



BSW PROGRAM STUDENT HANDBOOK

2021- 2022

For
COMPETENT
COMPASSIONATE
CATALYSTS
in
CHRIST

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WELCOME TO NYACK COLLEGE BSW PROGRAM

Greetings Social Work Students!

I am delighted you made the choice to join our social work major! The Social Work profession provides an exciting opportunity for you to make a difference in the lives of those who are most vulnerable and experiencing great need! 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, ethical integrity, and who are committed to work toward enhancing a just and caring society.

We have designed a curriculum to challenge you academically, transform you personally and prepare you professionally. At times, you may experience moments of challenge, as you are introduced to new concepts, encounter new theories, and tackle development of new skills. However, I believe such experiences will stimulate you to great insight, self-discovery, and personal growth! I am also confident that Our Creator, who began a good work in you, will complete it! (Philippians 1:6)

Please know that our social work faculty is committed to your success and will provide you with personalized advising to support your degree completion and professional development. Should you need assistance, please do not hesitate to contact any of our faculty members with your questions. I look forward to our journey together and to supporting you as you prepare for a career in social work!

Sincerely,

DeVonne Allen

DeVonne Allen, PhD, LCSW-R, MEd
BSW Program Director

SCHOOL OF SOCIAL WORK FACULTY DIRECTORY

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SECTION I

I. THE BSW PROGRAM

1.1 Mission of the Nyack College BSW Program

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.

1.2 BSW Program Goals

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, critical thinking to assess and respond to multi-system level social problems, 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, prepares students to enhance the well-being of all people, and advocate for justice, with compassion and the highest ethical integrity.

1.3 Professional Competencies

At the end of the BSW program, the students will demonstrate the following social work competencies:

1. Demonstrate Ethical and Professional Behavior:
 - a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
 - b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - d. use technology ethically and appropriately to facilitate practice outcomes; and

- e. use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice:
 - a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 - b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
 - c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - b. engage in practices that advance social, economic, and environmental justice.
 4. Engage In Practice-informed Research and Research-informed Practice
 - a. use practice experience and theory to inform scientific inquiry and research;
 - b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - c. use and translate research evidence to inform and improve practice, policy, and service delivery.
 5. Engage in Policy Practice
 - a. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - b. assess how social welfare and economic policies impact the delivery of and access to social services;
 - c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
 - b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
 - c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

- and
 - d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - e. facilitate effective transitions and endings that advance mutually agreed-on goals.
 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. select and use appropriate methods for evaluation of outcomes;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
 - d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
 10. Integrate their personal Christian faith with professional social work practice.
 - a. practice with compassion rooted in their personal relationship with Christ.
 - b. 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.

2.1 Admission Criteria

A student electing the Social Work major 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 consists of academic achievements that include:

1. Completion of a substantial portion (approximately 45 credit hours) of the Nyack College core curriculum and most prerequisites
2. A minimum cumulative grade point average of 2.5 overall, and 2.7 in social work courses
3. Submission of program application
4. Emotional stability to deal with emotional stress in himself/herself as well as in others
5. Intellectual capacity to think conceptually and analytically

2.2 Admission Procedure to the BSW Program

Though students may have elected their major as social work when they entered the college, they still need to apply for admission to the BSW Program by following the steps outlined in the sections below.

The admissions process has three levels. At **level one (1)**, students declare social work as their major with the registrar's office. Although students may have elected their major as social work when they entered the college, they still need to apply for admission to the BSW Program which is at level two. At **level two (2)**, students submit an application to the BSW program during the second semester of the sophomore year. At **level three (3)**, students submit an application to the Field Education Program in the first semester of the junior year.

2.2.1 Academic Advising Conferences - Level One

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.

2.2.2 Submission of Application Materials - Level Two

Students apply to the Social Work Program in the second semester of their sophomore year. Applications will be sent to all eligible students via email by January 15th. All application materials are due in the School of Social Work office by March 1st of their sophomore year. Application materials should include an Application Form, Personal Essay and a signed Code of

Conduct form. Exceptions can be made only on recommendation by the faculty advisor and subsequent approval by the BSW Program Director.

2.2.3 Admission Decision

The applicant's file will be reviewed by the admissions review committee. The committee may request additional information and/or an interview with the student for more information. The committee makes a decision to accept, deny, or postpone action on the application.

2.2.4 Notification of Decision

The Program Director will notify the applicant of the committee's decision in writing by May. A student whose application is not accepted can appeal the decision by writing a letter to the Program Director within 30 days of the notification.

