
SWK 415	Social Work Welfare Policy and Services	3	SWK 456 Generalist Social Work Practice with Groups, Organizations and Communities	3
SWK 416	Generalist Social Work Practice with Individuals and Families	3	SWK 457 Field Instruction and Seminar II	4
SWK 417	Field Instruction and Seminar I	4	SWK 499 Integrative Seminar	3
Elective		3	Elective	3

D. E360 Requirement

Students are required to submit their written assignments through the E360 Program.

For assistance with program, please contact Melinda Kong at Melinda.kong@nyack.edu

E. Portfolio Requirement

Students are required to compile portfolios for the capstone course, SWK499 Integrative Seminar, taken in the Spring of the senior year.

Social work portfolios are defined by Cournoyer and Stanley (2002)¹ as, “a well organized and carefully prepared collection of documents related to one’s readiness for professional social work practice. The portfolio reflects documentary evidence of an active, self-directed approach to learning and ongoing growth as a social work student and/or practitioner.”

Papers that Represent Each Competency

Students are required to submit papers that represent their accomplishment of each competency. The paper may be previous work that has been written for social work classes. The purpose of reviewing previous work is to help the student to organize their learning and think about the attainment of their goals.

However, it is also critical for students to think and write about their growth over time in subsequent assignments. This allows students to organize their thoughts, identify areas of competency, and plan for further personal and professional growth.

Reflective Assessment and Integrative Seminar Papers

This assignment is to determine whether students are able, at the conclusion of the BSW program, to integrate content from required social work courses. Course content from across the curriculum as well as an integration of Christian perspectives should be applied. In these papers, students are to integrate current and past learning from classroom and field experiences and write professionally, clearly, and concisely. . These assignments also serve as a vehicle for measuring the outcomes of the Nyack BSW program’s competency objectives as well as identifying areas in need of improvement within the curriculum.

The integrative papers will require that students demonstrate a synthesis of the eleven (11) social work program competencies that includes forty one (41) practice behaviors within the major areas of social work course content: social work values and ethical principles, diversity, human behavior and the social environment, social welfare policy, research, and social work practice. Students will be asked to focus on the client population that is served by the field agency in which he/she is placed. Questions that will guide students in the development of this paper are specified in the course schedule. Questions will be discussed and answers provided by the dates specified in the course schedule.

¹ Cournoyer, B., Stanley, M.(2002). The Social Work Portfolio – Planning, Assessing, and Documenting Lifelong Learning in a Dynamic Profession (1st edition). Pacific Grove, CA; Brooks/Cole.

Students are expected to submit Reflective Assessments and Integration Seminar Papers assigned each week. The self-assessment and discussion of attaining each of the eleven broad areas of competency and of the “learning products” students will be used to demonstrate attainment of each competency.

Reflective assessment questions include:

- a. *In what ways have I accomplished this competency/practice behaviors?*
- b. *How has my thinking changed over time?*
- c. *What are the practice behaviors that indicate your competency on this area?*
- d. *What curriculum content areas (social policy, practice, etc) relate to successfully completing this competency?*
- e. *What learning experiences helped me to accomplish this competency?*
- f. *What “gaps” can you identify in your learning experience? What will you do about these “gaps”? (In your Professional Growth Plan, identify goals for continued personal and professional growth and discuss how you plan to reach these goals).*

Integrative questions include:

- g. *How do I integrate learning from the classroom with my Field Instruction experience?*

Students are to compile and organize papers and other documents according to the Nyack College BSW Program Competencies in order to reflect documentary evidence of professional and personal growth with the BSW program at Nyack College.

The faculty member who teaches the capstone course evaluates the portfolios and assesses the students’ achievement of the BSW Program Competencies.

***** Instructions for building your portfolio can be found on the School of Social website underneath Senior Portfolio.**

IV. EVALUATION OF PREVIOUS LEARNING

A. Transfer of Credits

1. Transfer Applications from other Institutions

The transfer of credits is available in order to avoid redundancy of learning. Except where specifically noted, the general procedures described for entering freshmen also apply to all applicants seeking to transfer from other two-year and four-year regionally accredited institutions. Requests for transfer of credit are not automatic and are determined on an individual basis.

- a) The Registrar's office evaluates previous educational achievement of students in consultation with the School of Social Work Chair.
- b) Component course credits are eligible for transfer only if the program at which the credits were earned is accredited by Council of Social Work Education (CSWE).
- c) To determine transferability of social work course work taken at other CSWE-accredited BSW programs, students must meet with the Department Chair. The student must submit to the Department Chair a course syllabus and official transcript.
- d) Syllabi for individual courses are examined for comparability with Nyack College BSW Program course material in terms of: course objectives, course content, including knowledge, values, and skills content relevant to the entry-level, generalist social work practice. The Department Chair will consult with appropriate faculty as needed.
- e) The transfer of credits for field practicum is considered only if these criteria are met and a full year's field practicum has been completed, meeting the minimum number of clock hours specified by CSWE standards.
- f) In order to be transferred in fulfillment of requirements of the BSW Program, a course must carry a grade of at least C.
- g) At least one-half of the social work credit hours required for the BSW must be completed at Nyack College.
- h) Credits more than 10 years old may not be transferable but will be reviewed for credit on an individual basis.

Transfer students with more than 45 applicable transfer credits may not need to meet the full 17-hour Bible core requirement. They either complete the 17-hour Bible core requirement, or take an average of one Bible core course per semester while enrolled at Nyack College. For latter option, no fewer than four Bible core courses must be taken, and one must be BIB301 or BIB302

2. Transfer Applications within the College

Students who wish to transfer from other major to the BSW program within Nyack College must fill out a choice or change of major form prior to the application deadline. An interview with the School of Social Work Chair may be necessary for transfer applicants entering their junior year.

3. Waivers of Required Courses and Transfer of Credits

To avoid redundancy, students who believe they have already mastered the content of a required course by having already passed a similar course may submit a petition for a course waiver. No field instruction courses may be waived. Waiver requests must include a transcript and syllabus. Students should submit such requests to the Department Chair.