III. Field Education

3.1 Admission to Field Education Program - Level Three

In November of the Junior year, students must apply for Field Instruction by submitting the **BSW Field Education Application** along with a copy of his/her **resume** in IPT, which is our Intern Placement Tracking site- RUNIPT.COM. Applications are reviewed and approved by the Director of Field Education. Only students who have met all criteria and whose applications have been approved will be admitted. The **deadline** to submit the BSW Field Education Application and a copy of your resume is the **2nd week of November**.

Prerequisites and Corequisites

In order to **enter** Field Instruction in the **senior year**, students are required to complete a Field Education Application and must be admitted to the Field Education program. Criteria for admission includes a **minimum overall grade point average 2.7** in social work courses. Additionally, students must also have **successfully completed** the following foundational courses to ensure their readiness:

- SWK101 Introduction to Social Work and Social Welfare
- SWK262 Social Work and Christianity
- SWK246 Interpersonal Communication Skills
- SWK314 Human Behavior in the Social Environment I
- SWK324 Foundations of Justice
- SWK354 Human Behavior in the Social Environment II
- SWK357 Field Experience and Pre-practice Seminar
- SWK 358 Social Work Research Methods

In the senior year students will take the following courses:

- SWK415 Social Welfare Policy and Services
- SWK416 Generalist Social Work Practice with Individuals and Families
- SWK456 Generalist Social Work Practice with Groups, Organizations, and Communities
- SWK499 Integrative Seminar

3.2 Field Education Courses

Field Education is a core requirement of the BSW program. It is a two-semester (28 weeks) series of integrated courses in which students complete 450 hours of service in a social service organization, under the instruction of professional social work practitioners (Field Instructor), and with the guidance of faculty from the Department of Social Work (Field Liaison). The Field Education program provides opportunities for students to develop generalist practice skills and demonstrate social work competencies in a variety of ways including utilization of the Learning Contract, Field Liaisons, Field Seminars, Concurrent Practice Courses, and the Integrative Seminar. It is combined with 10 hours of field instruction seminars each semester. Placement begins in September and is completed at the end of April.

| Course | Credits | Semester Taken | Instruction/ Internship Hours Total |
|--|----------------|-----------------------|--|
| SWK357 - Field Experience & Pre-practice Seminar | 2 | Spring/Junior Year | 60 |
| SWK417 - Field Instruction & Seminar I | 4 | Fall/Senior Year | 225 (+14 hrs of seminar) |
| SWK457 - Field Instruction & Seminar II | 4 | Spring/Senior Year | 225 (+14 hrs of seminar) |

- In the second semester of the junior year, students engage in field experiences combined with a pre-practice seminar (SWK357 - Field Experience). Students are required to work at social service agencies for at least 60 hours.
- During the senior year, students take two field instruction courses over the year completing 450 hours at social service agencies under the supervision of professional social workers. It is combined with 14 hours of field instruction seminars in each semester. Placement begins in September and ends in April.
- All students must have their own transportation for field placement

IV. 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.

4.1 Program Prerequisites

| Course Code | Course Title |
|-------------|--|
| BIO225 | Human Biology |
| ENG101 | College Writing I |
| ENG102 | College Writing II |
| LIB101 | Information Literacy |
| POL215 | American Government |
| PSY101 | General Psychology |
| SOC101 | Introduction to Sociology |
| SWK101 | Introduction to Social Work and Social Welfare |
| SWK242 | Social Work & Christianity |
| SWK246 | Interpersonal Communication Skills |

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

4.2 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 2.75 in the major. Students must satisfy both the college's core component requirements and specific liberal arts requirements for the BSW program.

4.2.1 Nyack College Liberal Arts and Sciences Core Component (43 Credits)

| Course Code | Course Title | Credits |
|-----------------|------------------------|---------|
| BIO225 | Human Biology | 3 |
| ENG101 & ENG102 | College Writing I & II | 6 |
| FNA | Fine Arts Elective | 3 |

| | | |
|--------------------------------|---|-----------|
| ENG201 or ENG202 | Global Literature I or II | 3 |
| HIS113, HIS114 | World Civilization I & II | 6 |
| LIB101 | Information Literacy | 1 |
| MAT | Mathematics Elective | 3 |
| PHI101 | Introduction to Philosophy | 3 |
| POL215 | American Government | 3 |
| PSY101 | General Psychology | 3 |
| SOC101 | Intro to Sociology | 3 |
| SWK246 or PSY243 | Interpersonal Communication Skills | 3 |
| SWK328, PSY337 or MAT340 | Statistics for Social Workers/ Social Sciences/Behavioral Sciences | 3 |
| Total | | 43 |

4.2.2 Social Work Degree Specific Liberal Arts Requirements (12 Credits)

| Course Code | Course Title | Credits |
|--------------|---|-----------|
| *BIO225 | Human Biology | 3 |
| *PSY101 | General Psychology | 3 |
| *POL215 | American Government | 3 |
| *SOC101 | Introduction to Sociology (as a Social Science elective) | 3 |
| Total | | 12 |

* Indicates social work prerequisites.

4.2.3 Bible and Christian Ministry Minor (15 Credits)

| Course Code | Course Title | Credits |
|-----------------------------------|-------------------------------------|-----------|
| BIB101 | Old Testament Literature | 3 |
| BIB201 | New Testament Literature | 3 |
| BIB301 or BIB302 | Bible Doctrines I or II | 3 |
| BIB or Historical THE elective | | 3 |
| PMN101 | Introduction to Spiritual Formation | 2 |
| PMN201 | Nyack Heritage | 1 |
| Total | | 15 |

4.2.4 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 (1) course at the Elementary II level or above, plus 3 liberal arts for a total of six (6) credits.
4. One (1) year of American Sign Language (ASL).

4.2.5 *Prerequisite Social Work Major Component (9 Credits)

| Course Code | Course Title | Credits |
|--------------|--|----------|
| *SWK101 | Introduction to Social Work & Social Welfare | 3 |
| *SWK242 | Social Work & Christianity | 3 |
| *SWK246 | Interpersonal Communication Skills | 3 |
| Total | | 9 |

** Indicates social work prerequisites*

4.2.6 Social Work Major Component (43 credits)

| Course Code | Course Title | Credits |
|--------------|---|-----------|
| SWK101 | Introduction to Social Work and Social Welfare | 3 |
| SWK242 | Social Work and Christianity | 3 |
| SWK246 | Interpersonal Communication Skills | 3 |
| SWK314 | Human Behavior in the Social Environment I | 3 |
| SWK324 | Foundations of Social Justice | 3 |
| SWK354 | Human Behavior in the Social Environment II | 3 |
| SWK355 | Social Welfare Policy and Services | 3 |
| SWK357 | Field Experience and Pre-practice Seminar | 2 |
| SWK358 | Social Work Research Methods | 3 |
| SWK416 | Generalist Social Work Practice I with individuals and families | 3 |
| SWK417 | Field Instruction and Seminar I | 4 |
| SWK456 | Generalist Social Work Practice II with Groups, Organizations | 3 |
| SWK457 | Field Instruction and Seminar II | 4 |
| SWK499 | Integrative Seminar | 3 |
| Total | | 43 |

4.2.7 Miscellaneous Electives Component (16 credits)

| | Credits |
|-------------------------|---------|
| Miscellaneous Electives | 16 |

Reminder: As stated in section 4.2, a total of 120 credits is required to obtain a BSSW degree.

4.3 Suggested Program Plan

FIRST YEAR

| FALL SEMESTER | | | SPRING SEMESTER | | |
|---------------|------------------------------|---------|-----------------|----------------------------|---------|
| Course Code | Course Title | Credits | Course Code | Course Title | Credits |
| ENG101 | College Writing I | 3 | Art History | Elective | 3 |
| HIS113 | World Civilization I | 3 | ENG102 | College Writing II | 3 |
| LIB101 | Information Literacy | 1 | HIS114 | World Civilization II | 3 |
| PMN101 | Intro to Spiritual Formation | 2 | PHI101 | Introduction to Philosophy | 3 |
| SOC101 | Introduction to Sociology | 3 | PSY101 | General Psychology | 3 |
| SWK101 | Introduction to Social Work | 3 | Total Credits | | 15 |
| Total Credits | | 15 | | | |

SECOND YEAR

| FALL SEMESTER | | | SPRING SEMESTER | | |
|---------------------|---------------------------------|---------|------------------|---------------------------------------|---------|
| Course Code | Course Title | Credits | Course Code | Course Title | Credits |
| BIB102 | Old Testament Literature | 3 | BIB201 | New Testament Literature | 3 |
| BIO225 | Human Biology | 3 | | Foreign Language | 3 |
| ENG201 or ENG202 | Global Literature I or II | 3 | MAT | Mathematics Elective | 3 |
| LAN | Foreign Language | 3 | PMN201 | Nyack Heritage | 1 |
| SWK242 | Social Work and Christianity | 3 | POL215 | American Government | 3 |
| Total Credits | | 15 | SWK246 | Interpersonal Communication Skills | 3 |
| | | | Total Credits | | 16 |