Materials will be reviewed to see if learning objectives of the Nyack College required course have been met. The Department Chair will consult with appropriate faculty as needed. A successful petition means the required course will be waived; however, it does not reduce the minimum number of credit hours needed for the degree; the student will need to take an additional elective course to achieve the minimum number of credit hours needed for the degree.

B. No Academic Credit for Life or Work Experience

The Nyack College BSW Program does not grant social work course credit for life experience or previous work experience.

V. ACADEMIC AND PROFESSIONAL ADVISING

Advisors are assigned when a student declares social work as a major. Advisors assist students with fulfilling Core Curriculum and major course requirements, selection of electives, career planning, and exploring employment and graduate opportunities.

Twice during the academic year, normally in November and April, students are required to confer with their advisor in preparation for pre-registration for the following semester. The advisor's signature is required for pre-registration and for registering for additional courses or for withdrawing from a course. Academic warnings are sent to the student and to the advisor. Additional advising conferences may be requested by either student or the advisor. Faculty advisors are available during their regular office hours and by appointment.

The purposes of the Nyack College BSW Program advising program are as follows:

1. To assist students' assessment in their aptitude and motivation for a social work career
2. To interpret the policies and procedures of the Nyack College BSW Program to students
3. To assist students identifying and evaluating their needs and interests in order to select appropriate course to fulfill the core curriculum requirements and in support of the Nyack College BSW Program
4. To assist students in professional development
5. To assist students in making the transition from their undergraduate educational experience to professional employment and/or graduate school

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 Department events and announcements, information about concentrations, and field placement planning.

Also students are expected to check their Nyack email accounts regularly for official college announcements distributed by way of the School of Social Work student announcement system. Students are required to inform and update their contact information by filing change of address forms at the Office of the Administrative Coordinator/Student Adviser for the School of Social Work (20th Fl., Room 2022) 2 Washing 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.

VI. SOCIAL WORK STUDENT CODE OF CONDUCT AND EVALUATION OF ETHICAL BEHAVIOR

Social Work students are subject to the Nyack College policies on student discipline (See page 148 in Nyack College Catalog 04-05).

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.

B. Evaluation of Ethical Behavior - Policy Specific to the Social Work Major²

In addition to general Nyack College policies, social work students are also held accountable to the student code of conduct specific to the Social Work Major:

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. (Nyack College Catalog 2005-06, p.301)
- 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 treats 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.

Sanctions for Academic Misconduct and Dishonesty

- i) In the event a Social Work student engages in academic misconduct or dishonesty, the instructor should assign a *course grade* no higher than D. If a grade of D is assigned, the assignment involved should be redone and a further written assignment

² A substantial portion of this and section VI are adopted from the Student Handbook of Jane Addams College of Social Work at University of Illinois at Chicago with permission.

required which may include a discussion of social work ethics or the social worker as role model or other topic of the instructor's choosing. The instructor will determine the due date for this work.

j) A second offense while a student in the Nyack College BSW Program will automatically result in a grade of E for the course and dismissal from the program for a minimum of one year. Readmission to the program is by application only and is not guaranteed.

Evaluation of Nonacademic Behavior

The School of Social Work has responsibility for assessing the appropriateness of students for professional social work practice in terms of competence and ethics. This section discusses the implementation of that responsibility in terms of:

- charges of fraud or malpractice lodged against a student
- student convictions of felony or misdemeanor
- providing false information in college documents
- evidence of incompetence for the profession of social work
- evidence of ethical misconduct.

As discussed below, the Code of Ethics of the National Association of Social Workers (NASW) embodies principles of ethical behavior to which Nyack College social work students are expected to conform. The NASW Code of Ethics is published in Appendix G of this Handbook and every Nyack College social work student is held accountable for studying it and abiding by its principles.

Charges of Fraud or Malpractice

For any student charged with fraud or malpractice under local, state, or federal laws for conduct related to social work employment or practice, the College, upon the recommendation of the Nyack College School of Social Work, may revoke registration in field instruction, classes and activities without prejudice until the court has ruled. In other instances of misrepresentation or fraud, the School of Social Work is bound by the National Association of Social Workers Code of Ethics.

Conviction of Felony or Misdemeanor

Any student who has been convicted of a felony or misdemeanor for conduct that may provide a threat to the well being of clients shall not be readmitted to field instruction classes and activities until evidence of rehabilitation removes such threat to clients. Serving of a sentence alone does not necessarily constitute evidence of rehabilitation for this purpose. Following such conviction, the student shall be informed in writing of the criteria that the School of Social Work will use in determining evidence of rehabilitation.

False Information

For individuals applying to or admitted to the Nyack College and to the BSW Program, fraud or misrepresentation include, but are not limited to: false statements in applications for admission; false statements in application for student financial assistance; and

falsifying degrees or professional credentials to clients. Such conduct shall constitute grounds for dismissal from the Nyack College School of Social Work.

Professional Incompetence

Professional incompetence is behavior, which indicates a student is not adequately or appropriately performing at the level expected in the B.S. degree in Social Work Major. Such problematic behavior may stem from consistently poor judgment, immaturity, personal problems, or consistent failure to understand or value the meaning of professional social work behavior. The following list provides examples, but is not a complete list, of behaviors that constitute professional incompetence:

- inability to establish and maintain positive, professional relations with clients, field instructors, or classroom instructors.
- inability to perform professional tasks due to personal problems.
- inability to accept constructive feedback from field or classroom instructors.
- repeated failure to be at field agencies in a timely manner.
- chronic, unjustified lateness in meeting deadlines for field or classroom work.

Unethical Behavior

Nonacademic ethical misconduct includes but is not limited to behavior, which violates the principles embodied in the NASW Code of Ethics. The following behaviors are examples, but not a complete list, of ethical misconduct:

- engaging in sexual activities with clients,
- participation in dishonesty, fraud, deceit, or misrepresentation,
- exploitation of clients for personal advantage,
- conviction of a felony offense.