THIRD YEAR

| FALL SEMESTER | | | SPRING SEMESTER | | |
|------------------------------------|---|---------|-----------------|--|---------|
| Course Code | Course Title | Credits | Course Code | Course Title | Credits |
| BIB303 | Christian Thought | 3 | BIB | Elective | 3 |
| SWK314 | Human Behavior in the Social Environment I | 3 | SWK354 | Human Behavior in the Social Environment II | 3 |
| SWK324 | Foundations of Social Justice | 3 | SWK355 | Social Welfare Policy and Services | 3 |
| SWK328/ PSY337/ or MAT340 | Statistics | 3 | SWK357 | Field Experience | 2 |
| | | | SWK358 | Social Work Research Methods | 3 |

| | | | | | |
|---------------|--|----|---------------|--|----|
| Electives | | 6 | Total Credits | | 14 |
| Total Credits | | 18 | | | |

FOURTH YEAR

| FALL SEMESTER | | | SPRING SEMESTER | | |
|---------------|---|---------|-----------------|--|---------|
| Course Code | Course Title | Credits | Course Code | Course Title | Credits |
| SWK416 | Generalist Social Work Practice with Individuals and Families | 3 | SWK456 | Generalist Social Work Practice with Groups, Organizations and Communities | 3 |
| SWK417 | Field Instruction and Seminar I | 4 | SWK457 | Field Instruction and Seminar II | 4 |
| Electives | | 6 | SWK499 | Integrative Seminar | 3 |
| Total Credits | | 13 | Elective | | 4 |
| | | | Total Credits | | 14 |

4.4 E360 Requirement

1. Students are required to submit their written assignments through the Edvance E360 Program.
2. For assistance with the program, please contact Melinda Kong at mycoursehelp@nyack.edu for further information.

4.5 Portfolio Requirement

1. Students are required to create a portfolio website for the capstone course, SWK499 Integrative Seminar, taken in the Spring of the senior year.
2. 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 accomplishments 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 ten (10) social work program competencies 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

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.

discussed and answers provided by the dates specified in the course schedule.

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.

1. 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 in 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).

2. Integrative questions include:
 - a. How do I integrate learning from the classroom with my Field Instruction experience?
 - b. 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.
 - c. 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 will be provided to you in the SWK499 Integrative Seminar course.

V. Evaluation of Previous Learning

5.1 Transfer of Credits

5.1.1 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 Program Director
- b. Component course credits are eligible for transfer only if the program at which the credits were earned is accredited by the 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 Program Director. The student must submit to the Program Director 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 Program Director 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 the 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 15-hour Bible core requirement. They either complete the 15-hour Bible core requirement, or take an average of one Bible core course per semester while enrolled at Nyack College. For the latter option, no fewer than four Bible core courses must be taken, and one must be BIB 301 or BIB 302.

5.1.2 Transfer Applications within the College

Students who wish to transfer from another 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 Program Director may be necessary for transfer applicants entering their junior year.

5.1.3 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 Program Director.

Materials will be reviewed to see if learning objectives of the Nyack College required course have been met. The Program Director 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.

5.2 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.

VI. 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 the advisor. Additional advising conferences may be requested by either the student or the advisor. Faculty advisors are available during their regular office hours and by appointment.

The purposes of the Nyack College BSW 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

SECTION II

Students Academic & Professional Standards and Policies & Procedures For Performance Review

1. Background

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

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

1.2 Philosophy of Discipline of Nyack College

The Nyack College disciplinary process is designed for students to tell their stories and have accountability for their actions. The desired outcome is intended and designed to be redemptive and restorative. The student will always be empowered to make the best choices. The process of discipline at Nyack College is designed to help students connect (or reconnect) to God's vision for their lives. The faculty, staff, and administration involved in the process of discipline are committed to coming alongside students as they are learning to walk in the ways of Jesus. While enrolled in Nyack College, each student is responsible for knowing and adhering to all Community Lifestyle Expectations as set forth in the undergraduate student handbook. A committee of Nyack College faculty and staff will periodically review student's commitment to the Community Ethos. If a student is found to lack commitment to the Community Ethos, the committee reserves the right to revoke a student's registration. (*Excerpted from 2017-2018 Nyack College Student Handbook*)