Procedures for Handling Charges of Incompetence or Unethical Behavior

In the event a student displays behavior that indicates either professional incompetence or ethical misbehavior, the following procedures are used:

- k) The field instructor, classroom instructor, advisor, or other person bringing the complaint is to submit a written statement to the School of Social Work Chair explaining the nature of the complaint and the evidence for it. The Department Chair will provide notification to the student that a complaint has been lodged and that a meeting will be convened to discuss it. A copy of the written complaint will be provided to the student.
- l) Within 10 (ten) days of receiving the complaint, the Department Chair will convene a meeting of the principals involved to discuss the complaint and to gather information. The student may submit a written response to the Department Chair. The Department Chair will make a determination as to whether or not the facts of the situation support the complaint and warrant further action.
- m) Within 5 (five) working days of the above meeting, the Department Chair will provide the student and the party submitting the complaint a written response indicating whether there is a basis or not for proceeding with the complaint.
- n) Within 10 (ten) days, the Department Chair will decide whether or not to appoint a Social Work Professional Review committee to consider the matter. If appointed, the sole purpose of the committee will be to gather information and to provide advice to the Department Chair about the matter. The committee will be composed of the following personnel to be appointed by the Department Chair: a faculty chairperson, two faculty members from the School of Social Work and a student member nominated to the Chairperson by the President of the Social Work Student Association. The committee will meet with the principals to gather evidence and consider the matter. This meeting will occur within 10 (ten) days of the committee's appointment. The committee will make a recommendation to the Department Chair regarding the validity of the complaint and what sanctions, if any, are to be applied. The sanctions can include, but are not limited to, a warning to the student, placement on probation status with terms of the probation specified in writing, or dismissal from the college.
- o) Within 10 (ten) days of receiving the recommendation from the Social Work Professional Review Committee, the Department Chair will report the recommendations to the Dean of the Division of Social and Behavioral Sciences. 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.

VI. SOCIAL WORK STUDENT CODE OF CONDUCT

The mission of the BSW Program focuses on the education and training of students to be entry-level generalist social work professionals with competence, compassion, and ethical integrity. There is the expectation that students in the program uphold the core values and ethical standards of the social work profession. These values and ethical principles are identified and discussed in the NASW Code of Ethics. As part of the requirements for entry into the major, a student is asked to read and sign the following code of conduct derived from the Code of Ethics.

1. Social work students are expected to uphold the values, ethics, and standards of the profession (5.01, Code of Ethics).
2. Social work students are expected to treat their peers, faculty, and staff with dignity and respect (2.01A), and avoid unwarranted negative criticism and demeaning comments of these constituencies (2.01B).
3. Social work students should strive to enhance their competence and recognize the need for continuous professional growth (4.01).
4. Social work students should not practice, condone, facilitate or collaborate with any form of discrimination (4.02).
5. Social work student should not participate in, condone, or facilitate any type of dishonest, fraud or deception (4.04).
6. Social work students whose personal problems, psycho social distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom and field practice requirements are expected to take appropriate remedial action (4.05).
7. Social work students should not permit their private conduct to interfere with their classroom and field practice responsibilities (4.03).
8. Social work students engaged in research are expected to protect the confidentiality of human subjects, obtain voluntary informal consent, and inform participants of their right to withdraw from the study (5.02).

VII. GRIEVANCE PROCEDURES IN ACADEMIC AND NON-ACADEMIC MATTERS WITHIN THE PROGRAM

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 for academic or non-academic 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 College of Arts and Sciences, Division of Social and Behavioral Science.

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 Department Chair of the respective campus.
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 Department Chair.
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 Chair within two (2) weeks upon completion of the informal appeals.
4. The Chair 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 Chair will convene a meeting of the student, the person against whom the grievance has been filed and other persons who the Chair determines can assist in providing useful information necessary to a consideration of the grievance. At the meeting the Chair will seek to achieve a resolution of the grievance among the parties involved.
6. If parties cannot arrive at a mutual resolution, the Chairperson must render a written decision on the grievance within fourteen (14) days since the grievance was received by the Department Chair.

7. The written decision will be distributed to the parties involved and the Dean of the College of Arts and Sciences.
8. If the student is not satisfied with the outcome at the level of the Department Chair, the student may file a written appeal to the Dean of the Arts and Sciences.
9. The written request must be submitted to the Dean within (14) days following the Department Chair'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.

VIII. SOCIAL WORK STUDENT ORGANIZATION

Elected each April for the following academic year, the SWSO of each campus is an organization of students (working with a faculty advisor) functioning as the intermediary between social work faculty and the student body. It seeks to promote the general welfare of the program and the basic rights of the students, as well as coordinating student events and activities that promote fellowship and unity. Students elected to serve on the SWSO work on various committees providing a student voice in academic, spiritual and community life (see Appendix C for the Constitution of the SWSO).

APPENDIX “A”

CSWE Accreditation Standards for BSW programs

Explicit Curriculum

EP2.1.1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

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

Social workers:

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and,
6. use supervision and consultation.

EP2.1.2: APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

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

Social workers:

1. recognize and manage personal values in a way that allows professional values to guide practice;
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;
3. tolerate ambiguity in resolving ethical conflicts; and,
4. apply strategies of ethical reasoning to arrive at principled decisions.

EP2.1.3: APPLY CRITICAL THINKING TO INFORM & COMMUNICATE PROFESSIONAL JUDGMENTS.

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

Social workers:

1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2. analyze models of assessment, prevention, intervention, and evaluation; and,

3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

EP2.1.4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.

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

Social workers:

1. recognize the extent to which a culture's structures and values may opposes, marginalize, alienate, or create or enhance privilege and power;
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. recognize and communicate their understanding of the importance of difference in shaping life experiences; and,
4. view themselves as learners and engage those with whom they work as informants.

EP2.1.5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

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

Social workers:

1. understand (sic: "can identify and articulate") the forms and mechanisms of oppression and discrimination;
2. advocate for human rights and social and economic justice; and
3. engage in practices that advance social and economic justice.

EP2.1.6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.

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

Social workers:

1. use practice experiences to inform scientific inquiry; and
2. use research evidence to inform practice.

EP2.1.7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.

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

Social workers:

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and,
2. critique and apply knowledge to understand person and environment.

EP2.1.8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.

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

Social workers:

1. analyze, formulate, and advocate for policies that advance social well-being; and
2. collaborate with colleagues and clients for effective policy action.

EP2.1.9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE.

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

Social workers:

1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and,
2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EP2.1.10: ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

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

EP2.1.10(a) – Engagement

Social workers:

1. substantively & affectively prepare for action with individuals, families, groups, organizations, and communities;
2. use empathy and other interpersonal skills; and
3. develop mutually agreed-upon focus of work & desired outcomes.

EP2.1.10(b) – Assessment

Social workers:

4. collect, organize, and interpret client data;
5. assess client strengths and limitations;
6. develop mutually agreed-upon intervention goals & objectives; and
7. select appropriate intervention strategies.

EP2.1.10(c) – Intervention

Social workers:

8. initiate actions to achieve organizational goals;
9. implement prevention interventions that enhance client capacities;
10. help clients resolve problems;
11. negotiate, mediate, and advocate for clients; and
12. facilitate transitions and endings.

EP2.1.10(d) – Evaluation

13. Social workers critically analyze, monitor, and evaluate interventions

APPENDIX “B”**Social Work Courses****BSW COURSE DESCRIPTIONS****SWK 101 Introduction to Social Work and Social Welfare**

This course provides an overview of the social work profession. It discusses a brief history of social welfare and social work, and examines contemporary social problems and social services for meeting these problems, with emphasis on populations-at-risk. Different agencies and fields of practice are presented with a focus on the role of the generalist social worker and the social service delivery system.

SWK 246 Interpersonal Communication Skills

This course provides students with the essential communication tools necessary for generalist social work practice with clients of various sizes promoting interpersonal sensitivity, observational skills, and beginning interviewing ability. The content includes theories of the communication process and the basic tools of intervention such as attuned listening, appropriate questioning and support, empathic understanding. A variety of simulated and actual person-to-person situations are presented through utilization of audiovisual materials and experiential exercises.

SWK 262 Social Work and Christianity

This course explores a variety of ways of integrating Christian faith and professional social work practice. It draws on core concepts and values from both social work and from the Christian faith and discusses areas of congruence as well as potential areas of tension with a particular focus on implications for social work ethics as well as professional identity formation. This course also investigates the contribution of Christianity to the history and development of social work and social welfare, as well as the place of faith-based social service organizations as a unique context of social work practice.

SWK314 Human Behavior in the Social Environment I

This course is the first of two interrelated courses which examines multiple theoretical perspectives of human behavior and various levels of environmental factors. It introduces the importance of critical thinking skills in social work and covers foundation level theories and knowledge of the biological, psychological, social, and spiritual dimensions of human development as well as the impact of different levels of environmental systems, such as families, groups, organizations, culture, on human behavior. Students will be encouraged to think critically about how the dynamic between personal and environmental systems impact upon human behavior.

Prerequisites: SWK 101, PSY 101, SOC 101, and BIO 216

SWK 324 Foundations of Social Justice

This course focuses on the responsibility of the social work profession to engage in culturally competent practice and the promotion of social justice and human rights. It covers the way that membership in diverse groups influences individual's life experiences, world view, and increases risk factors for exposure of discrimination and oppression, the systematic nature of oppression, strategies to critically analyze justice, human rights, and global interconnections of oppression. Students are encouraged to develop self-reflection skills through introspective exercises that will facilitate learning about specific forms of oppression.

Prerequisite: SWK 101

SWK 328 Statistics for Social Workers

This course is designed to fulfill an acceptable statistics prerequisite for the research course, SWK 358. The course provides an introductory foundation in descriptive statistics, probability theory, statistical inference, and bivariate statistics that are commonly used in evaluations of social programs and in the evaluation of clinical practice. The approach of this course is basically conceptual, with heavy emphasis on the understanding of the logic of measurement and statistical inference.

SWK 354 Human Behavior in the Social Environment II

This is the second course of two interrelated courses and builds on the foundations acquired in SWK 314. It discusses the multidimensional developmental theories of each stage of the life course. The human life span from conception to death in the context of social systems will be examined by applying biological, psychological, social, spiritual developmental theories. Protective and risk factors to social functioning in each stage will be explored. Prerequisite: SWK 314

SWK 355 Social Welfare Policy and Services

This course examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character focusing on social and economic injustice in the United States. Also it discusses the impact of social welfare policies on clients, agencies, service delivery, and social work practice. Prerequisites: SWK 101 and POL 215

SWK 357 Field Experience and Pre-Practice Seminar

This course provides 55 hours of direct agency experience, with a field preparation seminar. Designed to introduce the student to the social worker's role and responsibilities and prepare students for senior-level field instruction. The student works under the supervision of a professional social worker. The pre-practice seminar is designed to promote the student's adaptation skills in the field of social work. The course focuses on aspects of the student's role in field work, including the supervisory relationship, process recordings and expectations of field internship. Prerequisite: SWK 246

SWK 358 Social Work Research Methods

This course provides basic knowledge about research methodology as it applies to social work practice and research. This course will give students the practical tools to critically think about and apply research concepts to all phases of the research process, including problem formulation, selecting a quantitative and or qualitative research design, selecting a sampling method, creating or selecting a measurement instrument, and collecting and analyzing data. Students will also have internalized the importance of ethical and cultural issues during every phase of the research process. Students will be able to synthesize all of the aforementioned information into a written proposal. Prerequisite: SWK 328

SWK 367 Social Work in Global Context

This course is intended to introduce students to the role of social work and sectarian organizations in social and community development in another country. This service-learning intensive course confronts the realities of contextual community transformation.

It provides students with opportunities to study, observe, compare, and integrate perspectives and approaches to community and social development used by social work and sectarian, especially Christian mission organizations. Faculty instruction will build the framework for students as they work directly with an International Community Development organization.

SWK 377 Poverty and Children in Southeast Asia

This is a service learning intensive course that provides students with the opportunity to investigate the life of children who live in extreme poverty in Southeast Asia. The focus will be on the nature and consequences of poverty, the societal and global responses to poverty, and the coping methods of people in the community. Through their service learning activities, students will participate in developing resiliency among the children in the community. Students will also visit government and non-government organizations that deal with social issues originating from poverty, such as human trafficking, street children, and crime.