1.3 Objective

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

1.4 Scope

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

1. Classroom-based milieu (e.g., classrooms, lecture halls, laboratories, online and technology-based classes);
2. Professional and field instruction sites that are part of the learning program (e.g., hospitals, mental health clinics, community health centers, schools, Departments of Social Services, correctional facilities, substance abuse treatment programs, etc.);
3. Other settings not part of the formal learning program but contribute to the learning process (e.g., student-run special interest group meetings and activities, clubs and governance structures, interactions with SWK and non-SWK Professional Program administrators, faculty and staff of the College, or any other member of the campus community); and off-Campus settings as described below.
4. This Policy is intended to guide the ethical and professional behavior of students studying in the program. It is not intended for the School of Social Work to directly guide or address behavior that is a part of a student's private life, but such behavior may come to the attention of Nyack College in several ways and become the focus of a Policy investigation or charge.
5. Conduct may be reported to a member of the faculty or administration from a variety of sources that raises concern about the student's capacity to continue his or her studies. If such reported conduct raises a concern about the safety of the student or the safety of others that the student may have contact with at the institution or includes behavior that could indicate an issue with judgment or moral, ethical, or personal values that would preclude satisfactory functioning in the chosen discipline, an inquiry may be conducted and action taken on the basis of the information gathered.
6. If a student is charged with an offense in the civil justice system and the College becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the College, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action; not limited to any final adjudication of the civil court proceeding. The College will complete this due process regardless of whether the student withdraws from the program, the College and/or fails to participate in the process.
7. If a student is charged with a criminal offense, he or she is obligated to report this to their department chair or program director immediately. If a matriculating student has been charged with a criminal offense between the time he/she submitted an application and the time he/she arrives at school, or at any time while a student at Nyack College, he/she must inform the department chair or program director of the charges before the first day of classes. If the College later discovers that a student withheld disclosure of a criminal charge, he/she may be subject to immediate program dismissal. The College, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the criminal court proceeding. The College will complete this due process regardless of whether the student withdraws from the program, the College and/or fails to participate in the process. This is consistent with the obligation of the College and its professional programs to ensure the safety of clients and others.
8. Students are expected to hold themselves to the highest standards of ethical and professional conduct at all times. As part of their education and educating, these students must begin to practice behavior that they will uphold for the rest of their professional lives.

1.5. Student Responsibility To Be 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 the bulletin boards of the School of Social Work for materials such as school events and announcements, information about concentrations, and field placement planning.

Also students are expected to check their email accounts regularly for official college announcements distributed by way of the Social Work Department student announcement system.

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

2. Academic Standards, Probation and Dismissal

2.1 Academic Performance Criteria

To remain in good academic standing in the social work program, students must maintain a minimum, cumulative GPA of 2.75.

2.2 Academic Probation and Dismissal

Students whose cumulative average falls below the standard will be placed on academic probation for a maximum of one calendar year and allowed nine credit hours per semester, which includes one repeated course, to return their grade point average to the standard. The program director may reduce the number of credit hours after reviewing the case

During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to the standard by the conclusion of the nine semester credit hours or one calendar year. All students who return their grade point average to standard during the probationary period will be returned to good academic standing. Students in the graduate program will be informed of probationary status or dismissal by the school Dean or Graduate Program Director. For undergraduate students, Academic Probation and Dismissal status are determined by the Registrar's office and notices are issued by the Provost office via email / Campus Nexxus.

2.3 Academic Dismissal Appeal

Please refer to the *Formal Grievance Procedures* policy found in section 5.2 in the following pages of this handbook.

2.4 Academic Misconduct & Dishonesty

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

- 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.
- Knowingly presenting case materials details or representations that are not true.
- 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.
- Cheating: 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.
- Fabricating: Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- Offering bribes, favors, or treats: bribing or attempting to bribe or promising favors to or making threats against any person with the intention of affecting a record of a grade or evaluation of academic performance and any conspiracy with another person who then takes, or attempts to take, action on behalf of, or at the direction of, the student.
- Grade tampering: any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.

2.5 Plagiarism – Levels and Consequences

1. Level One: Minimal Plagiarism

- The college recognizes that there is often no student intent to misrepresent borrowed material as one’s own, but he/she has simply been careless in complying with acceptable presentation and reference conventions. In this case, assignments will be returned to students who will be advised by their professors to rewrite assignments in acceptable form. No grade will be assigned until the professor is satisfied that the student has made adequate revisions meeting APA standards.

2. Level Two: Substantial Plagiarism

- Substantial plagiarism exists where the writer gives no recognition to sources from which substantial material such as phrases, sentences or even ideas are drawn. The minimum penalty for this offense is the rewriting of the paper, and a one-letter grade reduction being given to the offending work. Maximum penalty is failure of the course.

Level Three: Complete Plagiarism

- Complete plagiarism exists when significant and/or substantial material, such as a paragraph, page, or an entire work, is copied from an author or composed by another person, and presented as original work. A failing grade for the course is automatically given. The professor will write a reprimand, a copy of which will be kept in the student’s file. A repeat offense may result in suspension or expulsion from the college.

- A second offense while a student in the Nyack College School of Social Work Program will automatically result in a grade of an F for the course and dismissal from the program for a minimum of one (1) year. Readmission to the program is by application only and is not guaranteed.

See 5.5 Policy on Academic Standing & Program Readmission for further details.