SWK 416 Generalist Social Work Practice I with Individuals and Families

This is the first of a two-course sequence that develops generalist practice skills based on social work knowledge and values. This first course focuses on working with individuals and families within the context of organizations and communities. It is intended to help students learn the tasks and skills required in the phases of practice, including preparation, engagement, assessment, intervention, termination and evaluation. Simulated exercises are used to assist in the development of basic competencies. Prerequisite: SWK 354; Co-requisite: SWK 417

SWK 417 Field Instruction and Seminar I

This course is the first of two field instruction courses. It requires 225 hours of field learning within a social service setting. It provides students with opportunities to acquire skills in social work practice, to try out social work practice roles in the field, and to test in the field theories and principles learned in the classroom. Students are assigned to social service agencies and learn by directly participating in the delivery of social services under the supervision of professional social workers and faculty.

In addition to completing hours in their field placement, students are required to attend 10 one-hour seminar sessions throughout the semester. Seminar sessions will allow students the opportunity to further process experiences in the field placement and to connect those experiences to social work knowledge, values, and skills. Co-requisite: SWK 416

SWK 456 Generalist Social Work Practice II with Groups, Organizations, and Communities

This is the second course on the generalist social work practice. It facilitates developing skills required in working with groups, organizations, and communities. It explores a variety of methods of group work services available to practitioners and agencies focusing on identifying, building, and utilizing intervention skills in the group process. It also covers generalist social work practice with organizations and communities with an emphasis on how social work assess, design, implement, work to change, and evaluate organizational and community programs at the mezzo and macro level. Prerequisites: SWK 354, SWK 416; Co-requisite: SWK457

SWK 457 Field Instruction and Seminar II

Continuation of SWK 417. This course is the second of two field instruction courses taken during the senior year of the BSW program. It is a continuation of Field Instruction and Seminar I and requires 225 hours of field learning within a social service setting. It will build upon the foundation provided in Field Instruction and Seminar I and students will continue in their previously assigned field placement sites. Students are required to attend 10 one-hour seminar sessions throughout the semester with the purpose of allowing further opportunity to process field experiences and connect those experiences to social work theories. Prerequisite: SWK 417; Co-requisites: SWK 456 and 499

SWK 499 Integrative Seminar

This course provides an opportunity to integrate the knowledge, skills, theories and professional values acquired and developed through course work with field experience from a Christian perspective. Spring term. Open only to social work majors. Prerequisite: SWK 417
Co-requisites: SWK 456, SWK 457.

APPENDIX “C”

INTEGRATION OF CLASSROOM LEARNING AND FIELD

COMPETENCY 1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

Key Points

- Professional Identity

Integration

- How did you advocate for client access to the services of social work?
- Demonstrate your capacity to practice personal reflection and self-correction to continual professional development.
- How have you demonstrated your ability to attend to professional roles and boundaries?
- How have you demonstrated your professional demeanor in behavior, appearance, and communication?
- How have you engaged in career-long learning
- How have you utilized supervision and consultation?

COMPETENCY 2: SOCIAL WORK VALUES AND ETHICS

Key Points

- The use of social work values and ethics in field placement
- Integrating the personal and professional use of self in the field placement

Integration

- What ethical and value dilemmas have challenged you in your fieldwork?
- How did you (or might you) resolve them?
- Define the ethics and values then apply them to a case.

COMPETENCY 3: APPLY CRITICAL THINKING TO INFORM & COMMUNICATE PROFESSIONAL JUDGMENTS.

Key Points

- Critical Thinking
- Effective Communication

Integration

- How have you applied your critical thinking skills in your field placement?

COMPETENCIES 4 & 5: DIVERSITY, POPULATIONS AT RISK, PROMOTION OF ECONOMIC AND SOCIAL JUSTICEKey Points

- History as context for diversity and oppression
- Race, class, ethnicity, gender, sexual orientation/preference, class, (dis)ability in social work practice
- Strength and limitations of theories in developing culturally competent practice and research

Integration

- Select a case from your field experience (any system size). The case must reflect clients or client issues involving an at-risk or oppressed population.
- Analyze the basis of the client system's representation as an at-risk or oppressed population. This section may include library research.
- Demonstrate the capacity to be sensitive to diversity issues.
- Demonstrate the capacity to conduct cross-cultural interviews [from cross cultural interview in field]

COMPETENCY 6: RESEARCH AND EVALUATION OF PRACTICEKey Points

- Evaluating generalist practice
- Challenges in practice evaluation

Integration

- What research methods are utilized in evaluating progress with clients or program effectiveness in your agency?
- Discuss their implementation and findings.
- What knowledge do recent research studies yield about interventions that are most effective with the client population your agency serves? Cite and discuss at least 1 study.
- What circumstance might make research on this particular client group difficult?
- Use a case to evaluate your services (process or outcome evaluation).

COMPETENCY 7: HUMAN BEHAVIOR AND THE ENVIRONMENTKey Points

- The bio-psych-social-spiritual model in HBSE
- Eco-systems framework
- The multidimensional framework
- Applying theories for competent generalist practice

Integration

- Analyze a typical client situation using an eco-systems framework. Discuss what systems are involved in the development of problem situations and what systems need to be involved in intervention.

(Utilize the major concepts of this theory and apply these to either a specific case or in to an agency perspective).

- Apply developmental and family systems theories to a case situation in which you are directly involved.
- What relevant information about individual and family dynamics is important to consider?
- How have you gained a better understanding of yourself, the environment, society, and your Creator through this client situation?

COMPETENCY 8: SOCIAL WELFARE POLICY

Key Points

- Policy analysis framework

Integration

- What national, state, and local social welfare policies influence decisions and quality of life for your client population? Also consider agency policies and informal agency norms. Pick two of these to analyze in detail.
- How do these policies constrain or limit choices? (Of client? Of service provider?)
- What are the consequences of these policies for practice at the micro, mezzo, and macro level? (List all three levels and use examples when appropriate)
- Are their aspects of these laws and policies or informal agency norms, which discriminate against groups or reinforce inequalities or unjust treatment of certain individuals?
- What legal or policy changes are needed to more effectively serve clients from your agency? Provide a biblical basis for the policy changes that you propose.

COMPETENCY 9: RESPONDING TO CONTEXTS THAT SHAPE PRACTICE

Key Points

- Changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- Promoting sustainable changes in service delivery and practice to improve the quality of social services

Integration

- Describe the changes in the context that shape your practice (including populations, technological developments, and emerging societal trends).
- Describe the history, functions, objectives, organizational structure, focus areas, contributions to the community, client perspectives of the organization, etc.
- Analyze how this organization is unique in the community; how does it work towards social change/social justice in the community or with a particular constituency.
- Describe how you would provide leadership in promoting sustainable changes in service delivery practice to improve the quality of social services

COMPETENCY 10: GENERALIST SOCIAL WORK PRACTICE

Key Points

- Knowledge and skills in field practicum
- Define generalist social work practice
- Problem-solving process

Integration

- Identify a case situation you have worked with and describe the model(s) of intervention that you applied in your work with the case.
- Discuss important considerations in the helping process with the case. How did you prepare for action with the client system? What were the mutually agreed-upon focus of work & desired outcomes?
- Describe the data you collected.
- What cultural, religious, ethnic, gender-related issues do you need to consider?
- What are strengths and limitations of the client system?
- What specific practice techniques were utilized most often? After reflecting on your intervention with the client, what might you have done differently to be more effective?
- What systems have you or will you access in order to provide effective intervention?
- Describe what your agency has done to increase the empowerment of oppressed populations, children, and people with disabilities?
- What evaluation of the intervention did you do?
- What type of evaluation is used in your placement agency to assess change? (e.g. team meetings, 6-month reviews, goal development).

COMPETENCY 11: SOCIAL WORK AND CHRISTIANITY

Key Points

- Integrate your Christian faith with your professional social work identity.
- Discuss the meaning of compassion and servant leadership [use *Compassion* by Henry Nouwen as a guide].

Integration

- Discuss any times when you have integrated your Christianity in social work practice with individuals or families in the field.
- Discuss times when you have integrated Christianity within the macro setting (field organization).
- Discuss any times when you have practiced social work with compassion.
- Discuss times when you have demonstrated servant leadership.

APPENDIX “D”**Constitution of the Nyack College Student Social Work Organization****Mission Statement**

The Nyack College Social Work Organization is a student-run body that seeks to enhance the social work learning experience, and to serve the needs of the NCRC/NCMC student community. Our officially stated mission is to “promote the Social Work profession (within a Christian perspective) as an important and positive field that deserves recognition through Social Work education, community service, and campus awareness of social and political issues.” We are in accordance with the statutes and policies of Nyack College and to its governing bodies.

Article I. Name

Nyack College Student Social Work Organization

Article II. Purpose

1. To enhance professional development of undergraduate social work students.
2. To work with faculty in developing and reviewing curriculum;
3. To provide community service to local social service organizations, and to the NCRC campus;
4. To increase visibility of the social work profession and the Nyack College Organization;
5. To serve as a social outlet and to provide opportunities for interaction among social work students.
6. To integrate Christian perspectives within social work practice.

Article III. Membership

1. Students enrolled full or part time at Nyack College in the baccalaureate social work program are eligible for membership and will be eligible to vote on all issues if they frequently attend meetings and have paid their membership dues.
2. Interested students not enrolled in the baccalaureate social work program will be permitted to attend, participate and vote so long as they frequently attend meetings and have paid their membership dues.

Article IV. Officers

1. Students enrolled full-time are eligible to hold elected office provided the student is not on academic review with Nyack College at the time of the election or during the term of office. The office of president will be filled by a student who has been approved for initial progression.
2. The names of officers elected shall be recorded with one copy to go on file with the Student Development Office and one copy going to the Student Government office within one week of election.
3. Officers will be elected by majority vote.
4. The term will be one year with elections being held midterm of Spring semester. The new officers will take office the following fall semester.

5. The office of president-elect will be filled by an election held midterm of the fall semester. The president-elect will serve for one year as president-elect and will become president the next year.

Article V. Duties of Officers

1. The **President** will preside over regularly scheduled meetings of the SWO and be in charge of the agenda items. The president will also act as liaison between Nyack College, and The Nyack College Social Work Student body. The President needs to have an overall GPA of 3.0.
2. The **Vice-president** will assist the president in performing his/her duties. He/she will become the president in the event the president is unable to serve his/her full term or is removed from office. The vice-president will preside over meetings in the absence of the president. The Vice-president needs to have an overall GPA of 2.5.
3. The **Secretary** will record the agenda for all meetings and minutes for regularly scheduled meetings. He/She will responsible for keeping the membership roster for the organization and phone/e-mail list for the organization. The secretary will also send memos to the social work body, run copies and/or send faxes to the SWO members. In the event that the president and vice-president resign, are removed, or leave office, the secretary will preside until an election can be held. The Secretary needs to have an overall GPA of 2.5.
4. The **Recording Treasurer** will file and record all the membership dues and the rest of the SWO funds. The treasurer will give a treasury report on a regular basis each semester. All expenditures made by the SWO members are subject to approval by the whole membership. The Recording Treasurer needs to have an overall GPA of 2.5.
5. The **Collector Treasurer** will collect membership dues. The treasurer may also decide at his/her discretion how SWO funds will be used in crisis situations; for example, flowers at the time of death of a student or staff, death in the immediate family of a student or staff (spouse/parent/child). He/she can only use a limited amount of funds and must report the expenditure to the membership at the next scheduled meeting. The Collector Treasurer needs to have an overall GPA of 2.5.
6. The **Historian** takes photographs and archives SWO history. The Historian needs to have an overall GPA of 2.5.