3 Student Professional Performance Standards

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

3.1 Student Ethical and Professional Performance Standards

To be admitted and to maintain enrollment in the Social Work Program students must possess:

3.1.1 Physical Performance

1. Exhibit physical capacity to attend and actively engage in class and practicum placement including motor and sensory skills to meet the requirements of the course with or without assistive devices.

3.1.2 Cognitive Performance

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

3.1.3 Emotional Maturity and Mental Health Performance

6. Uses sound judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance. Provide evidence that appropriate counseling or help with personal problems, psychosocial distress, substance abuse or mental health difficulties has been obtained. No student will be allowed to continue if personal situations:
 - compromise scholastic and/or other performance
 - interfere with professional judgment and behavior or
 - jeopardize the best interests of those to whom the student has a professional responsibility
7. Deal with emotional stress of one's own by exercising effective self-care or stress management strategy and prioritizing responsibilities.
8. Demonstrates ability to assess own strengths, limitations, and suitability for professional practice
9. Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
10. Use self-disclosure appropriately

3.1.4 Communication Performance

11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.

Written communication skills:

- a. Write clearly, professionally, and use correct grammar and spelling in all communication to complete adequately all written assignments, as specified by faculty and field instructors
- b. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
- c. Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.

Oral communication skills:

- a. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
- b. Express ideas and feelings clearly.
- c. Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.

12. Exhibit willingness and an ability to listen to others.

3.1.5 Interpersonal, Ethical and Behavioral Performances

13. Establish and develop constructive relationships with those involved in one's learning process with but not limited to clients, field instructors, or faculty members.
14. Demonstrate interpersonal skills to relate effectively to others including empathy & positive attitude.

15. Conduct oneself in a way that characterizes honesty, integrity, compassion, humility, and patience.
16. Demonstration of respect for and consideration of others, including those different from oneself
17. Maintain Professional boundaries
18. Demonstrate responsible and accountable behavior evidenced, for example by:
 - a. Knowing and practicing within the scope of social work,
 - b. Adhering to the School of Social Work Attendance Policy
 - c. Being punctual and dependable
 - d. Coming to class prepared (readings and assignments completed)
 - e. Actively engaging in class discussions and activities
 - f. Completing all assignments on time and to college level standards
 - g. Keeping appointments or making timely appropriate alternative arrangements.
19. Use sound judgment to enact prudently upon encountered situations.
20. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
21. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
22. Work effectively with others, regardless of the level of authority.
23. Make appropriate effort toward self-improvement.
24. Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
25. Take appropriate responsibility for your own actions and consider the impact of these actions on others.
26. Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions. Ethical behaviors include:
 - a. Maintaining and safeguarding the confidentiality of client information, records, and communications
 - b. No history of charges and/or convictions of an offense that is contrary to professional practice.
 - c. Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, gender, class, race, religion, sexuality, and/or cultural values on clients.
 - d. Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; and giving credit for the ideas of others.
 - e. Demonstration of clear, appropriate and culturally sensitive boundaries.
 - f. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.
 - g. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
 - h. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.

All candidates for selection to Nyack College School of Social Work are required to verify they understand and can meet these professional standards with or without reasonable

accommodations, aides and/or services.

**Statement above is documented as Student Professional Performance Standards Agreement (Appendix B) for students to sign at the start of matriculation.*

4. Academic and Professional Performance Review

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

4.1 Evidence of Meeting Academic and Professional Performance Criteria

The evidence of meeting academic and professional performance criteria in the School of Social Work Program may include but is not limited to any of the following:

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

4.2 Policies & Procedures for Academic and Professional Performance Review

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

Information disclosed during student meetings with faculty, Program Director, or School of Social Work

administrators will not be kept confidential if the information raises concerns about academic and professional performance. Faculty and/or the Program Director will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow college procedures related to student performance issues.

4.3 Policy on Review, Probation, & Dismissal or Termination

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

1. Failure to meet any of the Policy and Procedures Concerning Professional Performance Standards for Admission, Academic Matriculation, and Graduation in the Program.
2. Failure to meet or maintain academic requirements as stated under Academic Performance Criteria.
3. Dismissal from a field placement will generally result in a Level 3 review.
4. Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student.
5. Any threat or attempt to harm oneself or someone else.
6. Commission of a criminal act during the course of study or prior to admission.
7. Failure to report the commission of a criminal act during the course of study or prior to admission.
8. Consistent pattern of unprofessional behavior, that includes, but not limited to
 - 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.

Being reviewed and/or sanctioned by Student Affairs.

Documented chemical dependence or use of illegal substances during one's course of study will.

Evidence of psychiatric or emotional difficulties that, in the professional judgment of the program faculty interfere with the student's ability to perform academically, or to a satisfactory level in the field practicum.

4.4 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:

1. The field instructor, classroom instructor, advisor, or other person bringing the complaint is to submit a written statement to the Program Director explaining the nature of the complaint and the evidence for it. The Program Director 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.
2. Within 10 (ten) days of receiving the complaint, the Program Director 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 Program Director. The Program Director will make a determination as to whether or not the facts of the situation support the complaint and warrant further action.

3. Within five (5) working days of the above meeting, the Program Director 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.
4. Within ten (10) days, the Program Director 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 Program Director about the matter. The committee will be composed of the following personnel to be appointed by the Program Director: a faculty chairperson, two faculty members from the School of Social Work and a student member nominated to the Program Director 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 ten (10) days of the committee's appointment. The committee will make a recommendation to the Program Director 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 Program.
5. Within ten (10) days of receiving the recommendation from the Social Work Professional Review Committee, the Program Director will report the recommendations to the Dean of the School of Social Work. 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.
6. All appeals are to be reported to the Vice President for Academic Affairs.

4.4.1 The Three (3) Levels of Review

Level 1 – Student/Instructor Consultation

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

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the Program Director and Director of Field Education of the concerns in order to identify potential patterns and issues related to the student.
- Document dates and content of meetings with students via the Professional Performance Progress Review and/or the Professional Standards Violation Form and/or a note in the student's file.

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

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

Level 2 – Student/Program Performance Review

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

The Program Director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed.

No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

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

Level 3 – Student/Program Performance Review

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

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

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

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

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

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

4.4.2 Possible Outcome(s) of the Review

A. Continue the student in the program with no conditions

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

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

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

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

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

D. Dismiss the student from the program

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

In any Level 3 review, there must be adequate documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempt has been made to ameliorate, where appropriate. Students will be notified of the decision in writing, as soon as feasible, generally within ten (10) calendar days of the review. It is the responsibility of the Program Director to communicate the decision to the student.

5 Grievance Procedures to Resolve Complaints

5.1 Informal Grievance Procedures

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

5.2 Formal Grievance Procedures

If informal appeals do not result in resolution of the matter, a formal complaint may be made in writing to the Program Director.

1. 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.
 - a. This request must be made to the Program Director within two (2) weeks upon completion of the informal appeals.
2. The Program Director will inform the relevant individual that a grievance has been filed by a student and provide a copy of the grievance.
3. Within ten (10) days of receiving the written grievance the Program Director will convene a meeting of the student, the person against whom the grievance has been filed and other persons who the Program Director determines can assist in providing useful information necessary to a consideration of the grievance. At the meeting the Program Director will seek to achieve a resolution of the grievance among the parties involved.
4. If parties cannot arrive at a mutual resolution, the Program Director must render a written decision on the grievance within fourteen (14) days since the grievance was received.
5. The written decision will be distributed to the parties involved and the Dean of the School of Social Work.
6. If the student is not satisfied with the outcome at the level of the Program Director, the student may file a written appeal to the Dean of the School of Social Work.
7. The written request must be submitted to the Dean within (14) days following the Program Director's written decision. Upon receipt of the grievance, the Dean will review the existing grievance record and may conduct further inquiry.
8. 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.

6 Readmission to the Program

6.1 Students dismissed for academic deficiency

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their program. In no case will such readmission for the program be granted prior to one calendar year following the term of dismissal. These students must submit the application for reactivation to the Registrar's Office at least 90 days prior to the term for which admission is desired. A letter providing the reasons for lack of previous academic success and indicating why acceptable academic

performance should be expected in the future must accompany each application. The director of the appropriate degree program will make the final readmission decision.

6.2 Students dismissed for unethical behavior

If the student is dismissed for unethical behavior s/he may be considered for readmission three years following dismissal.

A student must submit the application at least 90 days prior to the term for which admission is desired. A student will only be considered for readmission one time.

iii.

The steps for readmission are:

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

If readmitted, the student must:

1. Maintain compliance with all program standards
2. Maintain good academic standing; and, abide by any other conditions set by the Admissions Committee
- 3.

APPENDICES

APPENDIX A

NASW Code of Ethics - Value Base of the Profession

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

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

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

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

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

Ethical Principles

The following broad ethical principles are based on social work's core values. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social

workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

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

APPENDIX B

Nyack College School of Social Work Student Professional Performance Standards Agreement

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

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

Physical Skills

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

Cognitive Skills

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

Emotional and Mental Skills

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

Communication Skills

10. Comprehend information and communicate ideas and feelings, and to communicate professionally with other students, faculty, staff, clients, and other professionals.
11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.
 - a. Written Skills:

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

Interpersonal/Behavioral Skills

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

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

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

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

<https://www.nyack.edu/site/disability-support-services/>

Signature of Applicant

Date

Print Name

Student ID Number

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

Signature of Parent/Legal Guardian

Date

Print Name

Relationship to Applicant

APPENDIX C

Student Professional Performance Improvement Form

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

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

Marking Rubric

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

| # | Physical Performance |
|---|---|
| | Exhibit physical capacity to attend and actively engage in class and practicum placement including motor and sensory skills to meet the requirements of the course with or without assistive devices. |
| | Comments (Describe the specifics): |
| # | Cognitive Performance |
| | Demonstrate accurate knowledge of social work as a profession. |
| | Demonstrate clarity of thinking to process information and appropriately apply it to situations in the classroom and field. |
| | Demonstrate grounding in relevant social, behavioral and biological science knowledge and research – including knowledge and skills in effective relationship building. |

| | |
|-------------------------------------|---|
| | Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice. |
| Comments (Describe the specifics): | |
| # | Emotional & Mental Health performance |
| | Use sound judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance. |
| | Deal with one's emotional stress by exercising effective self-care or stress management strategies, and prioritizing responsibilities. |
| | Demonstrates ability to assess own strengths, limitations, and suitability for professional practice. |
| | Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. |
| | Use self-disclosure appropriately. |
| Comments (Describe the specifics): | |
| # | Communication Skills Performance |
| | Use oral and written skills to communicate in ways that are safe and protective of the privacy of students, faculty, staff, clients, and other professionals. |
| Written Communication Skills | |
| | Write clearly, professionally, and use correct grammar and spelling in all communication to complete adequately all written assignments, as specified by faculty and field Instructors |
| | Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation. |
| | Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors. |
| Oral Communication Skills | |
| | Communicate effectively and sensitively with others expressing ideas and feelings clearly. |
| | Communicate in spoken English to understand content presented in the program, and to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors. |
| | Exhibit willingness and an ability to listen to others. |
| Comments (Describe the specifics): | |
| # | Interpersonal/Behavioral Skills |
| | Establish and develop constructive relationships with those involved in one's learning process with but not limited to clients, field instructors, or faculty members. |

| | |
|--|---|
| | Demonstrate interpersonal skills to relate effectively to others including empathy & positive attitude. |
| | Conduct oneself in a way that characterizes honesty, integrity, compassion, humility, and patience. |
| | Demonstration of respect for and consideration of others, including those different from oneself. |
| | Maintain Professional boundaries. |
| | Demonstrate responsible and accountable behavior evidenced, for example, by: |
| | <ul style="list-style-type: none"> ● Knowing and practicing within the scope of social work |
| | <ul style="list-style-type: none"> ● Adherence to the School of Social Work Attendance Policy |
| | <ul style="list-style-type: none"> ● Punctual and dependable |
| | <ul style="list-style-type: none"> ● Come to class prepared (readings and assignments completed) |
| | <ul style="list-style-type: none"> ● Actively engage in class discussions and activities |
| | <ul style="list-style-type: none"> ● Complete all assignments on time and to college level standards |
| | <ul style="list-style-type: none"> ● Keeping appointments or making timely appropriate alternative arrangements. |
| | <ul style="list-style-type: none"> ● Use sound judgment to enact prudently upon encountered situations. |
| | Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients. |
| | Work effectively with others, regardless of the level of authority. |
| | Make appropriate effort toward self-improvement. |
| | Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance. |
| | Take appropriate responsibility for your own actions and consider the impact of these actions on others. |
| | Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions. Ethical behaviors include: |
| | <ul style="list-style-type: none"> ● Maintaining and safeguarding the confidentiality of client information, records, and communications |
| | <ul style="list-style-type: none"> ● No history of charges and/or convictions of an offense that is contrary to professional practice. |
| | <ul style="list-style-type: none"> ● Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, gender, class, race, religion, sexuality, and/or cultural values on clients. |
| | <ul style="list-style-type: none"> ● Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; and giving credit for the ideas of others. |
| | <ul style="list-style-type: none"> ● Consistent with the Academic Standards, all written assignments will be submitted as original work and when the work of another is used, will identify the source according to the school of Social Work policy |
| | <ul style="list-style-type: none"> ● Demonstration of clear, appropriate and culturally sensitive boundaries. |

| | |
|------------------------------------|---|
| | <ul style="list-style-type: none"> Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. |
| | <ul style="list-style-type: none"> Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice). |
| | Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings. |
| | Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities. |
| Comments (Describe the specifics): | |

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

Student comments can be attached separately, but must be submitted by:

 (Month/Date/Year)

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

 Student Signature

 Date

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