Article VI. Committees and Committee Membership

1. **Community Service:** The community service committee will provide social work students with an opportunity to meet, interact, and work with diverse populations in our region. Also, this committee provides students with the opportunity to familiarize themselves with a variety of community service agencies and programs. The Department Chair and members research and organize at least one volunteer activity with a different population each month.
2. **Fundraising:** The fundraising committee's function is to raise funds for the SWO activities and any special Fund. The committee hosts a variety of fundraising activities throughout the year.
3. **Professional Development:** The professional development committee is committed to fostering the professional growth and development of the SWO members. To achieve this goal the committee organizes guest speakers from the community who share their experiences in a diverse array of fields including, but not limited to, community organization, political activism, social work education, social work practice and social services.
4. **Publicity:** The publicity committee's major function is to gather articles and pictures for the bi-annual SWO newsletter. The committee is also in charge of announcing and advertising SWO events.
5. **Social:** The social committee's purpose is to provide opportunities for the SWO members to meet each other and interact inside and outside of the organization. The committee strives to organize events that will

be entertaining and successful use of leisure time. Some activities include holiday parties, movie night, and the celebration of important events (birthdays, graduation, end of semester, etc.)

6. Connect: SWO is encouraged to connect with Rockland's SWO and possibly organize events, such as volunteering together.

Article VII. Meetings

1. Meetings shall be held bi-weekly (every 2nd and 4th week of the month) unless otherwise decided by the officers and member of the SWO.
2. Officers, committee chairpersons and representative will meet two days before each meeting.
3. Special meetings may be called by the president; or in his/her absence, by the vice-president; or by a petition to the president signed by 20% of the active membership.

Article VIII. Dues

1. Membership dues will be \$5 per semester, except summer. Dues will be collected by the treasurer.
2. Dues will be collected by the last Tuesday in November for the Fall semester and the first Tuesday in February for the Spring semester.

Article IX. Advisor

1. The organization will have one advisor appointed by the students of the SWO. This person must be a full-time faculty member associated with the Nyack College BSW Program.
2. The advisor will serve for one academic year or until a successor is chosen.
3. The advisor will advise the organization in the exercise of responsibility, but will have no authority to control the policy or activities of the organization.
4. The advisor will have access to minutes of the organization's meetings and will meet with the organization's president on a regular basis throughout the semester.
5. The advisor may be removed from office in the same manner as officers as specified in article X of this Constitution.
6. Provide continuity between outgoing and incoming officers, and advisors.

Article X. Removal of Officers

1. Officers may be removed from office for failure to perform the duties of their offices as specified in this constitution.
2. A petition of 20% of the active membership may initiate impeachment proceedings.
3. The petition will be presented at a regular meeting of the SWO and must state specific charges.
4. Once the petition is received, the organization will appoint a committee to investigate the charges. The committee will report its findings to the members at the next regular meeting.
5. The accused officer or advisor will have the opportunity to present a defense after the report of the investigation committee.
6. After a reasonable discussion of the issues, a vote will be taken.
7. A 75% majority is required for the removal of an officer or advisor.
8. Officers removed from office will be replaced in accordance with election procedures specified in this Constitution. The Dean of the College of Nyack College will replace the advisor removed from office.

9. Officers are granted two excused, and one unexcused absence; two unexcused absences are grounds for automatic dismissal.

Article XI: Amendments

1. This Constitution can be amended providing the amendments are presented at a regular or special meeting. Amendments will be voted on at the next regular meeting provided all members have been notified at least five days in advance of the meeting.
2. A 50% majority is required for the passage of any amendment.
3. Amendments should be approved by the Social Work Organization advisor and the School of Social Work Chair.

Article XII. Ratification

This Constitution will become the operating laws of the Undergraduate Student Social Work Organization of Nyack College following approval by the membership in the manner specified in Article XI of this Constitution.

APPENDIX “E”**Disabilities Support Services****POLICY STATEMENT**

It is the policy and practice of Nyack College to comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state and local laws regarding students with disabilities. Under these laws, no disabled, but otherwise qualified student shall be denied access to, or participation in services, programs and activities at Nyack College.

Nyack College is committed to the student as a whole person, and believes that each student has infinite value to God. Nyack College desires that all students that we see realize their full potential and recognize the unique value of others. In this Spirit, we provide reasonable accommodations to students with disabilities to help optimize their learning experience, while encouraging them to develop and maintain independence.

All communications between students and COMPASS Support Services staff are confidential, as is any supporting documentation maintained on file.

Contacts

Rockland Campus
Elona Collins
(845) 675-4440
elona.collins@nyack.edu

NYC Campus
Cheryl Turman
(646) 378-7909
Cheryl.turman@nyack.edu

APPENDIX “F”



Social Work Program Application

Students may apply for admission to the Social Work program during spring semester of their sophomore year following the completion of a substantial portion (approximately 50 credit hours) of the Nyack College core curriculum and most social work program prerequisites.

All applications are to be submitted by the 1st Monday in March.

Submit **Rockland Campus** applications to:
Dr. Carol Awasu
Chair, Professor
 Betty Knopp Bldg. – Rm. 1A
 Nyack, NY 10960-3698
 845.675.4555 (Carol.Awasu@nyack.edu)

Submit **NYC Campus** applications to:
Ms. Percelene MCLain
Administrative Coordinator/Student Adviser
 2 Washington St., 20th Fl., - Rm. 2022
 New York, NY 10004
 646.378.6165 (Percelene.Mclain@nyack.edu)

Attach the following documents to this application form:

- one copy of current transcript
- personal essay (see below for more information)
- signed Professional Code of Conduct Form

Student Information

Name of Student: _____

Local Address: _____

Permanent Address: _____

Phone: Day: _____ Evening: _____

Email: _____

Date of Birth: _____ **Age:** _____ **Gender:** M:___ F:___

Current Grade Point Average: _____ **Anticipated date of graduation:** _____

Social Welfare/Human Services Experience

Please describe all experience, voluntary or paid, that relates to the field of social welfare or human services. Include a description of your responsibilities. Use additional pages if necessary.

1. Organization: _____

Your title/position: _____

Dates with the organization: _____ Number of hours per week: _____

Responsibilities: _____

2. Organization: _____

Your title/position: _____

Dates with the organization: _____ Number of hours per week: _____

Responsibilities: _____

3. Organization: _____

Your title/position: _____

Dates with the organization: _____ Number of hours per week: _____

Responsibilities: _____

Personal Essay

Your personal essay should provide information about:

- your understanding of the field of social welfare and the social work profession
- your career goals and how they fit into social work
- the primary influences that have shaped your career goals
- your personal strengths or abilities that may help your functioning as a social worker
- personal weaknesses or liabilities that you feel you need to change in order to increase your potential as a social worker
- what you hope to learn by majoring in social work
- problems that you expect to encounter during your course of study and how you will overcome them

Please submit a double-spaced, typed personal essay with your application. Please limit your essay to three pages.

Optional Information

If there is any additional information about yourself that you would like the Admissions Committee to consider, please specify in the space below. Use additional pages if necessary.

Have you ever been convicted of a felony? Yes___ No___

I certify that the information provided in this application is true and complete to the best of my knowledge.

Signature of Applicant: _____ **Date:** _____

Professional Code of Conduct

The mission of the BSSW program focuses on the education and training of students for entry-level generalist practice. There is the expectation that students in the program uphold the core values and ethical standards of the social work profession. These values and ethical principles are identified and discussed in the NASW Code of Ethics. As part of the requirement for entry into the major, a student is asked to read and sign the following code of conduct derived from the Code of Ethics.

1. Social work students are expected to uphold the values, ethics, and standards of the professional (5.01, Code of Ethics).
2. Social work students are expected to treat their peers, faculty, and staff with dignity and respect (2.01A), and avoid unwarranted negative criticism and demeaning comments of these constituencies (2.01B).
3. Social work students should strive to enhance their competence and recognize the need for continuous professional growth (4.01).
4. Social work students should not practice, condone, facilitate or collaborate with any form of discrimination (4.02).
5. Social work student should not participate in, condone, or facilitate any type of dishonest, fraud or deception (4.04).
6. Social work students whose personal problems, psycho social distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom and field practice requirements are expected to take appropriate remedial action (4.05).
7. Social work students should not permit their private conduct to interfere with their classroom and field practice responsibilities (4.03).
8. Social work students engaged in research are expected to protect the confidentiality of human subjects, obtain voluntary informed consent, and inform participants of their right to withdraw from the study (5.02).

Statement of Understanding

Being admitted into the BSSW program requires students to adhere to the professional values, ethics, and standards identified in the National Association of Social Workers Code of Ethics. If faculty determines my professional development is less than satisfactory, the program has the responsibility to review my suitability for the social work profession.

I will follow the recent catalogue if recommended by my advisor.

Signature _____

Date _____

Office Use Only:

Application reviewed on _____
Date

Approved _____ Disapproved _____

Comments: _____

APPENDIX “G”

NASW Code of Ethics

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 "H"

Nyack College
SOCIAL WORK
FIELD EDUCATION PROGRAM

Field Education Program Application

NOTE: * Applications must be completed and returned to Field Coordinator by the first week in December. Late applicants will be responsible for attaining their own internship placement for Field Experience. APPLICATIONS TO FIELD INSTRUCTION ARE ONLY AVAILABLE TO SOCIAL WORK MAJORS.

I. Identifying Information

Name of Student: _____
(Last) (First) (Middle)

Local Address: _____
(Street/Apt#) (City) (Zip code)

Telephone: _____
(Home) (Evening)

Email: _____

Student ID Number: _____ Male: Female:

Date of Birth: _____

II. Learning Goals

- 1. _____
- 2. _____
- 3. _____

III. Client Populations/Agency Settings Preferred

- 1. _____
- 2. _____
- 3. _____

- IV. What are your preferences as to the agency setting and or client populations that you would not be comfortable? Explain why.

- V. Some Factors Affecting Field Instruction Assignment

Before the semester for which you are requesting a field placement you must have completed the following courses, and attained a minimum of a 2.5/ "B-," overall average in completed social work courses:

SWK 101	Introduction to Social Work	Yes _____	Grade _____	No _____
SWK 246	Interpersonal Communication Skills	Yes _____	Grade _____	No _____
SWK 254	Understanding Diverse Populations	Yes _____	Grade _____	No _____
SWK 314	Human Behavior in the Social Environment I	Yes _____	Grade _____	No _____
SWK315	Social Welfare Policy and Economic Justice	Yes _____	Grade _____	No _____
SWK 316	Principles of Social Work Practice	Yes _____	Grade _____	No _____
SWK 354	Human Behavior in the Social Environment II	Yes _____	Grade _____	No _____
			Registering to take in the Spring Semester	<input type="checkbox"/>
SWK 356	Social Work Practice with Individuals & Families	Yes _____	Grade _____	No _____
			Registering to take in the Spring Semester	<input type="checkbox"/>

- VI. Please list days & times available for placement? (*A minimum of 14.5 hours per week*)

- VII. **Are you fluent in any language other than English? If yes, please specify the language and degree of fluency in reading, writing & speaking.**

- VIII. **Please note any additional factors that should be taken into consideration in making your field instruction assignment, such as physical, mental disabilities and/or any special need(s), personal circumstances, relationships, etc.** _____

IX. Do you plan to work the semester you are in field instruction?
Yes____ No ____

If yes, how many hours per week will you work? _____

Will you have access to a car for travel to and from an internship site? Yes____ No ____

1. Please attach the following to this application:

- a. Three copies of the A-1 application.**
- b. Your Signature on each copy of the application.**
- c. Attach a current resume to each copy of the application (Please email an electronic copy of resume to: Mayra.Humphreys@nyack.edu)**
- d. Attach a current transcript to one copy of the application.**

2. Additional comments you may wish to make:

I have completed this form as accurately as possible and understand that this application will be used to determine the field instruction placement agency one that best meets my educational needs. I understand that this information will be shared with potential Field Instructors. I agree to the release of information from my academic file for the purpose of arranging instruction placements and evaluating practicum progress.

Signature of Applicant Date

My Academic Advisor is: _____

Office Use Only:

x. Processing

Application reviewed on _____
Date

Approved _____ Disapproved _____

Comments:
