

MSW Manual

2009 - 2010

TABLE OF CONTENTS

ESSENTIAL ABILITIES AND ATTRIBUTES FOR SOCIAL WORK STUDENTS	1
WELCOME TO THE SILVER SCHOOL OF SOCIAL WORK STUDENT MANUAL	3
SILVER SCHOOL OF SOCIAL WORK MISSION STATEMENT	4
MSW PROGRAM GOALS AND OBJECTIVES	5
MSW CURRICULUM	6
MSW CURRICULUM CONTENT	7
THE PROFESSIONAL FOUNDATION LEVEL	7
THE BUILDING	15
SCHOOL ADMINISTRATION	16
CURRICULUM AREAS	18
FOUR CAMPUSES	19
Main Campus	19
Rockland Campus	20
Staten Island Campus	21
Westchester Campus	22
FACULTY RESPONSIBILITIES AND COMMITTEE ORGANIZATIONS	23
ACADEMIC ADVISEMENT	24
RESOURCES FOR STUDENTS	25
Student ID	25
Albert (On-line Services)	25
Bookstore	25

Computer Store	25
Bobst Library and Study Center at Washington Square	25
Libraries at the Branch Campus and the Extension Sites at Staten Island and Westchester	26
Information Technology Services	26
The School’s Web Site	26
Information for Practice	26
Blackboard	26
Writing Assistance	27
The Wasserman Center for Career Development	27
The Henry and Lucy Moses Center for Students with Disabilities	27
University Counseling Services (UCS)	27
Wellness Exchange	28
Health Insurance	28
Professional Liability (Malpractice) Insurance	28
The Graduate Student Association	28
Student Groups	29
The Student Lounge and Student Activities	30
POLICIES, PROCEDURES AND GUIDELINES	31
Affirmative Action and Anti-Discrimination Policies	31
Family Educational Rights and Privacy Act of 1974 (FERPA)	31
New York University Anti-Harassment Policy	31
New York University Policies on Substance Abuse and Alcoholic Beverages	31
Student Folders	32
Policy on Plagiarism and Academic Integrity	32
Advisory Committee on Academic Integrity	33

Dual Relationships	34
Student Guide for Writing Papers	34
Guidelines for Grading Papers	35
Guidelines for Course Grading	36
Procedure for Appealing a Grade	37
Requirements for Good Standing in the MSW Program	37
Degree Requirements	38
Policy on Late Assignments and Incomplete Grades	38
Policy on Academic Probation and Dismissal	39
Policy on Repetition of Courses	39
Waitlist Procedures	39
Withdrawal from Class	40
Student Review Procedures	40
Appeals of the Academic and Professional Review Decisions (Appeals)	42
Student Grievance Procedures	43
Guidelines for Students Leaving School Before Graduation	45
Student Leave FAQs	47
Withdrawals from School	48
Attendance	48
One-Credit Intensive Drop/Withdrawal and Refund Policy	49
Official Transcripts/RD Block	49
Independent Study	49
Cross-School Registration	49
Refund Schedule for the Academic Year 2009-2010	49
Academic Advisement Procedures	50
FIELD LEARNING	51

Field Learning Curriculum	51
Field Learning - The “Open Classroom”	51
Field Learning’s Goals and Objectives	51
Professional Foundation Curriculum	51
Advanced Concentration Curriculum	52
Expectations for Successful Completion of the Field Instruction Course: Evaluation and Grading	52
Attendance at the Field Learning Site – The Agency Setting	53
Guidelines for Process Recordings	53
Structure and Function of Field Learning and Community Partnerships	54
Practice Systems (Fields of Practice)	56
Collaboration with our Community Partners	57
Selection and Approval of Agencies for Field Learning	58
Ongoing Evaluation of Agencies’ Effectiveness in Providing Field Education	58
Selection of Field Instructor and Qualifications	58
Field Instructor Responsibilities	58
Qualifications and Requirements for Field Instructors	59
Matching Students to the Agency: The Placement Process	61
The School’s Responsibilities In Relation To Field Instruction	62
School Policies in Relation to Field Learning	63
Agency Responsibility to Field Learning	64
Handling Questions, Concerns and Difficulties in Field	64
Field Instruction (Supervision) Definitions and Expectations	65
Safety Guidelines	66
NASW	69
UNIVERSITY RESOURCE DIRECTORY	70

APPENDIX	72
APPENDIX A - STUDENT LEAVE REQUEST FORM	72
APPENDIX B - MSW PROGRAM CURRICULA	74
APPENDIX C - REQUIRED HOURS FORM	77
APPENDIX D - OUTLINE FOR PROCESS RECORDING	78
APPENDIX E - REFLECTIVE LOGS AND/OR JOURNALS	79
APPENDIX F - SAMPLE PROCESS RECORDING	80

ESSENTIAL ABILITIES AND ATTRIBUTES FOR SOCIAL WORK STUDENTS

Students at the New York University School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their year in the program. These physical, cognitive, emotional and character requirements provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice.

Students are expected to meet these standards in the classroom, in their practica, and elsewhere.

Attention to these standards will be part of evaluations made by faculty during students' course of study. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

MOTOR ABILITIES: Social work students need to have sufficient motor abilities to attend class and practicum placement with or without technical accommodation. Reasonable accommodation through technology for limitations in motor abilities will be allowed. The Moses Center for Students with Disabilities may be consulted regarding reasonable accommodations.

SENSORY ABILITIES: Social work students need to have the ability through their senses to participate in classes and practicum placement and to acquire and integrate data through use of their senses with or without technical accommodation. Reasonable accommodation through technology for limitations in sensory abilities will be allowed. The Moses Center for Students with Disabilities may be consulted regarding reasonable accommodations.

COMMUNICATION SKILLS: Social work students need to communicate effectively with other students, faculty, staff, clients and other professionals. Students should be able to express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand program content.

PROFESSIONAL COMMITMENT: Social work students need to possess a commitment to the values and ethical standards of professional social work. They are expected to be knowledgeable about and adhere to the National Association of Social Workers Code of Ethics.

KNOWLEDGE BASE OF SOCIAL WORK PRACTICE: Social work students need to recognize the distinctive components of the biopsychosocial perspective of social work practice and social work methodologies. They are expected to use this knowledge in guiding their work with clients and other professionals.

SELF-AWARENESS: Social work students need to know how their values, attitudes, beliefs, emotions and past experiences affect their thinking, behavior and relationships. Students must be willing to examine and change their behavior when it interferes with working with clients and other collaborative professional relationships.

EMPATHY: Social work students need to comprehend another individual's way of life and values. They must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

OBJECTIVITY: Social work students need to be objective in systematically evaluating clients and their situations.

VALUING DIVERSITY: Social work students need to appreciate and value human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation, gender and its expression, ability, sexual orientation and value system.

INTERPERSONAL SKILLS: Social work students need to demonstrate the interpersonal skills to relate effectively and sensitively to students, faculty, staff, clients and other professionals.

LEADERSHIP: Social work students need to show initiative in making professional contributions in their practice setting.

SELF-CARE: Social work students need to recognize the signs of stress, develop appropriate means of self-care, and seek supportive resources if necessary.

PROFESSIONAL BEHAVIOR: Social work students need to behave professionally by knowing and practicing within the scope of social work, adhering to the Code of Ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

Welcome to the Silver School of Social Work Student Manual

This manual contains all the information necessary for understanding and successfully navigating the education program in the classroom and in your field learning site. The purpose of this manual is to acquaint you with the resources, educational opportunities, procedures and requirements of the Silver School of Social Work and New York University, and as such is an important resource for all faculty, field advisors, field instructors, agency educational coordinators, students and colleagues.

Most of the information will be especially helpful in the beginning weeks of the graduate experience; the rest will become pertinent as the year progresses. Keep the manual handy for future reference. You should also view the School's Web page (www.socialwork.nyu.edu), and your NYU e-mail for additional information. In addition, the NYU Student's Guide articulates the code of conduct expected at the University and the School. All Silver School of Social Work students are subject to this code and the disciplinary sanctions that accompany any infractions. The Silver School of Social Work MSW program at NYU is accredited by the Council on Social Work Education (CSWE) and complies with all of the requirements and policies of accredited social work programs.

The National Association of Social Workers (NASW) Code of Ethics is posted on your Social Work Practice I Blackboard. It is important for you to familiarize yourself with its contents because all social workers and all students at NYU Silver School of Social Work are expected to adhere to the professional organization's Code of Ethics.

Silver School of Social Work Mission Statement

The mission of **The Silver School of Social Work at New York University** is to educate professionals for social work practice with individuals, families, groups and communities and to provide leadership in the development of knowledge relevant to social work practice in a complex urban environment.

The School seeks to fulfill its mission by building and transmitting knowledge that will help to alleviate human suffering, enhance the vitality and caring capacity of communities, and promote the ideals of a humane and just world.

The School is committed to the core social work values of: belief in the dignity and worth of all individuals; the centrality and power of caring human relationships; a commitment to social and economic justice that includes freedom from all forms of oppression and access to social goods; and a dedication to practicing with integrity and the highest level of competence.

The **Bachelor of Science in Social Work** provides students with the knowledge, skills, and ethical standards necessary for beginning social work practice. The BS program is a liberal arts program emphasizing human rights, social justice and advocacy, which establishes the foundation graduates need to effectively address the social problems of today's world.

The **Master in Social Work** educates professionals for the pursuit of social justice with an emphasis on direct social work practice that aims to improve biopsychosocial functioning through helping relationships. Dedicated to excellence in integrating teaching and learning in both classroom and community contexts, the MSW program prepares its graduates to apply critical thinking, research-based knowledge and practice wisdom to restore, maintain, and enhance the functioning and well-being of individuals, families and communities, and promote effective and equitable social policies and social services.

The Doctor of Philosophy in Clinical Social Work prepares its graduates to be the intellectual leaders of the social work profession. Students in the PhD program learn to engage in practice-based research and the development of theories relevant to practice, to disseminate new knowledge through professional writing and speaking, and to educate future generations of social workers.

The School is committed to the education of its students in collaboration with community partners and the advancement of the social work profession through the scholarly contributions of its faculty.

MSW Program Goals and Objectives

The educational goals for the MSW Program closely reflect the purposes of social work education as defined in the CSWE Curriculum Policy Statement. In addition, they flow directly from the mission of the School. Under each general goal, there are specific objectives for student activity and achievement:

1. To educate for excellence in direct social work practice.

Students will demonstrate:

- a) an understanding of the generalist foundation and advanced clinical concentration curriculum leading to the integration of theory and practice across client systems;
- b) knowledge of differential models and social work practice approaches;
- c) a broad knowledge base grounded in a biopsychosocial, person-in-environment and strengths perspective;
- d) knowledge about social welfare history, social policy analysis, the nature of social service organizations, and emerging areas of client, organizational and community need;
- e) professional practice skills in the context of a structured field learning experience in providing social work services to clients;
- f) ability to review professional literature and use research methods to critically examine professional practice programs and service delivery systems; and
- g) ability to self-reflect and utilize critical thinking skills necessary for accountable and effective practice.

2. To educate students in the application of professional values and ethics to practice.

Students will demonstrate:

- a) knowledge of the values of the profession that include belief in the dignity and worth of each individual and a commitment to the promotion of economic and social justice;
- b) an understanding of the NASW professional code of ethics and its application to practice;
- c) adherence to, application and promotion of the profession's values and ethical principles; and
- d) an understanding of the necessity for active participation in life-long learning and activities to update and improve professional knowledge and skills.

3. To advance student understanding and respect for diversity and difference.

Students will demonstrate:

- a) a knowledge of how racial, ethnic, cultural, class, gender, sexual orientation, age, and functional abilities impact on human development, social interaction and professional practice;
- b) an understanding of how these factors influence: social policies, the pursuit of social and economic justice and the provision of and access to resources to individuals, families and communities; and
- c) knowledge of immigration and migration related stressors in the context of a complex urban environment.

4. To prepare students to contribute to the realization of the goal of a just society.

Students will demonstrate:

- a) the ability to recognize and address individual prejudice and institutional oppression and discrimination;
- b) the ability to apply strategies of advocacy and social change to advance social and economic justice; and
- c) the ability to use their skills for the good of the client systems and for society at large.

MSW Curriculum

At the foundation level the curriculum is grounded in a generalist perspective which emphasizes the importance of working across a range of systems that includes individuals, couples, families, groups, agencies and communities. The generalist perspective maintains a focus on the interaction between systems (person-in-environment perspective) and utilizes specific theories such as systems theory, empowerment theory, and a strengths perspective, including ego psychology. Students learn about and are expected to demonstrate the ability to carry out a range of social work roles, including but not limited to, case manager, advocate mediator, and counselor.

The core curriculum places particular emphasis on knowledge of and identification with the social work profession, social work values and ethics, self-awareness, and a foundation for the development of culturally competent practice with diverse and at-risk populations. Students are also provided with a solid introduction to human development, direct practice with individuals, families, groups and communities, social welfare policy formulation, and social research. As many students in the foundation year are expected to engage in group work, Clinical Social Work Practice with Groups is required and builds upon the human Behavior and Practice foundation courses. The course provides students with in-depth knowledge and skills relevant to the various types of task and treatment oriented groups, and the theoretical formulations from which each is derived.

Finally, in the foundation year students take on an assignment that is designed to ensure that they receive some introduction to macro practice in every setting. Students are assigned a modest change project called Planning, Organization and Provision of Service (POPS) whereby students are asked to demonstrate the ability to evaluate the impact of social and agency policies on service delivery, identify gaps in service and develop a project that addresses the gap in service, previously unmet needs of clients or policies or practices that disadvantage and/or discriminate against those at risk.

The concentration curriculum strives to deepen knowledge and skills and add breadth, depth and specificity to that which was learned in the foundation curriculum. Students are expected to deepen and extend their assessment, intervention, and evaluation skills with diverse and at-risk populations, demonstrate an understanding of the major theories that inform clinical practice with individuals and families including ego psychology, object relations theory, family systems theory, cognitive-behavioral theory, narrative theory, theories of change and other emergent theories and demonstrate an understanding of the theoretical and empirical knowledge base of the biopsychosocial and cultural factors underlying the concepts of mental health and illness. The links between practice and research and practice and policy are integrated throughout the curriculum as is the attention to social and economic justice and the importance of practicing competently with diverse and at-risk populations.

Socialization to the profession also continues in the advanced concentration year. Students are expected to consolidate their identification as a professional social worker, recognize and manage personal values in a way that allows professional values to guide practice, implement strategies for applying ethical principles to decision-making processes in practice, practice self-awareness and respect for its importance to the therapeutic process and demonstrate reflection, independence, and accountability for professional behavior, practice, and lifelong learning.

MSW Curriculum Content

The MSW curriculum at the School consists of a professional foundation level and an advanced concentration level. Because there is only one advanced concentration—Clinical Social Work Practice—the foundation curriculum conveys the generalist perspective that is common to all areas of social work practice and prepares students for the advanced concentration in clinical social work.

The MSW curriculum at both foundation and advanced concentration levels is organized according to five traditional areas: Social Work Practice, Human Behavior in the Social Environment (HBSE), Social Welfare Programs and Policies (SWPP), Social Work Research (SWR), and the Field Practicum. In addition, each sequence area addresses issues such as social work values and ethics, diversity, social and economic justice, and populations at risk. The narratives below briefly describe the curriculum within each sequence area.

THE PROFESSIONAL FOUNDATION LEVEL

The professional foundation content of the MSW Program must be completed before a student may go on to the advanced concentration content. This course of study ensures that all students have understood and demonstrated competence in the professional base including 600 hours of field learning before going on to study the clinical practice specialty. The required professional foundation consists of the following core courses:

Social Work Practice I and II and
Field Instruction I and II (Integrated Practice/Field Curriculum)
Human Behavior in the Social Environment I and II
Ethnocultural Issues in Social Work Practice (HBSE)
Social Welfare Programs and Policies I
Social Work Research I
Clinical Practice with Groups

The order in which these courses are taken depends on the prerequisite system (e.g., HBSE I must precede HBSE II, and practice courses must be taken concurrently with field practicum).

PROFESSIONAL FOUNDATION – SOCIAL WORK PRACTICE

The social work practice curriculum area has five required courses; at the foundation level Integrated Practice/Field Curriculum I and II and Clinical Practice with Groups; at the advanced concentration level, Clinical Practice with Individuals and families and the Integrative Seminar.

INTEGRATED PRACTICE/FIELD CURRICULUM I AND II The Integrated Social work Practice I and II and Field Instruction I and II courses are taught concurrently by the Practice Instructor and the Faculty Advisor(s). Students remain with the same Practice Instructor and Faculty Advisor for both semesters in the Foundation year.

The purpose of the Social Work Practice Course I and II is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-

environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities and an understanding of the choice and application of interventive approaches, and an understanding of the link between theory and practice skills.

The purpose of the Field Instruction Course is to facilitate the development of the student as a professional social worker who can enter the practice arena in any setting of practice, be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values.

Social Work Practice/Field Instruction I and II provide a generalist foundation and systemic framework that emphasizes the inter-relatedness of clients, the environment, and society. Utilizing a systemic, biopsychosocial/cultural perspective, an understanding of the connection between client, agency and policy practice, and building upon resilience, empowerment, developmental, ego-psychological and organizational theories, students are taught to work with diverse clients in the urban environment and to apply critical thinking to inform and communicate professional judgments.

Integrated Practice/Field II also builds on the values, knowledge and skills and behaviors introduced in Integrated Social Work Practice I & Field Instruction I and helps students to better understand short-term, crisis and extended interventions models; self-evaluation and evaluation of practice approaches and models; agency and community practice; advanced practice skills with individuals and families, and the process of termination.

The Integrated Practice/Field courses (Practice/Field Instruction I and II) during the Foundation year help students to understand, learn and behave appropriately in their professional social work roles; to engage with and comprehensively assess their clients in the field placement (including individuals, families, groups and communities) within the contexts of their social environments, agency functioning, and social programs and policies; and to promote, restore and enhance clients' social functioning and as such become agent of change. Students are expected to utilize critical thinking to link social work theories with appropriate practice skills, to critically evaluate their work and the provision of agency services, and to familiarize themselves with research-informed practice.

The core concepts and skills that are introduced in Integrative Social Work Practice/Field Instruction I and II will be further developed in the required and elective Practice and Field Instruction courses in the advanced concentration year. In Field Instruction II students move from the beginning skill level attained in Field Instruction I to generalist practice competence based on creative use of knowledge, value commitments, conceptual ability, and practice skills within the context of their agency.

Professional Foundation-Human Behavior in the Social Environment (HBSE)

Two core courses in the HBSE foundation curriculum (HBSE I and II) present the complex trajectories of human life development within the wide range of contexts in which the individual functions: families, socio-cultural groups, organizations, institutions and communities. Using the systems theory as a guide, these courses stress a non-linear view of development in which there is a continuous reciprocal interchange and mutual impact among different systems (individual, family, group, community).

Human Behavior in Social Environment I (HBSE I)

Human Behavior in the Social Environment I is centered in the biopsychosocial perspective, which stresses a multi-dimensional view of human development and behavior. This multi-dimensional view of person in the context of the environment takes into consideration the challenges, stressors and life tasks that occur throughout the life cycle. The individual in his/her environment is seen as a unit where component elements can only be understood in their relationship to each other. The course

stresses the centrality of culture, race, ethnicity, gender and the socioeconomic environment.

Using systems theory as a critical theoretical underpinning, Human Behavior in the Social Environment I stresses a non-linear view of development in which there is a continuous reciprocal interchange and mutual impact among different systems (individual, family, group, community). A major focus of the course is on development of the human biological, psychological and social structure as it occurs throughout the life span. Human Behavior in the Social Environment I covers the life cycle from birth to late childhood. Human Behavior in the Social Environment II continues from early adolescence to old age.

The course stresses the need for the development of critical thinking throughout, an examination of the gaps in knowledge that exists in developmental theory, and the role that research plays in knowledge building. The linkages of theories to practice and policy implications are also stressed.

Human Behavior in the Social Environment II (HBSE II)

Following HBSE I, the major focus of HBSE II is on the interaction of human biological, psychological and social structures as they develop from adolescence through later stages in life. The course considers is centered in the biopsychosocial perspective, which stresses a multi-dimensional view of human development and behavior. This multi-dimensional view of person in the context of the environment takes into consideration the challenges, stressors and life tasks that occur throughout the life cycle. The individual in his/her environment is seen as a unit where component elements can only be understood in their relationship to each other. The course stresses the centrality of culture, race, ethnicity, gender and the socioeconomic environment.

Using systems theory as a critical theoretical underpinning, Human Behavior in the Social Environment II stresses a non-linear view of development in which there is a continuous reciprocal interchange and mutual impact among different systems (individual, family, group, community). A major focus of the course is on development of the human biological, psychological and social structure as it occurs throughout the life span. Human Behavior in the Social Environment I covers the life cycle from birth to late childhood. Human Behavior in the Social Environment II continues from early adolescence to old age.

The course stresses the need for the development of critical thinking throughout, an examination of the gaps in knowledge that exist in developmental theory, and the role that research plays in knowledge building. The linkages of theories to practice and policy implications are also stressed.

Ethnocultural Issues in Social Work Practice

This course is designed to help social work students work more effectively with clients from diverse racial, ethnic and cultural backgrounds. It is premised on the idea that there are three distinct and equally essential components to developing cultural consciousness: awareness of self, of the client, and of systems of oppression and privilege that contribute to our own self-concept as well as our perceptions of others.

To address the first component, the course challenges students to engage in a deep exploration of their own cultural identities, values, and biases in a number of areas: childhood and family, race, social class, gender and sexual identity, as well as other cultures. A core concept of this class is that in order to minimize bias and maximize the capacity for empathy in the treatment of all clients, it is imperative that the practitioner engage in ongoing self-exploration.

Throughout the course, students will be asked to broaden and deepen their knowledge about and

awareness of cultures and identities outside their own. The lectures and readings provide an introduction to a variety of cultures, with the understanding that the process of knowing any culture other than one's own is a formidable undertaking far beyond the scope of any single course. The focus is therefore less on specific cultural traditions and norms, and more on cultivating skills that encourage the client to articulate their personal experience and definition of their own culture(s).

The third component to the course is an understanding of social identity formation on a macro level: the systems of privilege, marginalization, invisibility and oppression that become inextricably bound to an individual or group's self-concept, as well as to the way the group is perceived by society. Concepts of intersectionality, social identity construction, and systemic oppression will be explored.

Finally, throughout the course, students will be introduced to clinical concepts that are central to the challenges of cross-cultural client work. Clinical examples will be used to illustrate these concepts. These concepts include but are not limited to: transference, countertransference, cultural countertransference, and intersubjectivity.

PROFESSIONAL FOUNDATION-Social Welfare Programs and Policies

The Social Welfare sequence, Social Welfare Programs and Policies I (foundation level) and Advanced Policy (advanced concentration level) courses offer students the opportunity to gain insight and knowledge about how the social welfare institutions of our society have developed and function today. Students are taught the underlying values of social welfare institutions, the context in which they are developed, and how they affect social work practitioners. Additionally, students learn to critically evaluate social policies and to understand how to intervene at the organizational, community, and societal levels in order to promote social policies that are reflective of a just society and that target the most vulnerable and at-risk populations. A major goal of the policy sequence is to allow students to examine the direct relationship between social policies and social welfare institutions as they begin to integrate practice skills, knowledge about human development from a biopsychosocial perspective, and knowledge and skills in critically examining practice from an empirical perspective.

Social Welfare Programs and Policies I (SWPP I) The profession of social work has historically engaged in activities directed toward the promotion of a just society. In order to carry out this central function, social workers must be able to assess the systemic roots of inequality that promote social and economic injustice and understand the implications of institutionalized discrimination and oppression for individuals, families and communities. Social workers practicing in complex urban environments of today must be knowledgeable about ways in which globalization broadens the frame for viewing issues of social justice to a concern for oppressed populations world-wide. As major providers of social welfare benefits, social workers must also have an understanding of the organization and structure of the social welfare system and how social services are funded. SWPPI is a required course of the professional foundation year, and prepares students for concentrated study in a specific policy area in Policy II taken in the advanced concentration year. The course explores the interplay between values, political and economic structures and how these impact social welfare policy development, create or limit access and availability to social welfare services and benefits, and examines the nature of poverty in the United States. Emphasis is placed on social work practice in the urban environment to enhance understanding of the impact of social welfare policies on oppressed populations of historic concern to the profession like the poor, women, minorities, immigrant groups, as well as the mentally and physically disabled, the elderly, children and families, gay, lesbian, bisexual and transgender individuals.

PROFESSIONAL FOUNDATION-Clinical Practice with Groups

The **Clinical Practice with Groups** course is a required foundation level course that students take in

their spring semester. The course considers the importance of group factors on the macro and micro levels, as well as the increased need for and use of groups in a variety of agency settings. All students are required to take this course, which incorporates didactic and experiential teaching methods. The system and empowerment theories, strengths perspective, biopsychosocial assessment, goal setting and group intervention skills covered in the Practice I and II courses are elaborated upon and discussed in relation to one's values, ethics and professional use of self in groups.

The overall objectives of the course are to help students develop an appreciation for the distinguishing features of group work and to provide them with the knowledge, skills and values essential to direct practice with groups in a variety of settings. A curriculum change enacted by the full-time faculty in the 2004-2005 academic year moved the Groups course from the advanced concentration level to the foundation level. The change was made to accommodate many students leading groups in their first year placements and lacking the theoretical framework for running groups.

PROFESSIONAL FOUNDATION-Social Work Research

The MSW Research curriculum consists of two single-semester three credit courses: **Social Work Research I (SWR I)** in the foundation year and **Social Work Research II (SWR II)** in the advanced concentration year. SWR I and II are designed to move students sequentially through all aspects of the research process, providing them with a logical progression of knowledge and skills regarding empirical research.

Social Work Research I Grounded in an appreciation of the various paths to knowledge and the strengths and weaknesses of each, the temporary and ever-evolving nature of knowledge, and the implication of research methodologies for the hierarchy of evidence underlying assertions, this foundation course introduces students to the basic elements, concepts, methods, logic and issues of empirical research. The goal of the course is to prepare students to become more sophisticated and discerning users of and potential contributors to the social work knowledge base.

THE ADVANCED CONCENTRATION LEVEL

As stated there is only one advanced concentration at the NYU Silver School of Social Work: clinical or direct social work practice. The advanced level includes required courses in social work practice, human behavior in the social environment, social welfare programs and policies, and social work research, as well as a 600 hour field learning placement. Students also choose three elective courses in an area of their own interest from a wide array of offerings. Students may also choose three one-credit intensives in place of an elective. In addition, the advanced policy course is offered in sections specialized by fields of practice as well as in a generic version, offering those students who wish to do so another way to individualize their courses to their own specific interests. In the advanced concentration year there are additional opportunities for students to choose from a variety of specialized field learning opportunities. And finally, there is an opportunity for a limited number of students to enroll in a Research Project Seminar which is a two semester, six-credit course that is taken instead of Research II.

Clinical Practice with Individuals and Families
Human Behavior in the Social Environment III
Field Learning III
Social Work Research II
Integrative Practice Seminar
Advanced Social Policy
Field Learning IV
Electives (3) or 3 one credit intensives and 2 electives

Advanced Concentration-Practice

Clinical Practice with Individuals and Families builds upon the content provided in the professional foundation year and is based on social work values, ethics, practice models and principles, and person-in-environment perspectives. The overall goal of this course is to help students deepen and extend their assessment and intervention skills in work with individuals and families who face challenges with a range of problems commonly found in an urban environment, including mental illness, substance abuse, trauma, physical illness, disability, and poverty. Students are expected to demonstrate an understanding of the major theories that inform clinical practice with individuals and families including ego psychology, object relations, family systems theory, cognitive behavioral theory, narrative theory, theories of change, and other emergent theories.

The criteria for the differential use of practice methods are taught. Content related to diversity (e.g., racial, ethnic, class, religious, gender, age, sexual orientation, disability) and oppression is integrated with an understanding of the concepts of power and privilege. Drawing on students' case material and selected video presentations, the course applies individual and family interventive principles to selected client problems in the urban environment.

The Integrative Practice Seminar is the last required Practice course offered in the final semester of the Advanced Concentration. The course objectives are three-fold; (1) to help students synthesize what has been learned in different sequences; (2) to consolidate their social work identity; and (3) to prepare them for termination from clients, their field work agency, the school, and their student status, and enter the profession of Social Work.

The course begins with revisiting issues examined in Practice and Policy in the Foundation year, namely, their motivation for seeking training at a graduate school of social work, and the nature of this profession, i.e., the distinctiveness of the social work profession with its dual commitment to direct practice and to affect social justice in work with poor, diverse and oppressed populations. Review of the Code of Ethics is expanded with readings and class presentations on ethical issues and dilemmas, and efforts to resolve them using guidelines for ethical decision making.

Direct practice with traumatized clients and the effects of secondary trauma, a common by-product, are also explored. The seminar examines current professional and practice issues in the urban environment, focusing on issues related to current health policies and managed care. Students discuss the supervisory process from the vantage point of both supervisor and supervisee. They are assisted in preparing for career planning and helped to identify the nature of various career paths in agency and private practice and are then introduced to the issues related to social work licensing in New York State. The course also addresses the nature of professional liability, standards, accountability, importance of evidence-informed practice and methods of monitoring and evaluating practice, therapeutic boundaries, the problems of burn-out, avenues for renewal and professional growth, and ways of contributing to the profession. Throughout the course, emphasis is given to the transition and termination process from student to professional social worker and to the importance of and commitment to the students' own professional growth and the need to engage in career-long learning.

Advanced Concentration-Human Behavior

Human Behavior in the Social Environment III (HBSEIII) is designed to expand and deepen the theoretical and empirical knowledge base of the biopsychosocial factors underlying our concepts of mental health and illness. Students will be introduced to the multiaxial system of symptoms diagnosis and

the methods and criteria used in making differential decisions about psychiatric diagnoses. They will be expected to be aware of the multiple problems that signal areas of concern regarding individual and family functioning and the centrality of culture, race, ethnicity, and gender in the diagnostic process. Each diagnostic category will include manifestations of the disorder as reflected in the life cycle.

The main diagnostic entities that will be explored include schizophrenia, other psychotic disorders, major mood disorders, anxiety and somatoform disorders, post-traumatic stress disorders, substance-related disorders, eating disorders, delirium, dementia, dissociative disorders and major personality disorders. The significance of labeling, stigma, and bias with regard to the diagnostic process will be critically appraised and critiqued throughout the course in keeping with the values and ethics of social work practice and issues of social justice. This bibliography contains suggested further readings on childhood diagnostic components.

Advanced Concentration-Policy

This advanced concentration course examines urban social problems from the perspective of their impact on individuals, families, and communities, focusing on at-risk populations in the context of an urban environment. The course builds on the policy content offered in the Professional Foundation Year and links policy to practice and research skills that have been developed. Emphasis is placed on the link between social and economic justice and issues relating to diversity. The first part of the course is an examination of the policy-making cycle, inclusive of social problem definition, policy formulation, implementation and critical analysis of policy. A detailed section on evaluation of policies as they affect societal structures, communities, agencies, clients and practitioners is then discussed. Finally, the course presents theories related to organizational change and strategies for practitioners to influence policies and promote change at the client level, the agency level, the community level and the broader society.

Advanced Concentration-Research

The overall goal of Research II is to provide students with an understanding of how research is used to evaluate social work practice and programs. The course is designed to provide students with an overview of the methods, concepts, and principles of practice and program evaluation research in order to become practitioners who can engage in self-directed evaluation of their own practice and to make meaningful contributions to program evaluation efforts.

The course focuses on what constitutes a "program," identifying the mission, goals, and social work role within a program, understanding the implications of the organizational history and context of a program, the types and purposes of practice and program evaluation designs, measurement and data collection options, ethical and cultural considerations in the design and implementation of program and practice evaluation, anticipating the possibly diverse interests of various stakeholders in evaluation, and assessing the evaluability of a program.

Students are expected to apply previously acquired knowledge of the scientific approach and research methods to the evaluation of social work practice and programs. Emphasis will be placed upon extending research mindedness and critical thinking skills to the design, implementation, and assessment of evaluations of individual clients and programs.

Advanced Concentration-Field Learning

Field Instruction III and IV build on the objectives achieved in the professional foundation Integrated Practice/Field I and II courses. Students move from a generalist perspective to advanced clinical practice with complex individual, families, group and larger communities/organizational client systems. It

strives to deepen knowledge and skills and further the level of mastery in direct practice with individuals, families, and groups. Finally, the purpose of Field Instruction III and IV is to facilitate the development of the student as a professional social worker who can enter the practice arena in any setting of practice, be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values.

During the advanced concentration, all students enrolled in field instruction are assigned to advisors who guide students in field matters. Contact is primarily on an individual basis, but may also occur in small group meetings. The Faculty Advisor serves as the school's liaison to the field agency and works with the field instructor and the student to ensure the educational integrity of the field experience. In this role, Faculty Advisors monitor important aspects of the placement including assignments given to the student, the student/field instructor working relationship, and student progress in mastery of learning objectives for the course. The Faculty Advisor can assist with any challenges that arise in maintaining the educational integrity of the placement throughout the placement year.

Students are not allowed to progress into advanced concentration placement without the completion of all professional foundation requirements. In addition, Field III must be taken concurrently with S44.2002: Clinical Practice with Individuals and Families. Field IV must be taken concurrently with S44.2009: Integrative Practice Seminar. Should extended placement hours be required, a practice elective must be taken concurrently.

The Building

1 Washington Square North

All of the School's faculty and administrative offices are located in three Greek Revival buildings at the corner of Washington Square North and University Place, which are comprised of 1, 2, and 3 Washington Square North. While the 1830s townhouses – part of the famous “Row” described in several Henry James novels – have been modernized and the interiors combined, many attractive architectural details have been preserved. Of particular historical note are the Hopper Studios on the fourth floor, in which can be seen Edward Hopper’s easel and other artifacts, as well as photos of the famous artist.

Regarding building operations, please note the following guidelines:

- The entrance to 1 Washington Square North is actually just around the corner on University Place. The building is open and staffed by a receptionist or Protection Services guard from 8:00 a.m. until 10:00 p.m., Monday through Friday.
- The Student Lounge, located on the garden level, is open from 8:00 a.m. until 10:00 p.m., Monday through Friday. The Lounge entrance to the building is locked. Use the main entrance on University Place.
- The School is wheelchair accessible via an alternate ramp entrance on University Place and an elevator. Since the elevator is quite small, those who can should try to use the stairs next to it so that the elevator is available for those who really need it.
- Please also note that there is no smoking in the building and that University policy prohibits the consumption of food and beverages in classrooms.
- Although the University rarely closes or cancels classes, there are occasions such as weather emergencies when it is necessary to close the building. For relevant information updates, call 212.998.1220 or consult the University Web site, www.nyu.edu.
- Students are required to show ID cards at all times to gain access to campus facilities including the School building.
- It is imperative that students exit the building promptly by the nearest marked exit should the fire alarm sound, unless otherwise instructed by School personnel. If students, faculty and staff do not leave, the School will be in violation of the University's fire code and may be subject to a fine. All occupants must leave the building even if they think it is a fire drill.

School Administration

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Theresa Urcinoli
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Curriculum Areas

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Helle Thorning, M.S., Ph.D.
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Four Campuses

Main Campus

NYU Silver School of Social Work

1 Washington Square North

New York, NY 10003

T: 212.998.5900

F: 212.995.4172

E: ssw.msw@nyu.edu

At Washington Square we have a variety of full-time and part-time programs. We offer the Two-Year, the Sixteen-Month and the Advanced Standing programs, which can be completed on a full-time basis. The Alternative Pathways to the MSW or combined part-time/full-time programs include the Extended program and the Extended One-Year Residence program. We also offer a part-time Non-Matriculating program. Susan Egert is the Coordinator for the Alternative Pathways to the MSW and she can be reached at 212.998.5938 or se7@nyu.edu. Another pathway to the MSW is the part-time 32 Month Program for Working Professionals. Dr. Carol Garrett is the Coordinator for the Advanced Standing, 16 Month and 32 Month programs. She can be reached at 212.992.9725 or carol.garrett@nyu.edu.

While most communication regarding School events, policies and procedures are done via e-mail; students should check the bulletin boards and the School's Web site for other important information.

Contact:

Maryellen Noonan, M.A., Ph.D.

Assoc. Dean and Director MSW Program

maryellen.noonan@nyu.edu

Christine Campbell-Schiff

Assistant Director for MSW Program Services

christine.campbell@nyu.edu

Rockland Campus

NYU School of Social Work
St. Thomas Aquinas College
Room 229, Maguire Hall
125 Route 340
Sparkill, NY 10976
T: 845.398.4129
F: 845.398.4162
E: ssw.rockland@nyu.edu

The Branch Campus at St. Thomas Aquinas offers the Two-Year, Advanced Standing, Extended One-Year Residence, Extended Program and part-time non-degree programs. The campus is located in Sparkill, New York, four miles southwest of the Tappan Zee Bridge in Rockland County. At the Rockland Campus, a student can earn a fully accredited Master's Degree in Social Work (MSW) from New York University. All required classes for the MSW, which are taught by NYU faculty, along with appropriate resources and facilities, are available at the St. Thomas Aquinas College site. Students at the Branch Campus can learn about upcoming events by visiting the Branch Campus administrative office located at Maguire Hall, Room 229. This is also where students can pick up their mail when it is not distributed to them in the class. In addition, students should check the School's Web site and their NYU e-mail account regularly.

The Branch Campus also offers an Accelerated MSW Program for undergraduate students graduating from St. Thomas Aquinas College and Fairleigh Dickinson University. The program allows accepted students from respective campuses to begin their MSW study while completing their senior year of undergraduate coursework.

Contact:

Judith Siegel, M.S.W., Ph.D.
Coordinator, St. Thomas Aquinas College Branch Campus
judith.siegel@nyu.edu

Staten Island Campus

NYU School of Social Work
The College of Staten Island
2800 Victory Blvd, Bldg. #4S Room 229
Staten Island, NY 10314
T: 718.982.1663
F: 718.982.1649
E: ssw.statenisland@nyu.edu

The extension site at The College of Staten Island offers the Professional Foundation courses for the MSW degree. Students can enroll in one of two part-time courses of study. The Extended One-Year Residence (OYR) Program is designed for individuals currently employed and with two years of direct experience with clients in the social service field. The Extended Program is intended for individuals with some experience in the helping professions. Students can also enroll in individual courses on a non-matriculating basis at this extension site. The Advanced Concentration courses are taught at the Washington Square Campus. Students and faculty at this site can keep informed about upcoming events by checking www.socialwork.nyu.edu, the School's Web site, or by consulting the bulletin board outside the office, which is located in Room 229, Building 4S. Information for faculty may be picked up in the office during office hours or delivered to them in class.

Contact:

Theresa Urcinoli
Office Administrator, Staten Island Branch Campus
theresa.urcinoli@nyu.edu

Westchester Campus

NYU School of Social Work
Sarah Lawrence College
One Mead Way – Wexham Building
Bronxville, NY 10708
T: 914.323-6201
F: 914.395.3116
E: ssw.westchester@nyu.edu

The Westchester Branch Campus at Sarah Lawrence College offers the Two-Year, Extended MSW, Extended OYR, Advanced Standing (as of Fall 2010) and the part-time non-degree programs. The campus is located in Bronxville, New York, 30 minutes from mid-town Manhattan, in southern Westchester County. All required classes for the MSW degree, which are taught by NYU faculty, are offered on Friday on a part-time basis and on a full-time basis on Saturday. Tuesday and Thursday evening classes are also available.

The dual-degree program in child development and social work, leading to an M.A. in Child Development from Sarah Lawrence College and an MSW from the Silver School of Social Work, is a three-year program, if attended full-time. Part-time options are also available. Students take all of the courses for the M.A. at Sarah Lawrence College in year one and can attend any of our social work campuses for the MSW.

Contact:

Susan Gerbino, M.S.W., Ph.D.
Clinical Associate Professor
Coordinator, Westchester Branch Campus
Director, Dual Degree Program in Child Development and Social Work
susan.gerbino@nyu.edu

Faculty Responsibilities and Committee Organizations

The faculty conducts the educational program, determines entrance requirements, sets standards of academic achievement to be obtained for each degree offered, makes and ensures procedural compliance for the guidance and conduct of the students, and certifies to the President of the University qualified candidates for degrees and certificates.

Much of the organizational work of the faculty is done through committees. Faculty members serve on the ten standing committees of the School: the Curriculum Committees (BS and MSW), the Promotion and Tenure Committee, the Faculty Grievance Committee, the Nominations and Elections Committee, the Executive Committee, the Faculty Search and New Appointments Committee, the Academic and Professional Review Panel, the Appeals to the Academic and Professional Review Panel and the Advisory Committee on Academic Integrity.

Students serve on the MSW Chairs Committee and on the BS and Ph.D. Program Committee, the Academic and Professional Review Panel, the Appeals to the Academic and Professional Review Panel, the Committee for Distinguished Teacher Award and the Committee for Distinguished Administrator Award. Student representatives are designated by the Graduate Student Association. Students also serve on University-wide committees, including the University Senate, the University Committee on Student Life, and occasionally on ad hoc committees.

Academic Advisement

Every student attending the School, including non-matriculated students, are assigned an academic advisor. Below please find a list of the MSW programs and respective academic advisors. All students in field placement will have a field faculty advisor as well as an academic advisor.

Washington Square

Chris Bandini	cb144@nyu.edu	212-998-5919	2 nd Year Extended OYR Students
Christine Campbell-Schiff	cc71@nyu.edu	212-998-5962	MSW students in Field Placements
Susan Egert	se7@nyu.edu	212-998-5938	First Year Extended Students
Dr. Carol Garrett	carol.garrett@nyu.edu	212-992-9725	32 Month Students
Susan Moritz-Sussman	stm1@nyu.edu	212-998-9093	First Year Extended OYR Students
Gloria Samuels-Flood	gs55@nyu.edu	212-998-5889	Non-Matriculating Students

St. Thomas Aquinas

Dr. Judith Siegel	judith.siegel@nyu.edu	845-398-4129	All SQ MSW Students
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Sarah Lawrence

Dr. Susan Gerbino	susan.gerbino@nyu.edu	914-395-3069	SL Extd OYR Students
Robin Miller	robin.miller@nyu.edu	914-395-3069	SL Non-Degree Students
			SL Extended MSW Students

Staten Island

Estelle Lumer	ssw.statenisland@nyu.edu	732-530-0039	All SI MSW Students
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Academic advisors are available to provide guidance on a variety of issues both academic and personal which may impact on a student's education. Academic advisors are available for individual appointments, by telephone and by e-mail. Some issues for which you may seek academic advisement include, but are not limited to:

- | | |
|---------------------------------|--|
| Mapping an educational plan | Cross school registration |
| Course selection and sequencing | Electives options |
| Course credit loads | Concerns related to academic expectations |
| Requests for leave of absence | Referrals to school and university resources (i.e. financial aid, counseling center, writing center, etc.) |

These are only some areas in which advisors can provide assistance. If you have any other academic questions or concerns please feel free to contact your Advisor. For more information and future reference, below are important links to the SSSW Web site that will be helpful to you throughout your degree progress:

msw curriculum guide: <http://www.nyu.edu/socialwork/pdf/registration/CurriculumGuide.pdf>

msw course descriptions: <http://www.nyu.edu/socialwork/our.programs/msw.course.html>

building your portfolio: <http://www.nyu.edu/socialwork/our.programs/msw.portfolio.html>

sssw registration: <http://www.nyu.edu/socialwork/students/registration.html>

Resources for Students

Student ID

All students must have an NYU ID Card. You will need the NYU card to access all buildings, the library, computer labs and gyms. In addition, you can use your NYU Card as a debit card, but you must open a Campus Cash debit account. Campus Cash accounts are good at the Campus Bookstore, Coles Athletic Shop, Campus Eateries, some off-campus eateries and for discounted MetroCards. For more information about Campus Cash accounts please contact the NYU Card Center at 212.443-CARD or visit the Web site at www.nyu.edu/nyucard/

Albert (On-line Services)

Students can register for classes online using Albert, accessible through NYU Home. You can also use Albert to access your schedule, class location, tuition balance due and other information from the Bursar and Registrar. Tutorial: www.nyu.edu/socialwork/students/nyuhome.howto.html

Bookstore

18 Washington Place
(between Greene Street and Washington Square East)
www.bookstores.nyu.edu/
212.998.4667

Social Work books are located on the lower level of the store. The bookstore exchanges or refunds you if you return your books within 14 days, after that you can sell back your book for a percentage of the original price.

Computer Store

242 Greene Street
www.bookstores.nyu.edu/computer.store/
212.998.4672

Offers interest free loans for computers.

Bobst Library and Study Center at Washington Square

70 Washington Square South
<http://www.nyu.edu/library>
212.998.2500

All students must bring their NYU ID card to the library in order to be registered as a user. The library maintains a very useful Web page, (<http://www.nyu.edu/library>) which gives library hours. Many (though not all) library services may be accessed electronically. Students may also access library information via NYU Home.

There are regularly scheduled library orientation talks and tours during the first few weeks of the fall semester. All students are advised to participate. In addition, our School's faculty (Dr. Carol Tosone, Dr.

Ellen Tuchman and Dr. Gary Holden) serve as liaisons to the library's Professional Schools Advisory Committee and are available to help with any School-wide problems with library services.

The Social Work Librarian, Arthur Tannenbaum (arthur.tannenbaum@nyu.edu), holds regular office hours during the academic year at One Washington Square North, Room G10.

Libraries at the Branch Campus and the Extension Sites at Staten Island and Westchester

Library orientation tours are arranged for off-campus program students during the early weeks of the fall semester. All students are advised to participate.

Information Technology Services

Internet and e-mail services are important tools – both for students' education at the School and in your professional life. The University's Information Technology Services will provide you with the assistance you need to establish and maintain these technology resources. Visit the ITS Web site (<http://www.nyu.edu/its/>) or call 212. 998-3333 for information on how to get connected to the Web, activate your NYU e-mail, access Albert, and other services.

All students must have both internet access and an NYU e-mail account in order to keep current with information from the School and to complete the work in some courses. Note that while you must establish an NYU e-mail address, you may continue to use a private account (such as AOL) linked to your NYU e-mail account.

The School's Web Site

The School's Web site at <http://www.socialwork.nyu.edu/> is a good source of information about the School and important updates. Students and faculty are encouraged to visit the site, which includes important news and events, calendars, student manuals and school-wide forms, student blogs and other general information.

Information for Practice

We strongly encourage students to visit the Information for Practice website <http://www.nyu.edu/socialwork/ip>. This World Wide Web Resource for Social Workers (WWWRSW) was developed and maintained by Dr. Gary Holden in partnership with the Division of Social Work and Behavioral Science, Mount Sinai School of Medicine. The WWWRSW is the gateway to a comprehensive array of information relevant to the day-to-day professional practice of social work, the education of social work students, and the development of social work theory, research and policy.

Blackboard

Blackboard is a course management software package. Blackboard allows access and administration of course content (e.g. course syllabus, assignments, etc.) without the need to purchase or learn a full-fledged Web editing program. It also provides access to numerous interactive tools such as discussion boards, e-mail lists, and online assessments. Students may access Blackboard through their NYU Home account. **BlackBoard trainings are provided in the beginning of the fall and spring semesters for new students**

Writing Assistance

411 Lafayette Street, 3rd Floor

http://www.nyu.edu/cas/ewp/html/writing_center.html

212.998.8866

The Writing Center is available to all currently enrolled New York University students who have difficulty with writing. The Center is staffed with trained graduate student tutors who will work with students on a one-to-one basis. There is no cost. Call for an appointment.

The Wasserman Center for Career Development

133 E. 13th Street, 2nd Floor

<http://www.nyu.edu/careerdevelopment/students/widget.php>

212.998.4757

The Wasserman Center for Career Development facilitates the career development of NYU students and alumni in a supportive and innovative environment. They are committed to providing quality programs and resources that empower individuals and connect the NYU community with diverse learning experiences and career opportunities.

The Henry and Lucy Moses Center for Students with Disabilities

719 Broadway, 2nd Floor

<http://www.nyu.edu/csd/>

212.998.4980

The center provides information and services to students with disabilities. Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing, etc.), who needs to arrange reasonable accommodations, must contact the Center for Students with Disabilities Office. This should be done at the beginning of the semester.

University Counseling Services (UCS)

726 Broadway, 4th Floor

<http://www.nyu.edu/shc/counseling/>

212.998.4780

All NYU students enrolled in any degree program are entitled to UCS services. UCS is sensitive to racial, cultural and language concerns, and is LGBT affirmative. Students may call to make an appointment or visit during the walk-in hours.

Wellness Exchange

726 Broadway, 4th Floor

<http://www.nyu.edu/999/>

212.443.9999

The Wellness Exchange is your key to accessing the University's extensive health and mental health resources designed to address your needs. You can call a private hotline, available 24 hours a day, seven days a week, which will put you in touch with a professional who can help you address day-to-day challenges, as well as other health-related concerns.

Health Insurance

<http://www.nyu.edu/shc/about/insurance.html>

Students are urged to take advantage of the University's HEALTH INSURANCE PROGRAM. This program provides coverage for students and their dependents in the event of a major health problem. Enrollment into this program is automatic for any student enrolled in a degree granting program. If you choose not to utilize the health insurance program you must complete an online waiver form as soon as possible to avoid an automatic charge. All full-time students and part-time students are required to carry medical insurance and comply with all immunization requirements. Any health-related questions should be referred to the Student Health Center at 212.443.1000.

The National Association of Social Workers has a group insurance program offering basic policies to individuals and families which may be purchased by members. Since various policies have different coverage options, it is advisable to investigate the benefits and limitations of each plan. For information about NASW health coverage call 212.668.0050.

Professional Liability (Malpractice) Insurance

The School provides professional liability (malpractice) insurance for all students in field placement without cost to the student. Contact the Field Learning office at 212.998.5920 or field.learning@nyu.edu if you have any question about the coverage.

The Graduate Student Association

Phone: 212.998.5888

E-mail: ssw.gsa@nyu.edu

Office Location: One Washington Square North, Room G10

The Graduate Student Association is an elected student organization that acts as a liaison between the students and the administration and faculty. The GSA typically is the place where graduate students can bring feedback about the program or suggestions for events and can come for direction and assistance. The GSA also plans several events for the student body throughout the academic year. Some events include student-to-student forums, student faculty meets, informal networking events for social work students, mentoring programs, coffee workshops, end-of-semester celebrations, career panels, and a graduation party.

You can join the GSA's e-mail listserv to receive announcements and information about upcoming social work events at the School of Social Work, NYU, and at large in the NYU community. To join, send a blank e-mail to join-ssw-gsa@forums.nyu.edu. The GSA also maintains a group Facebook – search “Silver School of Social Work GSA” to join.

Student Groups

The School of Social Work has various student groups, listed below. In addition, the University has a number of groups with a variety of interests and functions. For more detailed information on all University groups, please refer to the NYU Student's Guide available online (<http://www.nyu.edu/student.affairs/students.guide>).

Asian Students Association

The Asian Students Association is a student support group for International and American students of Asian descent. The group seeks to provide an opportunity for knowledge and information sharing for both Asian-international students and Asian-American students. Additionally, this group provides resources for non-Asian students who are interested in serving the Asian population in their social work practices and learning about Asian cultures through workshops or activities. To contact this group, please e-mail ssw.asa@nyu.edu.

Phi Alpha Honor Society

The NYU Silver School of Social Work has a chapter of this national honor society for social work students. The Purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. To contact this group, please e-mail ssw.phialpha@nyu.edu.

Pride in Practice

Pride in Practice is a student organization for Lesbian, Gay, Bisexual and Transgender (LGBT) students, as well as for those students who are questioning their sexual orientation. Regular Pride in Practice meetings offer a supportive environment for members to discuss issues and share feelings. Pride in Practice is also committed to educating faculty, administrators and other students on issues of concern to the LGBT community. Pride in Practice hosts meetings, guest speakers and special events. To contact this group, please e-mail ssw.prideinpractice@nyu.edu.

Sustainable Silver

Sustainable Silver works to make the Silver School of Social Work a more environmentally aware and responsible institution by partnering with SSSW administration to reduce the ecological impact of the School itself, encouraging its students to make environmentally conscious choices in their daily lives, and increasing discussion of issues of sustainability and environmental justice, especially as they pertain to social work. Along the way, we wish to cultivate a sense of community in the School of Social Work, and encourage activism around and awareness of the connections between social and environmental justice and social work. To contact this group, please e-mail ssw.sustainability@nyu.edu.

U-AND-ME

Unity and Awareness for Diversity and Multidimensional Enrichment (U-AND-ME) seeks to open dialogues about social justice and diversity, by offering workshops, discussions, movie nights and other events at the Silver School of Social Work. To contact this group, please e-mail ssw.uandme@nyu.edu.

The Student Lounge and Student Activities

Students at the Washington Square Campus are invited to enjoy the student lounge, located in the Garden Level of One Washington Square North. The student lounge features couches and tables, a photocopier, computers, the Graduate Student Association office, vending machines and bulletin boards. The student lounge is open from 8:00 a.m. – 10:00 p.m., Monday through Friday throughout the year.

The Office of Student Affairs sends a bi-weekly e-mail newsletter to all students about upcoming events at the Silver School of Social Work, at NYU and throughout the City. These e-mails also highlight campus-wide resources and organizations for career development, international students and other services. Stay in the loop by checking your NYU e-mail and SSSW bulletin boards frequently.

Policies, Procedures and Guidelines

Affirmative Action and Anti-Discrimination Policies

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and anti-discrimination policies and procedures at New York University may be referred to the Vice Provost Frances White at 212.998.2181. Inquiries may also be referred to the Director of the Office of Federal Contract Compliance, U.S. Department of Labor.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Among its several purposes, the Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to;

- protect the privacy of students' educational records;
- establish the rights of students to inspect and review their educational records;
- provide students with an opportunity to allow inaccurate or misleading information in their educational records to be corrected.

For further information, please contact Student Affairs, 1 Washington Square North, 212.998.5926.

New York University Anti-Harassment Policy

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment - an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Harassment based upon race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is illegal and against University policy, and will not be tolerated.

This policy covers all members of the University community and those who affect the University community such as vendors, visitors or agencies. The University encourages everyone to report all incidents of harassment regardless of who the offender may be.

Students in the Silver School of Social Work may refer instances of harassment to the Assistant Dean for Student and Alumni Affairs, 1 Washington Square North (Room 212) or by calling 212.998.9189. Students may discuss the circumstances of their complaint confidentially.

To learn more about the policy including definitions of prohibited harassment, confidentiality, etc., visit www.nyu.edu/eo/anti-harass-policy.pdf

New York University Policies on Substance Abuse and Alcoholic Beverages

New York University believes that the best way to maintain an appropriate campus environment with respect to drugs and alcohol is through preventive education about the dangers of drug abuse and compassionate attention to the needs of those who may require help with alcohol or other drug-related problems. To that end, the University provides on-campus support programs and services as well as information about related services that are available in the local community. Information about these programs and services may be obtained at www.nyu.edu/nyuhc/ or by calling 212.443.1234.

In addition to policies and practices that emphasize concern for the welfare of individuals, the University also recognizes the importance of maintaining the safety and well-being of the community as a whole. University policy on substance abuse and alcohol can be found at <http://www.nyu.edu/student.affairs/students.guide/policies.html>

Student Folders

Student's admission application and subsequent materials added to the file are the sole property of the University. Students must receive permission from the Academic Program Review Office 212.998.2310 to review the content of their folders. Materials from the folder may not be copied.

Note: The School will keep student folders for up to 7 years. It is the student's responsibility to keep copies of field learning evaluations and faculty advisor summaries.

Policy on Plagiarism and Academic Integrity

A professional social work degree should represent genuine learning and readiness to undertake responsibilities that include adhering to the social work Code of Ethics. The degree's integrity must be carefully safeguarded. Faculty is responsible for helping students learn to understand and value other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify their own thinking. In addition, all the usual academic norms addressing honesty in academic performance, such as following all of the rules involving examinations of any kind, must be scrupulously followed. Failure to do so can result in dismissal from the program.

All students are expected to pursue the highest standards of academic excellence and integrity. Students must adhere to the norms of a serious professional community. A student's responsibilities include the following:

- A duty to respect the efforts of others by submitting his or her own academic work and case recordings.
- A duty to acknowledge properly the efforts of others.
- A duty to safeguard and respect the property and rights of others.

Definition of Plagiarism

In order to make the rules with regard to what does and does not constitute a breach of academic ethics as clear as possible, the faculty has formally clarified the definition of plagiarism for NYU School of Social Work as follows:

- Plagiarism constitutes both academic misconduct and a breach of professional trust.
- Plagiarism is presenting someone else's work, either academic or field related, as though it were your own.
- More specifically, plagiarism is to present as your own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing, without attribution.

- Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of sources be accurate and complete.
- Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

Ways to Avoid Plagiarism

- When taking notes from any written material (published or not) summarize, don't paraphrase. If you are not sure about this, check with your instructor. Even summaries should be acknowledged in your presentation since the idea and often the manner in which the material is organized are the work of someone else.
- When someone else has said something so well that you want to include it in your work, be sure to copy it exactly and indicate the copied portion(s).
- Familiarize yourself with the Publication Manual of the American Psychological Association, 5th Edition (2001) and/or Writing with Style: APA Style for Social Work which is used by NYU School of Social Work.
- A student is fully responsible for any work he or she submits. If the work is typed by a typist, the student must read the finished work to be sure that no references or quotation marks have been omitted.
- Understand that your reader will want to know the sources you used in your research/writing and may be concerned about phrasing that is not like your usual writing style. On-line material must be clearly referenced as well.
- If you allow another student to copy your work (including computer programs and research data) and submit it as his/her own, or if you submit a copy of someone else's work and claim it as your own, you have plagiarized.

Advisory Committee on Academic Integrity

Purpose

The purpose of the Advisory Committee on Academic Integrity is to review and provide a disposition of problems or issues related to academic integrity. The problems or issues may include plagiarism or any other form of academic dishonesty.

Procedures

Faculty members concerned about academic dishonesty by students can:

- take appropriate action in their grading of the student for the course
- can consult with the Committee to get advice, or
- can file a formal complaint with the Committee

If a formal complaint is filed, the Committee shall review the complaint and make a recommendation to the Dean for action. The Dean will take needed action with respect to the student.

Dual Relationships

As stated in the NASW Code of Ethics, dual professional/personal relationships must be avoided whenever possible. Because of the clinical nature of the BSW, MSW, PhD, and post-graduate programs of the School, the faculty adopted the following statement in 1991:

In order to avoid even the semblance of a conflict of interest, full-time faculty members may not take any student into treatment, whether enrolled in the School of Social Work as a full-time or part-time, undergraduate, master's, or doctoral student.

Students in treatment with members of the full-time faculty prior to admission to the School may not enroll in classes taught by or become advisees of their therapists. It is the responsibility of each faculty member to ensure compliance with this policy.

In addition, any student who is in an uncomfortable situation regarding a dual relationship of any kind can seek guidance and assistance from his/her faculty advisor, Program Director, or other faculty members of the School.

Student Guide for Writing Papers

Introduction

Here are some comments on format and style to help you write papers for your course work. Please consult the Publication Manual of the American Psychological Association, 6th Edition (2009) and/or Writing with Style: APA Style for Social Work for precise directions on style. These two publications were adopted by the School as the style guide for all papers across all curriculum areas. They may be purchased at the New York University Bookstore, 18 Washington Place.

Writing the Paper

Before you begin to write, think and plan what you want to say. Asking yourself a series of questions is helpful. For example (a) What do you think the assignment asks for? (b) Why did you select that question to answer? (c) What do you think the professor expects as a response to this assignment? Some students find it helpful to complete an outline or preliminary remarks. Once you have completed a first draft it is sometimes helpful to put it away for several hours and return to it when your thinking is clear. At this point you may be better prepared to spot errors, omissions or the need to rewrite. In revising, scrutinize the content and structure of your paper. Ask yourself can the reader understand what I am saying? Are my thoughts clear, concise and informative?

If you note problems in your writing you may wish to consult the New York University Writing Center at 411 Lafayette Street, 3rd Floor. This is a free service of the University for all students. You may call 212. 998.8866 for an appointment.

Format

All papers written by students in the School are required to cite references and to contain a bibliography. Although some written assignments for Practice courses, such as logs, may not require the same level of citation as papers prepared for other School courses, the rules of referencing still apply.

It is important to cite references for material taken or derived from other sources. Putting the material in your own words or changing a small part of it does not relieve you of the responsibility to identify the source. This can be done either through direct quotation or by giving the source in the text of your paper.

Be sure that you have provided reference material or data to support the positions you take. Editorializing without documentation is unwise. When using case material in papers or class presentations, it is important to disguise names of clients to protect their identity. You can do this by changing the name or by using initials.

Appendix

Lengthy, supporting documentation (such as a case history or a questionnaire) belongs in the Appendix. The Appendix should include an introduction and headings for each part or sub-part. See APA Manual, Appendix, for specifics.

Preparing the paper

Papers should be typewritten, preferably double-spaced. Leave a margin of one inch on all sides. A cover page giving the title of the paper, your name and the name of your institution should precede the text. **Please keep a copy of your work.**

Guidelines for Grading Papers

Preface

The attached guidelines, adopted by the faculty, are the culmination of a lengthy process aimed at objectifying the basis for grading. The guidelines do not mandate a rigid formula for grading students but rather offer some guidance to faculty members in determining the various grade levels. Individual faculty have discretion within the scheme of attributes presented to weigh factors differentially as they see fit. However, it is intended that each instructor have a clear contract with his/her class which would include the following components:

1. Clarity on the way in which attributes included in the guidelines would be weighted.
2. Clarity on the basis for demonstrating performance (in other words, what evidence will be utilized) in regard to attributes.
3. Clarity on the process that will be used by the instructor for offering feedback on performance.

Assignments

Instructors will inform students at the beginning of each semester about expectations for handing work in on time; the School's procedures for requesting extensions for late papers; and the consequences for not following the proper procedures according to the School's grading system.

Guidelines for Course Grading

Grade Guidelines

A

- Excellence in integrating conceptual learning with practice situations.
- Consistently superior performance in dealing with conceptual material.
- Excellence in written expression and scholarship.
- Evidence of self-direction in learning with substantial reading activity in depth and breadth.

Resourceful, intelligent participation in class discussion. Might include leadership in class projects.

A-

Attributes would be similar to the above, but to a lesser degree. There might be somewhat more unevenness than in the "A" performance.

B+

Performance on attributes would be somewhat above "B" level, but less than "A-" level. One might find more unevenness and more gaps than in an "A-" student in an otherwise good level of functioning.

B

Expectations for graduate level work acceptable in terms of self-direction, reading activity dealing with conceptual material, integration of conceptual-practice dimensions of learning, class participation, oral and written expression. Stress would be on acceptable performance.

B-

Barely acceptable performance in attributes (described in "A" and "B" categories). Some area might be below expectation. The work has been done but there are a number of gaps and some superficiality in grasp of material.

C

There is minimal grasp of concepts and minimal integration of conceptual and practice learning. Student might repeat some content areas on mechanical, rote basis but the student's understanding is unclear or questionable. The grade is "passing" but the student is considered marginal in important areas of learning. The gaps in learning are more extensive than in the case of a "B-" grade.

The grade of "C" should serve to alert the student that his/her work is borderline and should improve. The course instructor must inform the student's faculty adviser of any "C" grades. The latter in turn should initiate a conference with the "C" student focused on the circumstances related to receiving such a borderline grade.

F

Work is unsatisfactory in most of the attributes considered and does not warrant receiving credit for the course. A student receiving an "F" grossly misunderstands course content and/or is deficient in its mastery.

Failure to submit assignments or other required materials is clearly unacceptable. The course instructor will inform the student's faculty adviser when a grade of "F" is given. The latter in turn should initiate a conference with the student receiving an "F" focused on the circumstances related to receiving this failing grade. The faculty adviser should initiate any follow-up action deemed necessary.

Non-matriculating students who receive an "F" grade are not eligible for future registration.

IP or IF

Grade given for incomplete course work that must be converted to a grade within one semester (see Policy on Late Assignments and Incomplete Grades below).

N

No grade or credit given (course should be repeated).

Postscript Note

Other factors that might be utilized in distinguishing between a higher and lower grade would include:

- student's progress during the semester in his/her own professional development reflected in course performance
- extent of absences and/or lateness; excessive unacceptable absences and/or lateness would be taken into consideration.

The guidelines presented do not represent a perfect continuum in scaling attributes. Nor are the categories mutually exclusive. Yet they provide a point of departure for guiding School grading which may prove more reliable than otherwise.

Procedure for Appealing a Grade

A student who wishes to appeal a grade must first contact his/her professor. If an agreement is not reached the student may then contact the Chair of that curriculum area.

Requirements for Good Standing in the MSW Program

Students enrolled in the Master's Program at NYU School of Social Work are expected to maintain good academic standing:

- A 3.0 grade Point Average (GPA). A GPA below a 3.0 will automatically place a student on probation. Regardless of GPA, a student earning an "F" grade will be on probation automatically. A student who receives an "F" grade for a required course must repeat the course at his/her expense.
- Students are responsible for the removal of Bursar and/or Health Services blocks, which would impede registration.
- Registration for appropriate classes in proper sequence. Please see Curriculum Guide (Appendix B).
- The work for an approved IP grade/s must be completed within the following semester (summer semester for spring courses; spring semester for fall courses, fall semester for summer courses). Students with one or more outstanding IP grades will be blocked from registering for subsequent semesters.
- No student can move into the Advance Concentration year until all Foundation Level courses including field learning requirements (including hours and POP'S Project) are met.

Degree Requirements

The Master of Social Work degree program offered by the School requires successful completion of the approved 65 credit curriculum. The curriculum comprises both class and field instruction. To qualify for the MSW, the student must complete classroom requirements with at least a 3.0 grade point average.

Students have a total of 5 years from the point of matriculation to complete the Masters in Social Work requirements. Students have the final responsibility for insuring that all degree requirements are met. Consultation with the student's faculty and academic advisor is highly recommended.

Policy on Late Assignments and Incomplete Grades

Late Assignments: Students are expected to complete all course assignments on time. Instructors may establish a policy regarding the consequences of late assignments and make it known to students by including it in the course syllabus.

Incomplete Grades: Students who are unable to complete all of the assignments for a course by the time the course has ended must request an incomplete grade from the instructor by submitting a Request for Incomplete Grade form. The form may be obtained from the SSSW Registration Office or Web site (<http://www.nyu.edu/socialwork/pdf/registration/registration.incomplete.form.pdf>). The instructor is under no obligation to grant a request for an incomplete grade.

If the instructor grants the request for an incomplete, the student will receive a grade of IP (Incomplete Pass) or IF (Incomplete Fail) as determined by the instructor. If the student does not submit a request for an incomplete or if the instructor denies the request, the student will receive a grade of N (no credit) or F (Fail) as determined by the instructor. Under no circumstances will the instructor delay the submission of grades to accommodate a late assignment from a student.

It is the obligation of the student who has received a grade of IP or IF for a course to fulfill the requirements agreed to in the Request for Incomplete Grade form. Once the requirements are fulfilled, the instructor will issue a change of grade for the student. As per University policy, students who do not fulfill the agreed-upon requirements of the incomplete grade will have their grades automatically convert at the end of one semester in the following manner: an IP will convert to an N (No credit) and an IF will convert to an F (Fail).

Students with any outstanding incomplete grades (an incomplete that isn't resolved by the end of the next semester) **will be blocked from registering for the next semester**. Any student with an academic block is responsible for contacting the Assistant Director for MSW Program Services. At that point, the students' education plan will be assessed and registration approval for the next term may be granted on a case by case basis. Incomplete grades are to be used infrequently and only for extraordinary circumstances.

Policy on Academic Probation and Dismissal

MSW students will be placed on automatic probation if their academic performance reflects any of the following:

- Less than a 3.0 GPA
- An "F"
- An Incomplete (IP or IF) grade that lasts for more than one semester.

If a student's academic performance does not improve sufficiently to meet the minimum criteria for remaining in good standing after a semester, he/she will be dismissed from the Program. These criteria are: a GPA of at least 3.0, no Incomplete grades in the probationary semester and completion of required course credits for the Program in which the student is enrolled.

Policy on Repetition of Courses

- Students must repeat a required course in which they receive a grade of "F" in order to receive credit for that course.
- Students can repeat any non-required course in which they receive a grade of "F" in order to receive credit for that course.
- In all cases, an original "F" grade continues to be included in the computation of the grade point average even if the course is repeated and passed successfully.
- Students may not repeat courses in which they receive a grade of "C" or better.

Waitlist Procedures

- Should your first choice section be closed, you must register for a backup section of that same course to ensure yourself a seat.

- After registering for a backup section, if a course section that you prefer is closed, you may place yourself on the waitlist for your first choice section by calling the Registration Helpline 212.998.4290.
- Registering through the waitlist is an automatic procedure. This means that Albert will roll the next person on the waitlist into the class if and only if an enrolled student drops out.
- If and when a student is rolled into the waitlisted course in this manner, it is the student's responsibility to drop the backup section for which they are doubly registered.
- Students may only attend classes in which they are officially enrolled.
- Permission to enroll in a closed course cannot be granted by professors.

If you do not register appropriately, you may find yourself without a seat in a required class.

Withdrawal from Class

Students who are considering withdrawing from a class/s after the Add/Drop deadline, should discuss this with the professors. Upon withdrawing from a class/s students are subject to University policy and will be held responsible for related tuition and fees. If you have any question about dropping a class, consult the School's Enrollment Services Office at 212.998.5960. A student who withdraws from a class cannot audit the class. He/she must take the course at another time at his/her own expense.

Student Review Procedures

Academic and Professional Review (APR)

Purpose

The purpose of the Student Academic and Professional Review (APR) process is to review and provide a disposition of problems or issues concerning students enrolled in professional degree programs (BS, MSW) at the School. The problems or issues include matters related to academic and field learning performance and professional ethics and behavior.

Any member of the faculty or field instructor may bring forward a concern that may initiate the APR process.

Procedures

1. Referrals of concerns that fall within the purview of the APR are to be made to the student's faculty advisor who, in turn, notifies and consults with the appropriate program and site directors and the referring faculty member about the referral.
2. The result of the consultation will be a determination as to whether to initiate the APR process. The individual making the original referral will be notified of that decision.
3. When the decision is to initiate the APR process, the faculty advisor contacts the APR Chair and the student to inform them that an APR hearing will be convened.

4. The APR Chair will meet with the student and provide information regarding the APR process, what to expect from a hearing, and who will attend. The Chair will inform the student that he or she has the right to exclude the student member from the hearing and that the exercise of that right must be made in writing to the Chair. In addition, the Chair will inform the student that support is available through the Graduate Student Association (GSA).
5. The hearing will be convened by the Chair as soon as it can be arranged. The Hearing Panel will consist of the Chair, two faculty panelists, and, unless the student undergoing review requests that a student panelist not be included, one student panelist. In addition to the panelists, participating parties shall include the faculty advisor, the field instructor if it is a field learning performance issue, and/or the course instructor if it is a classroom or course performance concern. The Chair may invite additional relevant participants as necessary.
6. Prior to the hearing, the Panel will review all material submitted. At the hearing, the Panel will hear oral presentations from the participating parties, deliberate in private, and arrive at a decision. Once a decision has been made, the participating parties will be reconvened and provided with an oral report of the findings and disposition. In the event that it is not possible to arrive at a decision at the time of the hearing, the Panel will be reconvened within 5 working days.
7. Based on the results of the hearing, the APR Panel will decide on a course of action or that no course of action is necessary. If a course of action is deemed necessary, it may include, but is not limited to: placement on probationary status, a change in field placement, a leave of absence or dismissal from the program.
8. Within 5 working days, a written summary of the hearing will be prepared and distributed to the Dean, appropriate program and site directors, registration services, admissions, the faculty members and Chair of the Hearing Panel, the student's faculty advisor, and the student. A copy of the written summary will also be included in the student's permanent file.

Submission of Materials in Preparation for the Hearing

- Materials pertaining to a student's performance while enrolled at the School shall be assembled and made available to the Hearing Panel.
- Written material for the hearing will be prepared and submitted by the student, faculty advisor, and when appropriate, by the field instructor, classroom instructor, or other relevant parties.
- Copies of written materials submitted to the administrator must be given to the student as soon as they become available but no later than 5 working days before the APR Hearing. After receipt of the materials from the APR administrator, the student has four working days in which to submit a response statement.
- In order to protect confidentiality, all materials used by the Panel shall be returned to the Chair by all participants, including the student, with the exception that the student may retain his/her own notes. The Chair will retain one set of all material used as a confidential file.

Appointment of APR Chair and Panelist Pool

The Dean will appoint the APR Chair from among the tenure-line or clinical faculty. The Chair will serve for a two-year term with the possibility of reappointment. The panelist pool, consisting of 10 faculty members and 10 students, shall be appointed by the Dean. The faculty appointments will be for two years with the possibility of reappointment. Student nominations for the panelist pool will be made to the Dean by the GSA on an annual basis. Hearing panels for individual cases will be drawn from the panelist pool as needed.

Appeals of the Academic and Professional Review Decisions (Appeals)

Purpose

A student may appeal a decision of the APR.

Appeals of the Academic and Professional Review (APR) decisions are limited to: 1) the APR procedures were not followed, or 2) the APR decision was arbitrary or unfair.

Procedures

1. A student may make a written request for an appeal to the Dean via the Executive Assistant to the Dean within 5 working days of the APR Panel decision. The request must state the basis of the appeal and contain a summary of the evidence supporting the claim. The basis of the appeal must be a claim of one of the following:

- the APR procedures were not followed
- the APR decision was arbitrary or unfair

Upon receiving a request for an appeal, the Dean shall appoint an Appeals Officer from among the full-time faculty.

2. The following materials are to be submitted to the Appeals Officer:

- the student's written request for an appeal
- the report of the findings from the APR Panel

3. The Appeals Officer will review the Request for Appeal to determine whether it is being made on at least one of the above-stated bases and whether sufficient evidence for the claim is presented.

4. If the Appeals Officer determines that the Request for Appeals does not meet the stated criteria, he or she will inform the Dean that the request for appeal is denied. The Dean will then inform the student that the appeal is denied.

If the Appeals Officer determines that the Request for Appeal meets the stated criteria, he or she will select two faculty members from the APR pool for the purpose of considering the appeal. After reviewing the appeal, they will render a decision within 10 working days of receipt of the written request for an appeal.

5. The appeals process will result in one of the following outcomes:

- affirm the decision of the APR Panel
 - remand the case to the original APR Panel for further consideration of specific issues
 - vacate the decision of the original APR Panel and remand to a new panel for de novo review
6. A written summary of the decision will be prepared and distributed to the Dean, the appropriate program and site directors, registration services, admissions, the faculty members and Chair of the APR Panel that heard the case, the student's faculty advisor, the student, and, when appropriate, the Office of Student Affairs. A copy of the written summary will also be included in the student's permanent file.

Student Grievance Procedures

1. **Application.** These grievance procedures are available to any New York University student registered at the Silver School of Social Work to resolve any grievance involving an alleged violation directly affecting that student, by any member of the School community, of any of the written policies of the University or the School. Complaints of sexual harassment should be filed under the provisions of the formal procedure in such cases as set forth in the University Policy on Sexual Harassment and referenced in this manual (p.33).
2. **Informal Resolution.** Students wishing to grieve an alleged violation of School or University policy shall first contact, within fifteen (15) working days of any occurrence giving rise to the grievance or the time they could reasonably have learned of the occurrence, the person responsible for the matter being grieved (the respondent) and attempt to resolve the grievance informally. Students uncertain how to proceed may consult with the Assistant Dean for Student & Alumni Affairs. At the request of the student (grievant) or respondent, the Director or other appropriate member of the School's faculty or administration shall assist the student grievant in this attempt at resolution by arranging a meeting of the parties, attending such meeting(s), and otherwise working toward resolving the grievance. This initial step in the procedure shall be handled privately and confidentially.
3. **Formalizing the Grievance.** If the matter is not resolved to the grievant's satisfaction within fifteen (15) working days after the initial notification of the complaint and the attempt at informal resolution, the grievant may obtain formal review of the matter by submitting a written complaint within twenty (20) working days to the respondent and to the Assistant Dean for Student & Alumni Affairs, or, in the case that the Assistant Dean for Student & Alumni Affairs is a respondent, to the person appointed by the Dean of the School. The complaint must:
 - a. state the written School or University policy that allegedly has been violated;
 - b. describe the evidence supporting the alleged violation;
 - c. indicate what redress or remedy the grievant seeks; and
 - d. provide a brief history of the informal attempts made to resolve the grievance

4. **Initial Review of the Grievance.** If the grievance arises out of a program or educational activity of the School, the Dean's office will designate a Grievance Officer to review the complaint, who ordinarily will be director of the educational program in which the student is enrolled or his or her designee. If there is doubt about who the Grievance Officer should be, the Dean's office will determine who is the highest ranking person, with the exception of the Dean, to handle the matter.

The Grievance Officer shall meet with the complainant and with such other persons as he or she shall deem appropriate for the purpose of ascertaining the facts and attempting to resolve the complaint. Within twenty (20) working days, the Grievance Officer shall render a written decision on the merits of the grievance to the grievant and to the respondent, with copies to the Dean of the School. The review conducted by the Grievance Officer and the written decision on the merits of the grievance shall be handled privately and confidentially.

5. **The Judicial Board.** If the grievant or the respondent does not accept the decision of the Grievance Officer, he or she may decide, within ten (10) working days of receipt of the Grievance Officer's written decision to bring the matter before the Judicial Board of the School. The Judicial Board shall consist of five (5) members, two (2) of whom shall be students, two (2) of whom shall be tenured faculty members, and one (1) of whom shall be a clinical faculty member. All members of the School's Judicial Board shall be appointed annually by the Dean. Any member of the Judicial Board who has a conflict of interest or the appearance of such a conflict shall excuse themselves from a specific case, and a replacement member shall be appointed by the Dean for that case.
6. **Powers of the Judicial Board.** If the School's Judicial Board finds that there would be no violation of School or University policy even if all of the alleged facts and circumstances were as described by the grievant, the Board may dismiss the grievance.

The Board may also choose to conduct any further proceeding that it deems is needed, provided that:

- a. It shall decide what is and is not relevant to the complaint and consider only matters relevant to the complaint being heard.
- b. It shall permit the grievant and the respondent to be accompanied by another person from within the School community during any proceeding if he or she wishes to have such a person present. However, the Judicial Board (Grievance Officer) must be notified in advance if such a person will be present.

The Judicial Board shall render a written decision to the Dean of the School within twenty (20) working days of receiving the written request for review, with copies to the grievant, and the respondent. The decision shall include findings of fact, a statement of the School or University policy that is alleged to have been violated, an opinion on the validity of the grievance, and, if appropriate, recommendations for corrective action.

7. **Procedures of the Judicial Board.** The Judicial Board shall select one of its members to preside over each hearing of a grievance. Both parties (grievant and respondent) shall have access to all

documents reviewed by the Board. They shall also have the right to be present at any hearing conducted by the Board and to question anyone who is asked to speak to the Board on the matter.

The Judicial Board shall conduct its proceedings and deliberations privately and confidentially.

Final deliberations of the Board shall be in closed session. Judicial Board decisions shall be by majority vote.

8. **Appeal of the Decision of the Judicial Board.** The grievant or the respondent may appeal the decision of the School's Judicial Board following the University's Student Grievance Procedure, Section IV "University Judicial Board", outlined in the New York University Student's Guide.

Guidelines for Students Leaving School Before Graduation

Voluntary vs. Involuntary Leaves/Withdrawals

Most leaves and withdrawals are voluntary. Involuntary leaves and withdrawals are used in cases of academic/performance dismissal and as an option in cases of danger to self, others or property.

Psychological Medical Leaves

Criteria

Psychological medical leaves and/or withdrawals are warranted when students are: (a) psychologically unable to perform academically or live in the residence halls; (b) dangerous to themselves, others or property; or (c) in need of treatment that prevents their current or future continuation at the School.

Going on Leave

1. Students schedule an evaluation interview at the University Counseling Service (UCS).
2. If appropriate, a UCS clinician recommends psychological medical leave (orally and in writing) to the Assistant Director for MSW Program Services and informs students (orally and in writing) of conditions for return from medical leave.
3. Students complete and sign a Student Leave Form (Appendix A) and submits it to Christine Campbell-Schiff, Assistant Director for MSW Program Services. (Leave request form may be completed by SSSW administrator when accompanied by student correspondence.)
4. The Assistant Director for MSW Program Services will review all documentation and authorize leave.
5. The Assistant Director of MSW Program Services notifies the Office of the Vice President for Student Affairs. Copies of this notification are sent to SSSW Registration Services and SSSW Field Learning Office. Course withdrawals and Leave of Absence registration forms are then processed.
6. The Office of the Vice President for Student Affairs notifies the University Registrar, Housing, and other pertinent offices.

7. Refunds for course withdrawal will occur automatically if done within the University refund period as stipulated by the Bursar's Office. Appeals to the standard refund policy can be made to the Refund Committee by e-mailing Registration Services at sww.registration@nyu.edu.

Returning from Psychological Medical Leave

Students must notify the university at least 6 weeks prior to the start of classes. The limit for consecutive leaves of absence is one academic year (or 2 semesters). If students need to extend their leave, they must formally request an extension, by repeating the original request procedure.

1. Students must fulfill certain conditions: (a) sufficient time away from school; (b) a course of treatment the entire time away from school; (c) a Certificate of Readiness to Return Form sent from the outside therapist to UCS; and (d) an evaluation with UCS.
2. Based on the fulfillment of these conditions, UCS makes a recommendation to the University Office of the Vice President for Student Affairs.
3. The office of the Vice President for Student Affairs notifies the School of Social Work's Assistant Director of MSW Program Services, University Registrar's, and other pertinent offices that the student is approved to return to school.
4. Students should then contact SSSW Registration Services to make sure that they are cleared to register for the following semester.

Non-Medical Leave of Absence

1. The student should talk with his/her faculty advisor and the Assistant Director of the MSW Program when considering taking a Leave of Absence from the School.
2. If students decide to take a leave, he/she should submit a written statement plus a Student Leave Form to his/her faculty advisor and to Christine Campbell-Schiff, Assistant Director for MSW Program Services.
3. The faculty advisor will submit the approved Student Leave Form with a request that the student be placed on a "Maintenance of Matriculation" status to SSSW Office of Registration Services.
4. The Office of Registration Services will register the student for maintenance of matriculation.
5. It is the responsibility of students to notify their field instructor at the placement site and classroom instructors of the intent to take a leave of absence.
6. Students must follow the procedure for maintenance of matriculation for each semester of absence. There is a Maintenance of Matriculation fee that is determined by the University Bursar's Office.

Student Leave FAQs

What are the reasons for taking a Leave of Absence (LOA)?

Personal

You may be experiencing personal or family problems and may not be able to function at school as a result. Depending on the nature of these issues, the student may request either a personal leave or a psychological medical leave. These different types of leave options function similarly, but a student out on an LOA may return with only a personal letter of intent, while a psychological medical leave requires the student to receive an additional statement from a University counselor certifying that the student is psychologically prepared to return.

Physical Medical

An illness may prevent you from participating in class. Often, a physical ailment such as a broken leg could keep a student from being fully involved in field work or classes. Other illnesses may require extended hospitalization or absence. Depending on when the student becomes ill and how quickly he or she recovers, the students may not be able to make up missed work; in this case, a Physical Medical Leave is recommended. The medical leave option requires a letter/note from a physician.

What about Housing and Financial Aid?

Students are responsible for making all arrangements for their Financial Aid and Housing needs, both upon their departure and on their return. (Financial Aid 212.998.4444; Housing Office 212.998.4600).

How long is my leave approved for?

A leave is granted for the term stated in the approval letter (typically the term the student requested). The limit for consecutive leaves of absence is 1 academic year (or 2 semesters). If you exceed your approved leave time period, the school reserves the right to require that you re-apply for admissions to the program.

What should I do to return or extend my leave?

Students must notify the Assistant Director for MSW Program Services in writing about their intention to return. This notification should be submitted no later than 6 weeks before classes begin. The limit for consecutive leaves of absence is 1 academic year (or 2 semesters). If students need to extend their leave, they must formally request an extension, by repeating the original request procedure. If you exceed your approved leave time period, the school reserves the right to require that you re-apply for admissions to the program.

Can I take classes somewhere else while I'm on a Leave of Absence?

Students who are granted a Leave of Absence or a Medical Leave are not allowed to take courses at another academic institution. Any students wishing to register elsewhere must contact the Director of their Program (PHD, MSW, BS).

Who is my advisor while I'm on Leave?

Because of the special circumstances and requirements surrounding a leave, students on leave are advised by the Assistant Director for MSW Program Services.

Do I qualify for health insurance coverage while I'm on Leave?

If you are on a leave of absence that was approved, you may be eligible for enrollment in an NYU-sponsored Student Health Insurance Plan. Spring term applicants must have been enrolled in the plan during the immediately preceding Fall term to be eligible. You may visit the health insurance Web site for further information www.nyu.edu/shc/about/insurance.

Withdrawals from School

1. When a student is considering withdrawal from the school, the student should contact their faculty advisor and the Assistant Director for MSW Program Services.
2. If students decide to withdraw, they are required to set up an exit interview with Christine Campbell-Schiff, Assistant Director for MSW Program Services and submit an online NYU Semester Withdrawal Form at www.nyu.edu/registrar/withdrawal
3. Students who are in field placement and decide to withdraw also need to have a field exit interview with Dr. Helle Thorning, Assistant Dean for Field Learning and Community Partnerships.
4. Students must contact and notify the Financial Aid Office if they have been receiving financial aid.
5. Students may also contact the SSSW Office of Registration Services to obtain information with respect to grades, classes, and refunds policies.
6. When students leave the School, the faculty advisor should write a final summary of the student's educational experience. Students will receive a copy of the final summary. A copy of this material should be sent to SSSW Office of Registration Services for inclusion in students' folder.
7. When a student withdraws from the School students have the responsibility of notifying the field and classroom instructors, as well as applicable university offices (housing, etc).
8. If a student who has withdrawn from the school decides they would like to return, a new application for admissions must be initiated.

Attendance

To receive credit for a course, a student must be in regular attendance and satisfactorily complete all examinations and other assignments prescribed by the instructor. Please note that as a matter of long-standing University policy members of any religious groups may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please visit the University Policy on Religious Holidays at the below website:

http://www.nyu.edu/students.guide/policies/religious_holidays.pdf

One-Credit Intensive Drop/Withdrawal and Refund Policy

Students must drop their one-credit intensive a minimum of 48 hours prior to the day of the course (including weekends) in order to receive a refund. NO REFUNDS (PARTIAL OR OTHERWISE) WILL BE GRANTED AFTER THIS PERIOD.

Any student dropping a One-Credit Intensive on the first day of class or thereafter will be issued a grade of "W" which stands for Withdrawal.

Official Transcripts/RD Block

An official transcript from all previous higher education institutions attended is required for full admission to the MSW program. For those students who are provisionally admitted pending the submission of all final official transcripts, all transcripts must be received by October 15, 2009 for fall admits or by March 1, 2010 for spring admits. Students who do not have all official transcripts submitted by this date will have an RD block placed on their account which will prevent them from registering for the upcoming term. Once the official transcripts have been received by the admissions office, the RD block will be removed.

Independent Study

Students who wish to obtain permission to complete an independent study must be sponsored by a full-time faculty member. Students must then complete the MSW Independent Study Proposal form which can be found on the NYU Silver School of Social Work Web page under Registration – Forms and Schedules. Both the student and sponsoring professor must sign the completed form. Once the completed form is received by the Office of Enrollment Services (located at 1WSN Room G07), the student will be registered for an independent study and charged for the appropriate amount of credits. Please allow up to two weeks for the credits to appear on your schedule and bill.

Cross-School Registration

Students who wish to take elective courses at other schools within New York University and apply those credits toward their MSW degree must receive prior approval from their Academic Advisor. Students must complete the Cross-School Registration form which can be found on the NYU Silver School of Social Work Web page under Registration – Forms and Schedules. The completion of this form does not constitute registration for the desired class. It is the student's responsibility to contact the appropriate offices to complete registration. Even with the permission of the NYU Silver School of Social Work students are not guaranteed registration approval from any other school. Academic advisors may require the submission of course descriptions and syllabi for elective credit approval.

Refund Schedule for the Academic Year 2009-2010

Refund policies are set by New York University and can be found at www.nyu.edu/bursar/refunds/schedule.html

Academic Advisement Procedures

Students

Students are encouraged to make an appointment to meet with their academic advisor as needed (MSW Manual, p. 25). In most cases, academic advisement is not mandated but students may wish to meet with their Academic Advisors to discuss issues such as:

- Course selection & sequencing
- Referrals to other School & University resources
- Advisement on leave of absence options
- Program Changes
- Modification of Course Sequencing/Reducing course loads
- Concerns related to academic expectations
- Cross School Registration
- Elective Options

Professors or Faculty Advisors should feel free to refer students, inquiring about any of the above issues, to their academic advisor.

Probation Advisement

Academic advisement is mandatory when a student is admitted on probation. Students are required to meet with their academic advisor at least once during the semester in which they are admitted on probation.

Transcript Review

At the end of each semester student transcripts are reviewed to assess MSW students' academic progress. Students who have outstanding incompletes, low grades or failing grades are placed on probation and may be required to meet with their academic advisor and/or the Director of the Program.

Additionally, Instructors or Faculty Advisors should notify the academic advisor and encourage the student to speak with their advisor if s/he is not meeting academic expectations at the midpoint of the semester.

When a student's academic progress is unsatisfactory, the Academic Advisor should also consult with Faculty Advisors to obtain a comprehensive understanding of student's performance.

Classroom Performance

When academic and/or performance concerns arise in the classroom, the Instructor should notify the Curriculum Chairperson to discuss the student's performance and possible resolutions. These situations may include:

- Student has excessive absences
- Performance or classroom behavior is inconsistent
- Chronically late or missed assignments

If a student presents with concerns related to course content or instruction, they should be encouraged to speak directly with their professor or communicate with the Chair of the Curriculum Area.

Field Learning

Field learning is an integral component of social work education anchored in the Silver School of Social Work's mission, goals and educational program. Field learning is one of the five key curriculum areas. Field learning takes place in agency settings, selected by the school, that reinforce students' identification with the purposes, values, and ethics of the social work profession.

Field Learning Curriculum

The purpose of the field learning curriculum is to facilitate the development of a professional social worker who can enter the practice arena in any setting of practice and be able to *apply* the profession's knowledge base, *perform* direct social work practice skills and *act* according to social work ethics and values. Thus, learning in the field setting is an integral component of the student's social work education and lies at the core of the student's professional development. At the agency placement, the student will have the opportunity to integrate theory and practice, and as such, connect the theoretical and conceptual contributions of the classroom with the world of practice.

Field Learning - The "Open Classroom"

Field learning is organized by four consecutive courses: Field Instruction I, II, III and IV. The foundation year Field Instruction courses are integrated with Practice I and II. In the advanced concentration year, the students take Field Instruction III and IV. Different from the formal class room at the school, field learning takes place in the "open class room" – in the agency setting. The field learning curriculum is outlined in the respective syllabi and facilitates the student's ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work.

Field learning is a course. As in any course there is a grade. Grades for Field Instruction (field learning) are "Pass" or "Fail." A student achieves a grade of "Pass" by meeting all the required performance criteria outlined in this manual specific to the program year; by adhering to the National Association of Social Workers' Code of Ethics; by participating in faculty advisement and by demonstrating the Essential Abilities and Attributes for Performance in the School of Social Work.

Field Learning's Goals and Objectives

The goals and objectives of the field learning curriculum prepare the students to demonstrate core competencies in social work practice. Core competencies are developed over four semesters of field learning (Field Instruction I, II, III, and IV course numbers).

Professional Foundation Curriculum

The Integrated Practice/Field Curriculum (Social Work Practice I and II and Field Instruction I and II) courses are taught concurrently by the Practice Instructor and the Faculty Advisor(s). Students remain with the same Practice Instructor and Faculty Advisor for both semesters in the Foundation year.

The purpose of the Integrated Practice/Field Curriculum (Social Work Practice I and II and Field Instruction I and II) is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities and an understanding of the choice and application of intervention approaches, and an understanding of the link between theory and practice skills.

Advanced Concentration Curriculum

Field Instruction III builds on the objectives achieved in the Field Instruction courses in the foundation year. Students move from a generalist perspective to advanced clinical practice with complex individual, family, group and larger community/organizational client systems.

Field Instruction IV builds on the objectives achieved in Field Instruction III. Students move to increasingly complex advanced clinical practice with individual, family, group and larger community/organizational client systems, developing as a professional social work leader and change agent. In addition, the student demonstrates accountability for lifelong learning and professional development.

Expectations for Successful Completion of the Field Instruction Course: Evaluation and Grading

The grades for Field Instruction (pass, fail, incomplete pass, incomplete fail) are given at the end of each semester. The Field Instruction course grade is given by the Faculty Advisor and is based on the student's professional conduct and full participation in Field Learning at the agency placement, submission of process recordings, project assignments, Reflective Recordings, participation in individual meetings with the Faculty Advisor, as well as the Initial Educational Statement and Final Semester Evaluation (mid-year evaluation) completed by the field instructor.

Initial Educational Statement

The Initial Educational Statement is completed by the field instructor after the first 6 weeks of the placement, shared with the student, and submitted to the Faculty Advisor. The statement offers an early indicator of learning objectives specific to the agency, a learning plan including practice tasks related to the learning objectives, and student performance in the placement setting.

Final Semester Evaluation (Mid-year Evaluation)

At the end of the first semester of either the Foundation Year or the Advanced Concentration Year and after the student has finished the 300 hours required for Field Instruction a Final Semester Evaluation is completed. The evaluation is completed by the field instructor in collaboration with the student, and is submitted to the Faculty Advisor prior to the date that grades for the semester are due. The Faculty Advisor reviews the Final Semester Evaluation as a major component of the process of assigning a grade for Field Instruction.

Final Semester Evaluation (Final Evaluation)

The Final Evaluation is completed at the end of the second semester of either the Foundation or Advanced Concentration placement, after the student has finished the 300 hours required for Field Instruction (and a total of 600 hours for each of the Foundation and Advanced Concentration placements). The evaluation is completed by the field instructor in collaboration with the student, and is submitted to the Faculty Advisor prior to the date that grades for the semester are due. The Faculty Advisor reviews the Final Evaluation as a major component of the process of assigning a grade for Field Instruction II or IV.

Attendance at the Field Learning Site – The Agency Setting

Students are expected to be in the agency for a total of 1200 hours over the course of the foundation and advanced concentration years and as per agency requirements (schedule to be worked out with the field instructor at the beginning of each semester with final approval of the Faculty Advisor).

NOTE: Students are expected to contact both the field instructor and the Faculty Advisor immediately (via e-mail or phone) if, for some reason, they are not able to come to their agency.

If a student is absent for **more than three days** during the academic year, the time must be made up. Arrangement for making up such missed time must be worked out with the field instructor and the Faculty Advisor and approved by the Assistant Dean of Field Learning. (Please refer to the Required Hours Form in Appendix C). In case the student has not completed the required hours at the end of the semester, or has not fulfilled all the requirements for Field Instruction, the student must request an IP (Incomplete Grade) and should follow the procedure outlined in this manual.

Should a student leave school, either voluntarily or by request, a final evaluation should be submitted by the field instructor. The Faculty Advisor will then write a final summary for the student record.

Guidelines for Process Recordings

1. Process recordings are a teaching, learning, and assessment tool used for examination of the student's practice and should be utilized as one of the primary tools in field instruction. Process recordings should be written in a verbatim format. The recording reflects the interactional process between student and client(s) and should include any important content of the interview or contact. In addition, the recording should include the student's feelings and impressions about the interview. The "drama script" format that only reproduces dialogue is not acceptable as a process recording. (Refer to Appendix D, the Process Recording Outline, and Appendix F for a sample of a process recording) .
2. All professional foundation students are required to submit at least three process recordings per week. Advanced concentration students should submit at least two verbatim process recordings and one summary per week in the third semester. During the fourth semester, advanced concentration students are expected to complete at least one verbatim process recording and two summaries each week.
3. Students are expected to submit their process recordings in advance of their scheduled field instruction to allow adequate time for the field instructor to read the material prior to the conference.
4. Confidentiality should be observed by the field instructor and the student with respect to the use of process recordings. If process recordings are viewed outside of the agency, all identifying data relevant to the client(s) must be removed or coded.

Structure and Function of Field Learning and Community Partnerships

Field Learning, under the direction of the Assistant Dean of Field Learning and Community Partnerships together with the Clinical Faculty, is charged with planning, implementing and evaluating the school's field learning curriculum. Field Learning is responsible for assessing all potential and continuing agencies and working with them to plan for the educational programs in a mutually beneficial way.

Field Learning Faculty

Faculty in the Field Learning office oversees field learning for each of our students placed with the school's community partners according to Silver School of Social Work Practice Systems (Fields of Practice). The Faculty matches the student to a field learning site based on the student's academic program, professional interest, past experience, requirements of the field learning site, and where the student lives in relation to the field learning site. For the Advanced Concentration placement, the Field Learning Clinical Faculty also consults with the student's classroom instructors and Faculty Advisor to make the best possible match.

Faculty Advisor

A Faculty Advisor is assigned to the student at the beginning of each academic year. The advisor, who is employed by the Silver School of Social Work, assists the student, the field instructor, and the field learning site to meet the educational goals and objectives established for the student's field learning. The Faculty Advisor, in the capacity of educational consultant, assists the student and the field instructor in the development of an educational plan, identifying and accessing educational resources as well as facilitating the integration of the curriculum content with social work practice in the field. Faculty Advisors, either full-time faculty or adjunct faculty, are master- and doctoral-level social workers who have extensive experience working in the field, and most have themselves been field instructors.

The Professional Foundation Faculty Advisor

The Integrated Social Work Practice I and II and Field Instruction I and II courses are taught concurrently by the Practice Instructor and the Faculty Advisor(s). Students remain with the same Practice Instructor and Faculty Advisor for both semesters in the Foundation year.

The purpose of the *Social Work Practice Course I and II* is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities and an understanding of the choice and application of interventive approaches, and an understanding of the link between theory and practice skills.

The purpose of the *Field Instruction Course* is to facilitate the development of the student as a professional social worker who can enter the practice arena in any setting of practice, be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values.

The Classroom Practice/Field Instruction course meets for 2¾ hours each week to permit the integration of skill-building exercises with course content. Instructors will use several modalities including lecture, discussion, small group work, exercises, and viewing videos or DVDs in order to integrate social work practice with theory, and to help students develop skills for professional practice. During the skill-building component of the course, students will have ample opportunity to practice, observe and refine the skills necessary for social work practice. The Practice Instructor is the primary Instructor, while the Faculty Advisor will co-teach portions of the classroom instruction pertaining to field learning.

The Field Instruction course is comprised of four aspects: classroom participation focusing on field assignment, professional conduct, participation in faculty advisement and in field placement. In addition to the classroom participation, students are required to complete 300 hours in field learning during the semester. Students are placed in a field learning site by the Field Learning Office. At the field learning site students will receive field instruction from their primary field instructor (supervisor) who will assign students to work with individuals, groups, families or larger organizations. The task of field learning is to facilitate the student's ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work with individuals, families, groups, and/or larger systems.

The Practice Instructor has the overall responsibility for the classroom learning and course grade. The Faculty Advisor has the overall responsibility to assist each student in the assessment of their field learning needs and in the development of their professional self. In addition, the Faculty Advisor serves as the School's liaison with the community partners where students are placed. (Refer to the Integrative Practice/Field Syllabus for more detailed information about course expectations).

The Faculty Advisor and the Advanced Concentration Student

During the advanced concentration year, all students enrolled in field instruction are assigned to advisors who guide students in field matters. Contact is primarily on an individual basis, but may also occur in small group meetings and seminars. Advanced concentration advisors are assigned at the beginning of the academic year and serve as a guide and resource for students. Faculty Advisors meet with each student individually at least once each semester to establish the learning goals and objectives, and assist the student with professional and career development. The Faculty Advisor is available for additional individual conferences upon request. The Faculty Advisor reviews the initial educational statement and the mid-year and final evaluations and gives the Field Learning grade at the end of each semester. The Faculty Advisor is familiar with the agency and the student's assignments, initiates early telephone contact with the field instructor, and visits the agency during the academic year to consult with the student and field instructor.

The Faculty Advisor and the 16-Month and 32-Month Students in the Foundation Year

The instructors who teach Practice I and II serve as their students' Faculty Advisor. The advisor meets individually with students as needed and performs the other advisement duties described above.

The Faculty Advisor and the Advanced Standing Student

To facilitate the transition of BS/BSW graduates to the advanced concentration, advanced standing program, students at the Washington Square campus enroll in an enhanced section of the required practice course, Clinical Practice with Individuals and Families. The instructors who teach these sections serve as their students' Faculty Advisor. The advisor meets individually with students as needed and performs the other advisement duties described above. At the St. Thomas Aquinas campus, intensive advisement is provided to advanced standing students.

Field Instructor

Field instructors are an integral part of the student’s learning community. Field instructors are employed by the agency in which the student will do their field learning. The agency has a formal agreement with our school to have student(s) as social work interns. Field instructors have at least three years of post-master’s experience and have successfully completed a Seminar in Field Instruction (SIFI). Field instructors commit to carrying out the learning goals set forth by SSSW’s curriculum guidelines.

Practice Systems (Fields of Practice)

Field Learning is organized along practice systems (fields of practice).

In the Foundation Year, a member of the Faculty in the Field Learning office assigns the student to an agency, based on the student’s program, professional interest, experience, requirement of the field learning site, and where they live.

In the Advanced Concentration year, it is possible for the student to concentrate his or her graduate education on specific aspects of social work within the NYU Practice Systems (Fields of Practice).

Practice Systems (Fields of Practice)	Field Faculty
<p>Contemporary Social Issues for Children and Adolescents</p> <ul style="list-style-type: none"> • Childhood Trauma (ACS, Protective Service, Foster Care, Family Reunification) • Community Mental Health • LGBTQ • Specialized Field Learning Opportunities <ul style="list-style-type: none"> ○ Clinical Anti-Racism Program (JBFCS) ○ Treatment of Children and Families 	<p>Dr. Patti Aldredge</p>
<p>Contemporary Social Issues for Adults</p> <ul style="list-style-type: none"> • Domestic Violence • Community Violence • Immigration • AIDS • LGBTQ • Homelessness • Alcohol, Drug or Substance Abuse • Rehabilitation • Community Disaster • Poverty • Veterans • Specialized Field Learning Opportunity <ul style="list-style-type: none"> ○ Substance Abuse and Co-occurring Disorders 	<p>Professor Alison Aldrich</p>

Contemporary Issues for Older Adults <ul style="list-style-type: none"> • Senior Centers • Nursing Homes • Alzheimer’s Foundation • Death and Bereavement • Caregiver Support • Specialized Field Learning Opportunity <ul style="list-style-type: none"> ○ Geriatric Mental Health 	Dr. Peggy Morton
Health <ul style="list-style-type: none"> • Hospital-based Social Work • Community-based Health Social Work • Caregiver Support • Reproductive Services • Specialized Field Learning Opportunity <ul style="list-style-type: none"> ○ Zelda Foster Palliative Care Program 	Professor Virge Luce
World of Work <ul style="list-style-type: none"> • EAP 	Professor Alison Aldrich
Community Mental Health/Adults <ul style="list-style-type: none"> • Outpatient Mental Health • Institutes • Specialized Field Learning Opportunity <ul style="list-style-type: none"> ○ Evidenced-Based Practice for People with Severe Mental Illness 	Professor Sandy Speier
Hospital Based Mental Health/ Adults <ul style="list-style-type: none"> • Inpatient Psychiatric Social Work 	Professor Sandy Speier
Developmental Disability	Professor Virge Luce
Social Work and Law <ul style="list-style-type: none"> • Forensic Social Work 	Professor Alison Aldrich
Policy Practice <ul style="list-style-type: none"> • Specialized Field Learning Opportunities <ul style="list-style-type: none"> ○ Policy Practice Program ○ Policy Practice Mental Health with Older Adults 	Dr. Peggy Morton
School Social Work <ul style="list-style-type: none"> • Mental Health in School Settings • After School Programs • Steinhardt Collaboration 	Professor Virge Luce
Undergraduate Placements	Dr. Peggy Morton

Collaboration with our Community Partners

SSSW-NYU is committed to the education of its students in collaboration with community partners, the field learning sites. The selection of field learning sites, the agencies, for field learning is an important component of the SSSW-NYU’s overall educational planning. The Field Learning office carries out the responsibility for determining the suitability of an agency for student education and works closely with interested agencies and field instructors in this process.

Selection and Approval of Agencies for Field Learning

Potential agencies are identified in a number of ways. Field learning faculty will reach out to agencies and inquire about their interest in partnering with us in social work education. Agencies may request students, or a student, faculty member, alumnus, or community representative may suggest the agency. After verifying the presence of appropriate assignments and the availability of a qualified field instructor, the Field Learning office will email a letter acknowledging interest along with several forms for the agency to fill out (forms can be found on our website). After the agency completes and returns the material to SSSW-NYU, the agency will be assigned to the Faculty in the Field office responsible for the Practice System (field of practice) to which the agency belongs (see list above). The responsible faculty member will assess the function and services at the agency, possible student assignments, and availability of resources for the students, level of practice competence of the field instructor, and special requirements for student placement. The faculty member will also discuss the school's learning objectives for field education and the school's requirements for assignment, field instruction and evaluations of the student's learning. Important to the selection of the agency is its ability to provide a learning context in which respect for all persons, and understanding of and respect for diversity are practiced, and there is regard for the social work profession's fundamental tenants as per the NASW code of ethics. If the agency is accepted to serve as a SSSW-NYU field placement site, a student will be matched with the agency. If the field instructor has not attended a seminar in field instruction, he/she will be invited to one of the seminars offered at the school.

Ongoing Evaluation of Agencies' Effectiveness in Providing Field Education

The agencies' ability to provide field education is evaluated annually in several ways. In addition to the initial assessment conducted by the Faculty in Field Learning, an online site visit assessment form is completed after the Faculty Advisor's visit to the agency. This form reviews student assignments, field instruction, field instructor's understanding and adherence to SSSW-NYU program mission and objective as well as other learning opportunities. Furthermore, students fill out an online course evaluation for all field instruction courses on par with all other academic courses, which asks specifically about the educational experience at the agency in which the student was placed.

Selection of Field Instructor and Qualifications

In order to be eligible to provide field instruction, a social worker must meet all of the following criteria: 1) Graduate from an accredited MSW program, 2) Have at least three years of professional, post Masters experience as a social worker in an agency, 3) Have SIFI (Seminar in Field Instruction) certification (please see below), and 4) Obtain appropriate licensure for the scope of social work practice for which field instruction will be provided (LMSW or LCSW). For complete information on scope of practice for LMSW and LCSW visit the Website for the Office of the Professions at:

<http://www.op.nysed.gov/sw.htm>

Field Instructor Responsibilities

It is expected that the field instructor will provide the following:

- During the first week the student should receive orientation to the field learning site. The orientation should include (but is not limited to) the following: Agency mission, population served, the scope of practice, agency theoretical framework, modalities used, meeting schedule, documentation requirements, phones, safety policy and procedures, field instruction schedule, sign in and out procedures, and dress code.
- Formulate a beginning assessment of appropriate assignments relative to the learning style, cognitive and emotional level of functioning of the student

- Provide appropriate constructive feedback to the student through supervisory conferences and initial, mid-year and final evaluations
- Employ an array of teaching methods and techniques tailored to the specific needs of the student
- Demonstrate an ability to meet the administrative tasks inherent in field instruction, including but not limited to reading and reviewing process recordings, writing accurate and appropriate evaluations in a timely manner according to school standards
- Read, review and provide feedback to students on process recordings:
 1. At least three process recordings per week for professional foundation students.
 2. At least two verbatim process recordings and one summary per week for advanced concentration students, first semester.
 3. At least one verbatim process recording and two summaries each week for advanced concentration students, second semester.
- Teach skills necessary for students to become competent and ethical practitioners
- Form a partnership with the Faculty Advisor and the school and be able to train students in a way that is compatible with the ethics, values and orientation of the school.

Qualifications and Requirements for Field Instructors

Developed and Endorsed by Greater New York Area Directors of Field Education

Field instructors are expected to possess and model to their students certain abilities and attributes in addition to meeting basic eligibility requirements for supervising graduate level MSW students. These qualities and attributes include cognitive, emotional and character requirements and standards.

Professional Commitment

Field instructors have a strong commitment to the goals of social work, to the ethical standards of the profession and to imparting them to their students. Field instructors are committed to the essential values of social work which are the dignity and worth of every individual and his/her right to a just share of society's resources.

Knowledge Base for Social Work Practice

The professional activities of field instructors are grounded in relevant social, behavioral, and biological science, knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice. Field instructors exhibit sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in field instruction and in practice.

Professional Behavior

Field instructors adhere to the NASW Code of Ethics. They must exhibit behaviors that are in compliance with agency and university policies, professional standards, and societal laws in the field and the community. They demonstrate responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, prioritizing responsibilities, observing deadlines,

maintaining boundaries, completing assignments on time, and completing the Seminar in Field Instruction. Field instructors provide weekly individual field instruction to students according to the guidelines provided by the school. They should collaborate effectively with students, Faculty Advisors and other representatives of the Field Instruction Department, and use proper channels for conflict resolution.

Acceptance of Diversity

Field instructors maintain an open dialogue with their students around the acceptance and appreciation of human diversity. S/he serves in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system. The field instructor is prepared to engage the student in recognizing and working through the inherent conflict around diversity.

Self-Awareness

Field instructors understand how their values, beliefs, attitudes, emotions, and past experiences affect their thinking, behavior and relationships. They show awareness of self and how one is perceived by others and exercise sound judgment. Field instructors are willing to examine their transference and counter-transference, and examine how their behavior may interfere with working with students, clients, and other professionals. Field instructors are sufficiently objective to systematically evaluate students and their situations in an unbiased, factual manner. They demonstrate openness to constructive feedback from students, school and others, and actively participate in evaluating their teaching methods.

Communication Skills

Field instructors communicate effectively and sensitively with students, colleagues, and other professionals. They express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They have sufficient skills to adequately complete the SIFI requirements and documents relevant to the students' education (i.e., evaluations, process recordings, Educational Agreements).

Interpersonal Skills

Field instructors model and teach the interpersonal skills needed to relate effectively to students, colleagues, faculty, staff, clients and other professionals. Field instructors exhibit compassion, integrity, and demonstrate respect for and consideration of others.

Empathy

Field instructors seek to understand another individual's perspective and life experience. They are able to convey this empathy and support to the student as a basis for a positive learning experience.

Seminar in Field Instruction (SIFI)

Social workers who are not SIFI-certified are required to enroll in the SIFI as part of their training and professional development in field instruction. The SIFI is required for all social workers in the New York City Metropolitan area. SIFI is a 13-session (26 hours) course taught at the school which provides training for new field instructors, endowing them with the skills necessary to effectively meet the educational responsibilities in their new supervisory role and will focus on developing competencies in the areas required of all field instructors listed above. SIFI is offered twice a year,

September and January. (Refer to the website for information about registration and benefits for NYU Silver School of Social Work field instructors).

Annual Orientation for Field Instructors

At the beginning of each academic year, all field instructors new to SSSW-NYU are invited to an orientation. At this meeting field instructors are provided with information about the SSSW-NYU's mission and program objectives as well as a description of the required courses. Field instructors may also find this information on the school's website.

Continuing Education for Field Instructors

For continuing education of field instructors SSSW-NYU offers opportunities for further training and collaboration such as short-term seminars and workshops on specific areas of interest. At the end of each academic year, field instructors are also invited to the Annual Appreciation Breakfast where field instructors are celebrated and honored for their dedication to social work education, and a keynote speaker discusses an emergent issue in Field Education.

Matching Students to the Agency: The Placement Process

Foundation Year

In the Foundation Year, students are placed in one of the practice systems (fields of practice) where he/she is expected to learn and practice within a generalist perspective. Learning objectives for Foundation Year are described in the course syllabi for the Integrative Practice/Field Instruction I and II courses.

Upon receipt of the student's Field Learning Placement Questionnaire, an up-to-date resume (CV) and a Summary Form, a member of the faculty in Field Learning matches the student to a field learning site based on the student's program, professional interest, experience, where they live and requirements of the field learning site. All forms are located on the Silver School's website at <http://www.nyu.edu/socialwork/field.learning/manuals.forms.html>.

Advanced Concentration Year

At the beginning of the second semester of the Foundation Year, the student will meet with his/her Faculty Advisor to plan for the Advanced Concentration year. In addition, the mandatory Professional Development Day, held early in the Spring semester of the Foundation Year, introduces students to the multitude of social work roles and responsibilities across social work practice systems (fields of practice).

In the Advanced Concentration year, it is possible for the student to focus his or her graduate education on specific aspects of social work within specific practice systems (fields of practice). The Faculty Advisor, in the capacity of educational consultant, assists the student with the development of educational goals and objectives for the Advanced Concentration year that will facilitate the individual student's professional development and growth. Students may also elect to apply for one of the Specialized Field Learning Opportunities in the Advanced Concentration year. (Practice Systems and Specialized Field Learning Opportunities are described in detail on the website. Please visit <http://www.nyu.edu/socialwork/pdf/fieldlearning.practicesystemsmanual.pdf>). The student will complete the Placement Questionnaire for the Advanced Concentration Year, an updated resume and a Summary Document. The student's Faculty Advisor will complete an Assessment Form. If the student is interested in applying for one of the Specialized Field Learning Opportunities, an additional short

essay is required from the student (located on the Placement Questionnaire) as well as a letter of reference from the Faculty Advisor (located on the Faculty Advisor Assessment Form). **Students are allowed to apply for only one of the Specialized Field Learning Opportunities.** All forms can be found on the School's website.

Once the Field Learning team receives all information from both the student and the Faculty Advisor, the student's material will be given to a clinical faculty who will match the student to a field learning site based on the student's academic program, professional interests, goals and objectives, past experience, where the student lives in relation to the field learning site, and requirements of the field learning site. The clinical faculty consults with the student's classroom instructors and Faculty Advisor to make the best possible match. (Refer to the Placement Process and Timeline on the website for more detailed process and important deadlines).

The School's Responsibilities In Relation To Field Instruction

The School seeks to provide each student with a stimulating and relevant field learning experience. To accomplish this objective, the field learning faculty works closely with our community partnerships to establish the educational opportunities for students at the field learning site. Faculty Advisors serve as liaisons with the student's field learning site agency and as consultants to students and field instructors. Faculty in field works closely with Faculty Advisors and students to monitor students' experience in field learning.

Responsibilities assumed by the School include:

1. Providing professional foundation student information and advanced concentration placement summaries and student's resume as a guide for the field instructor.
2. Consulting with the field instructor in defining the student's educational needs and preparing the Initial Educational statement, mid-year and final evaluations.
3. Providing guidelines for field instruction content and for evaluating students' skill, development, and performance.
4. Providing required seminars for new field instructors, and special seminars and workshops for all field instructors.
5. Providing appropriate feedback to the agency and field instructors. The agency's Educational Coordinator initiates and evaluates the motivation and effectiveness of the field instructor in collaboration with the School.
6. Providing the field instructor with relevant materials in order to enhance the integration of academic and field learning.
7. Providing the agency with information about School policies and programs, as they affect field instruction.
8. Initiating the student review process when an educational problem requiring faculty consultation arises in the field.

School Policies in Relation to Field Learning

Schedule and Attendance

1. Students' schedules at the field learning site are determined by the particular program in which they are enrolled. The practicum for all programs, except the Extended One-Year Residence Program (OYR), consists of 600 hours of field instruction in each year. The OYR Program requires one placement of 900 hours during the third year of residence.
2. Students in the Two-Year Program and the 16-Month Academic Program are placed in an agency three days a week for a total of 21 hours. To provide continuity, instructors provide field instruction for the academic year. Full-time students are generally in the field on Mondays and two other weekdays.
3. During the professional foundation year of the Extended MSW Program, formerly referred to as Matriculating Individualized Plan (MIP) Program, students are required to be in placement 15 hours per week (2 days) or 21 hours per week (3 days). For the advanced concentration year, the Extended Program student is required to complete 21 hours per week. Students completing the 15-hour Extended Program schedule will remain in the field learning site until mid-summer to complete the required 600 hours. Students must be available at least one weekday for their field learning site. Placements with evening and weekend hours are limited and cannot be guaranteed.
4. In the 32-Month Program, the student will complete 65 credits within a learning community cohort that remains the same over the course of the program option. The student is placed in field learning sites during evenings and weekends with 3-4 hours during any weekday arranged with the agency. The purpose of the weekday schedule is for the student to be able to participate in critical agency meetings. The student's Faculty Advisor is also the Practice instructor.
5. In the third residency year of the Extended OYR Program, the student will be required to be in placement 28 hours (4 days) or 21 hours (3 days). Students completing the 21-hour (3 days) schedule will remain in their field learning site through the summer to complete the required 900 hours.
6. On field learning days, students will observe the agency's calendar in addition to the NYU holidays with the exception of students placed in school settings. In this instance, the students will observe the public school recess rather than the NYU spring break.
7. Regular attendance in field learning is required. Students may not be absent from class to fulfill any agency obligation.
8. When a student is unable to report to the agency because of illness or an emergency, the field instructor and the Faculty Advisor must be notified immediately. If a student is absent more than three days during the academic year because of illness, emergency or other personal business, the time must be made up. The time made up must be worked out with the field instructor and the Faculty Advisor and approved by the Assistant Dean. (Please refer to the Required Hours Form in Appendix C).
9. At the field instructor's discretion, students may attend professional meetings during field learning site hours.

The office of Field Learning and Community Partnerships organizes Professional Development Days for each academic year in collaboration with the Student GSA, Student Affairs and the MSW program. This is a mandatory day for students and they are therefore excused from their field learning site. In the Advanced Concentration Year students are also excused from field learning to attend the Career Fair scheduled in the spring semester.

Regulations

1. The student's status in the agency should be made clear at all times (i.e., graduate social work student).
2. In the event of a strike involving the agency's social work staff, students should report to the Director of Field Learning for substitute assignments, instead of going to the agency.
3. Any requests for change of field learning site must first be discussed between the student and the Faculty Advisor. After examining the challenges that the student is encountering in the placement, the Faculty Advisor will determine if a further assessment is needed by the student, field instructor, and Faculty Advisor. If so, the Faculty Advisor will arrange to visit the agency and a three-way conference will be held. The Faculty Advisor will then consult with the Field Learning Clinical Faculty regarding the assessment, and a determination will be made if a change in placement is warranted. Any changes must be approved by the Assistant Dean of Field Learning.
4. The student is expected to pay costs related to travel to their practicum site. Every effort will be made to place students within a one-hour commute from home. Students should be reimbursed by the agency for any other expenses incurred in carrying out agency assignments.
5. Students should observe professional confidentiality by disguising any identifying data in agency material used for class assignment and process recording. Video tapes, audio tapes, cameras, or other material should not be used unless express permission is given by the agency for such use.
6. Students must follow agency policies and procedures.

Agency Responsibility to Field Learning

Field instructors are an integral part of the student's learning community. The agency has a formal agreement with SSSW-NYU to host student(s) as social work interns. The agency agrees to provide a field instructor (supervisor) for each student as well as other learning opportunities including, but not limited to participation on a team, attending case conferences and agency meetings. Field instructors have at least three years of post-master's experience and have successfully completed a Seminar in Field Instruction (SIFI). Field instructors commit to carrying out the learning goals set forth by SSSW's curriculum guidelines as well as providing written evaluations on students in the following format: Initial Educational Assessment, Mid-Year Evaluation and Final Evaluation. (Refer to the section on Selection of Field Instructors and Seminar in Field Instruction for more detailed information).

Handling Questions, Concerns and Difficulties in Field

If the student has questions, concerns or difficulties at the agency, the field learning site, the student may first discuss this with the field instructor. If the student is uncertain how to handle the particular issue, he/she may contact the Faculty Advisor for consultation, guidance and advice. In addition to the formal resources in place for the student (field instructor and Faculty Advisor), the student may also contact the student-organized peer support system, the Student Affairs office, faculty in Field's office hours, or attend any of the drop-in meetings with the Assistant Dean of Field Learning.

The student's Faculty Advisor is available to answer all questions about field learning for students, field instructors, and other agency staff. Concerns and potential problems should be brought to the advisor's attention for review and advice. The advisor will contact the member of the Clinical Faculty who oversees the particular SSSW practice system (field of practice) in which the student is placed. Field Learning's Faculty team will meet with the Assistant Dean to review and assess with the student

and/or agency the issues at hand and to develop an educational plan. The student may be asked to meet with the appropriate Faculty and/or the Assistant Dean of Field Learning to review and evaluate the student's overall educational plan.

If a field instructor has questions or concerns about a student's performance after having attempted to work with a student around a set of practice and learning issues and has seen little progress in resolving them, the Faculty Advisor should be contacted immediately. The Faculty Advisor will intervene with both the student and the field instructor, sometimes jointly in a three-way meeting, to clarify the problem and suggest ways to resolve the issue.

If the problem continues, the Faculty Advisor will bring the matter to the Field Learning office as outlined in the process above.

Can a Student Request a Change in Field Learning Site?

A change in a field learning site can take place. However, this is not done lightly and not without a series of discussions between the student, field instructor, Faculty Advisor, and Field Learning office. If a student is in a field learning site that he/she feels is not meeting his/her educational needs, the student should first address this concern with the field instructor. The student may also contact his/her Faculty Advisor for guidance and advice. The Faculty Advisor will review the student's educational goals and objectives in the context of the goals and objectives for either the Foundation Year or the Advanced Concentration Year. If, upon review and reflection, the student and Faculty Advisor feel that the learning needs are not being met, a plan will be developed to address the situation. The student, the Faculty Advisor and field instructor and/or a member of the Faculty in Field Learning will collaborate to find a solution.

Field Instruction (Supervision) Definitions and Expectations

Primary Field Instructor

Every student is assigned a primary social work field instructor in the agency who has completed a Seminar in Field Instruction (SIFI) or is currently participating in the SIFI course in a social work accredited program. This primary field instructor carries the responsibility for the student's overall training at the field learning site.

- The agency-based primary field instructor is responsible for assessing and reviewing the student's educational plan. The primary social work field instructor is also responsible for coordinating additional aspects of field education, such as task assignments by other field learning designees. MSW students may not contract for or arrange private consultation on agency cases.
- The primary field instructor must set aside individual and dedicated time with the student to review assignments as well as in-depth review of process recordings, logs and/or reflective learning logs. The student is responsible for preparing an agenda for each conference and for submitting process recordings prior to the scheduled meeting. The field instructor is responsible for reviewing and commenting on the process recordings prior to the scheduled meeting.
- The primary field instructor is responsible for ensuring that the student receives a total of 90 minutes of field instruction per week. This may be comprised of individual meetings with the field instructor, and if other modalities are used, such as group supervision, secondary field instruction and/or task supervision, that may be included in the 90 minutes. For part-time students, field instruction time, assignments and recording should be adjusted proportionately.
- In the absence of the field instructor, a qualified staff member(s) should be designated as a back-up for the student. In the event of an extended absence, the field instructor or the Educational Coordinator should notify SSSW immediately.

Secondary Field Instructor

In some cases a student may be assigned to a second service or community program outside of his/her primary field learning site. This kind of assignment is used to expand the student's learning opportunities. The primary field instructor is responsible for the overall oversight of the student's learning and should be in regular contact with the secondary field instructor.

Task Supervisor

In some field learning sites a student may be assigned to a task supervisor to learn specific tasks or modalities. A task supervisor may not be a social worker, but may work in other disciplines, e.g., a nurse, or a policy analyst. The task supervisor must communicate regularly with the primary field instructor and will participate in the evaluation of the student's performance.

Group Supervision

Some field learning sites provide regularly scheduled group supervision to students. This model of field instruction can be very useful in expanding the student's learning through the interchange with others. Agencies that have several students in placement from SSSW or other schools are encouraged to provide an opportunity for all students to meet together.

Student Assignments

- Where possible, several assignments appropriate to the student's level of learning should be prepared prior to his/her arrival at the agency.
- In the professional foundation year, students should have a range of assignments reflecting professional social work practice with different systems allowing the student to gain competency in the learning objectives listed above. In the advanced concentration year, the student's time should be spent in face-to-face interviews and/or phone contacts with individual clients, families, groups, and collateral contacts. Again, assignments should enable the student to gain competency in the learning objectives listed above.
- In the first three weeks actual practice assignments may vary depending on the agency workload and the field instructor's assessment of the student's skill and to develop an educational plan. Within the first four to six weeks, the student should be meeting the requirement in order to learn to implement the values, knowledge, skills and behaviors of social work practice as outlined in the Field Evaluation Forms. (Refer to the Initial Educational Assessment, Mid-year and Final Evaluations for Foundation and the Advanced Concentration Year on the school's website).

Safety Guidelines

The School recommends the following safety guidelines for students in the field learning site:

1. **Agency-Related Travel and Home Visits**
 - a) Students should not dress inappropriately or conspicuously, e.g., use judgment in wearing jewelry.
 - b) Students should use main thoroughfares for walking, and should be appropriately vigilant.
 - c) If using subway transportation, students should not stand out of full view of the token booth attendant nor enter a car where a conductor is not present.

- d) Students should not plan trips for client groups unless arrangements are made to ensure safety, e.g., use of several workers in a children's group, inclusion of parents, proper transportation, etc.
- e) Students should not travel without official agency identification that establishes their status as a representative of the agency.
- f) In the event of any emergency during a student's field visit, the Faculty Advisor should be notified immediately by the agency. In the absence of the advisor, the Assistant Dean of Field Learning, or one of the Deans should be notified.
- g) Home visits are a valuable part of social work practice and should be included in the learning assignment when appropriate.
 - i. Students should not make home visits without notifying the field instructor of the date, time, location, and purpose of the visit.
 - ii. Students are required to notify the agency by telephone upon the completion of the work day when in the field.
 - iii. Follow agency policies and protocols regarding home visits.

2. Evening Hours

Under no circumstances should the student be alone at the agency or make home visits after agency hours. If there are special operational procedures that differ from those in effect during the day with respect to security and emergency procedures, these should be made clear to the student. Some agencies in high risk areas have provided transportation or have supplied an escort to a safe transportation stop near the agency. Students are strongly encouraged to negotiate such arrangements.

3. Physical Plant

Students should be thoroughly oriented to the agency building(s). Fire and disaster procedures should be reviewed. If maps for exiting the building in case of an emergency are posted or handed out, the student should be made aware of where they are located. Students should also be informed of security procedures, including how to locate a guard when necessary. Students should not be required to remain in the agency when conditions prevail that are hazardous to health. For example, students should have the option to leave when the heat is not functioning on a cold day without using sick leave. Although matters of this nature must be left to the discretion of the student and the field instructor, students should not be pressured to remain at the agency when conditions are not reasonably conducive to performing agency business.

4. Conditions for Interviewing

As noted above, students should be made aware of security operations and how to get help quickly if necessary when interviewing a potentially dangerous client. Students are required to inform their field instructors when they will be interviewing such a client, and discretion should be used in determining whether or not to keep the door closed. Rooms for interviewing should not be isolated from the main stream of agency traffic. If a student feels uncomfortable about an interviewing situation, other arrangements or reasonable precautions should be requested.

If a student feels uncomfortable at the field learning site due to either harassment or discrimination

If a student at a field learning site feels either harassed or discriminated against, the student should first contact the field instructor and/or Faculty Advisor. The student may also contact the Director of Student Affairs at SSSW, 1 Washington Square North (Room 212) or by calling (212) 998-9189 for guidance. Students may discuss the circumstances of their complaint confidentially.

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment – an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Harassment based upon race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is illegal and against University policy, and will not be tolerated.

This policy covers all members of the University community and those who affect the University community such as vendors, visitors or agencies. The University encourages everyone to report all incidents of harassment regardless of who the offender may be.

To learn more about the policy including definitions of prohibited harassment, confidentiality, etc., visit www.nyu.edu/eo/anti-harass-policy.pdf

Speak up and do not sit silently with these important matters.

NASW

Joining the National Association of Social Workers as a student is a real bargain, as you have reduced annual dues that extend through your first year post-graduation. Membership in the national organization also means a membership in the local chapter where there are many activities of interest to students and professionals. The professional organization provides publications to members as well as insurance and other benefits.

The New York City Chapter of NASW is an active, responsive organization with ample opportunity to interact with fellow professionals. There are many committees concerned with an array of issues and fields of practice. The Chapter sponsors a variety of social action activities (such as the register to vote campaign in the early fall.) You can call the Chapter 212.668.0050 for a schedule of committee meetings and attend a meeting at your convenience. Most committees are open to any Chapter member.

Once a year, the local Chapter sponsors a series of open meetings at the School to recruit new members, answer questions about the organization and allow you to get to know members of the executive board as well as alumni members. Feel free to call the New York City Chapter with questions you may have about the professional organization, current activities, etc.

University Resource Directory

Area code 212 unless indicated.

Emergency	911
Emergency Assistance	
NYU Protection Services	998-2222
For the Deaf or Hard of Hearing	
New York City Poke TTY	911
New York State Relay Service (TOD to voice)	1-800-662-1220
New York State Relay Service (voice to TDD)	1-800-421-1220
New York University Services	
Academic Computing Facility	998-3333
AIDS Advocacy (Moses Center for Students with Disabilities)	998-4980
AIDS Hotline	443-9999
Bobst Library Hours	998-2520
Bursar	998-2800
Card Center	443-CARD
Closing Information (Due to emergency)	998-1220
Coles Sports Center Hours	998-2020
Commuter Student Services	998-4206
Conflict Resolution (Mediation)	998-7494

Emergency	911
Counseling Service	998-4780
Disabled Student Services	998-4980
Drug and Alcohol Education	443-1234
Financial Aid Office	998-4444
Fraternity and Sorority Life	998-4993
Graduate Student Life	998-4937
Health Services	443-1000
Health Insurance	443-1020
Housing	998-4600
Information Center	998-4636
Student Activities	998-4700
Student Resource Center	
Student Life	998-4959
Switchboard (Washington Square)	998-1212
Social Work/Registrar Help Line	998-4290
Wellness Exchange	443-9999
Other Emergency Numbers	
Poison Control Center	764-7667
Police-Fire-Ambulance	911

Emergency	911
Police, 6th Precinct (West Village)	741-4811
Police, 9th Precinct (East Village)	477-7811
24 Hour Hot Lines	
AIDS	1-800-541-2437
Anti-Gay/Anti-Lesbian Violence	714-1141
Child Abuse	1-800-342-3720
Cocaine	1-800-COCAINE
Crime Victims	577-7777
Domestic Violence	1-800-942-6906
Sex Crimes	267-7273
Substance Use	1-800-522-5353
Suicide	673-3000
Other Helpful Services	
AIDS Discrimination/Bias Hotline	662-2427
Disabled Passengers Hotline (City Buses and Subways)	718-596-8585
Family Planning	1-800-230-7526
Gay and Lesbian Switchboard	989-0999
Hate Crime Victims	662-2427

Emergency	911
Subway and Bus Info	718-330-1234
Venereal Disease Information	1-800-227-8922
Social Work Information	998-5900
Branch Campuses	
College of Staten Island	718-982-1663
Sarah Lawrence College	914-395-3069
St. Thomas Aquinas College	845-398-4129

For a complete listing of NYU telephone numbers, consult the NYU Telephone Directory or the electronic directory at <http://www.nyu.edu/search.nyu>. For operator directory assistance dial 998-1212.

Appendix

Appendix A - Student Leave Request Form

STUDENT: Please complete the section below, then read and sign the second page of this form. Your request will be invalid without your agreement to the terms on the second page. Please submit your completed request to Christine Campbell (1 Washington Square North, Room G09). Request may be submitted by a School of Social Work administrator when accompanied by student correspondence.

Date Request Submitted: _____

Student Name: _____

Student ID# _____

Degree: MSW PhD BS

E-mail Address: _____

Mailing Address:

Permanent Address:

Current Phone: _____

Phone During Leave: _____

Requested semester of leave: Year: _____

Semester of expected return: Year: _____

Fall Spring Summer

Fall Spring Summer

Reason for request:

Supporting Documentation - Please attach if appropriate:

- Financial
- Personal
- Physical Medical*
- Psychological Medical**

- Health Services Approval Received
- Physician's Letter *
- Counseling Services Approval Received**

* **NOTE:** Request for a Physical Medical Leave of Absence MUST be accompanied by a physician's letter specifying the date of onset of illness and medical evaluation and prognosis.

** **NOTE:** Psychological Medical Leaves of Absence require approval from a University Counseling Services Therapist.

ASSOCIATE DEAN'S OFFICE 1 Washington Square North

Confirmed Last Date of Attendance: _____

Student's GPA: _____

Credits Completed: _____

Academic Standing: Good Standing

Requesting an extension of a current leave of absence?

Academic Probation

Yes

Disciplinary Action

No

Approval Signature: _____

Date: _____

Student Leave Request form will be forwarded to Field Learning, Registration Services and University Student Affairs.

Student Leave Request Form

PLEASE CAREFULLY READ THE FOLLOWING TERMS:

- I understand that a leave of absence from New York University precludes me from taking courses at another academic institution.
- I will discuss all course requirements affected by this leave with my academic and field advisors.
- I understand that it is my responsibility to notify my classroom instructors and field instructor at my placement site that it is my intention to take a leave of absence.
- I understand that a Maintenance of Matriculation fee may be charged for each semester that I am on leave and that I must follow the procedure for maintenance of matriculation for each semester of my absence.
- I am aware that a leave of absence does not exempt me from student loan repayments and I must adhere to all deadlines for future financial aid applications.
- If I live in a residence hall, I will contact the Housing Office (212.998.4600) regarding the change in my residential status as well as adhere to payment and registration deadlines should I petition to live in housing upon my return to New York University. I understand housing may not be guaranteed upon my return from a leave.
- I must inform the School of Social Work Registration Services prior to registration for the semester of my return.
- If on medical leave, I will obtain a recommendation for return from my care provider. This documentation should be sent to: Christine Campbell, Assistant Director of MSW Program Services

NYU School of Social Work
 One Washington Square North, Room G09
 New York, NY 10003

- If I am taking a medical leave for counseling reasons, I must receive approval from a counselor at University Counseling Services (212.998.4780) before taking the leave as well as upon request for return in order to expedite the process.
- If I am not a United States citizen, I must contact the Office of International Students & Scholars (212.998.4720) and go over the status and requirements pertaining to my matriculation while on leave from the university.
- I understand that I will not have access to NYU Facilities (i.e. Library, gyms, dorms, etc.) while I am on a Leave of Absence.

I have read and understand the above terms pertaining to my leave of absence request.

Student's Signature: _____ Date: _____

CONTACT INFORMATION

MEDICAL LEAVES

All Programs
 Christine Campbell,
 Asst Dir. for MSW Program
 Services
 212.998.5962
christine.campbell@nyu.edu

NON-MEDICAL LEAVES

Ph.D. Program
 Dr. James Martin,
 Director, Ph.D. Program
 212.998.9095
james.martin@nyu.edu

M.S.W. Program
 Christine Campbell,
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Appendix B - MSW Program Curricula

Two-Year Program

Year 1: Fall		
Social Work Practice I	S10.2001	4
Social Welfare Prog & Policies I	S10.2003	3
Human Behav in Social Envir I	S10.2006	3
Ethnocultural Issues	S10.2010	3
Field Instruction I	S66.2100	4
Total credits		17
Year 1: Spring		
Social Work Practice II	S10.2002	3
Social Work Research I	S10.2009	3
Human Behav in Social Envir II	S10.2007	3
Clinical Practice with Groups	S44.2003	3
Field Instruction II	S66.2200	4
Total credits		16
Year 2: Fall		
Clinical Prac w/ Indiv & Families	S44.2002	3
Social Work Research II	S44.2008	3
Human Behav in Social Envir III	S44.2001	3
Elective	S99.xxxx	3
Field Instruction III	S66.2300	4
Total credits		16
Year 2: Spring		
Integrative Practice Seminar	S44.2009	3
Advanced Policy	S44.20xx	3
Elective	S99.xxxx	3
Elective	S99.xxxx	3
Field Instruction IV	S66.2400	4
Total credits		16

Advanced Standing

Fall		
Clinical Prac w/ Indiv & Families	S44.2002	3
Clinical Practice with Groups	S44.2003	3
Social Work Research II	S44.2008	3
Human Behav in Social Envir III	S44.2001	3
Field Instruction III	S66.2300	4
Total credits		16
Spring		
Integrative Practice Seminar	S44.2009	3
Advanced Policy	S44.20xx	3
Elective	S99.xxxx	3
Elective	S99.xxxx	3
Field Instruction IV	S66.2400	4
Total credits		16

16-Month Accelerated Program

Spring		
Social Work Practice I	S10.2001	4
Social Welfare Prog & Policies I	S10.2003	3
Human Behav in Social Envir I	S10.2006	3
Ethnocultural Issues	S10.2010	3
Field Instruction I	S66.2100	4
Total credits		17
Summer		
Social Work Practice II	S10.2002	3
Social Work Research I	S10.2009	3
Human Behav in Social Envir II	S10.2007	3
Clinical Practice with Groups	S44.2003	3
Field Instruction II	S66.2200	4
Total credits		16
Fall		
Clinical Prac w/ Indiv & Families	S44.2002	3
Social Work Research II	S44.2008	3
Human Behav in Social Envir III	S44.2001	3
Elective	S99.xxxx	3
Field Instruction III	S66.2300	4
Total credits		16
Spring		
Integrative Practice Seminar	S44.2009	3
Advanced Policy	S44.20xx	3
Elective	S99.xxxx	3
Elective	S99.xxxx	3
Field Instruction iv	S66.2400	4
Total credits		16

Extended One-Year Residence Program

Year 1: Fall		
Social Work Practice I	S10.2001	4
Human Behav in Social Envir I	S10.2006	3
Total credits		7
Year 1: Spring		
Social Work Practice ii	S10.2002	3
Human Behav in Social Envir ii	S10.2007	3
Total credits		6
Year 1: Summer		
Ethnocultural Issues	S10.2010	3
Elective	S99.xxxx	3
Total credits		6
Year 2: Fall		
Social Welfare Prog & Policies I	S10.2003	3
Clinical Practice with Groups	S44.2003	3
Total credits		6
Year 2: Spring		
Social Work Research I	S10.2009	3
Practice Elective	S99.xxxx	3
Total credits		6
Year 2: Summer		
Social Work Research II	S44.2008	3
Elective	S99.xxxx	3
Total credits		6
Year 3: Fall		
Clinical Prac w/ Indiv & Families	S44.2002	3
Human Behav in Social Envir III	S44.2001	3
Field Instruction OYR-A	S66.2500	6
Total credits		12
Year 3: Spring		
Integrative Practice Seminar	S44.2009	3
Advanced Policy	S44.20xx	3
Elective	S99.xxxx	3
Field Instruction OYR-B	S66.2600	7
Total credits		16

Extended Program

Year 1: Fall		
Social Welfare Prog & Policies I	S10.2003	3
Human Behav in Social Envir I	S10.2006	3
Total credits		6
Year 1: Spring		
Social Work Research I	S10.2009	3
Human Behav in Social Envir II	S10.2007	3
Total credits		6
Year 1: Summer		
Elective	S99.xxxx	3
Ethnocultural Issues	S10.2010	3
Total credits		6
Year 2: Fall		
Social Work Practice I	S10.2001	4
Field Instruction I	S66.2100	4
Total credits		8
Year 2: Spring		
Social Work Practice II	S10.2002	3
Field Instruction II	S66.2200	4
Total credits		7
Year 2: Summer		
Social Work Research II	S44.2008	3
Clinical Practice with Groups	S44.2003	3
Total credits		6
Year 3: Fall		
Clinical Prac w/ Indiv & Families	S44.2002	3
Human Behav in Social Envir III	S44.2001	3
Field Instruction III	S66.2300	4
Elective	S99.xxxx	3
Total credits		13
Year 3: Spring		
Integrative Practice Seminar	S44.2009	3
Advanced Policy	S44.20xx	3
Elective	S99.xxxx	3
Field Instruction IV	S66.2400	4
Total credits		13

32 MONTH PROGRAM

YEAR 1: FALL

		Cr
Social Welfare Prog & Policies I	S10.2003	3
Human Behav in Social Envir I	S10.2006	3
Field Practice Lab I	S10.2012	1
Total credits		7

YEAR 1: SPRING

Human Behavior II	S10.2007	3
Ethnocultural Issues	S10.2010	3
Field Practice Lab II	S10.2013	2
Total credits		8

YEAR 1: SUMMER

Research I	S10.2009	3
Social Work Practice I	S10.2001	4
Field Instruction 32 Month I	S66.3100	3
Total credits		10

YEAR 2: FALL

Clinical Practice with Groups	S44.2003	3
Social Work Practice II	S10.2002	3
Field Instruction 32 Month II	S66.3200	2
Total credits		8

YEAR 2: SPRING

Human Behav in Social Envir III	S44.2001	3
Elective	S99.XXXX	3
Field Instruction 32 Month III	S66.3300	3
Total credits		9

YEAR 2: SUMMER

Clin Practice w Indvcls/Families	S44.2002	3
Elective	S99.XXXX	1
Field Instruction 32 Month IV	S66.3400	2
Total credits		6

YEAR 3: FALL

Social Work Practice Elective	S99.XXXX	3
Research II	S44.2009	3
Field Instruction 32 Month V	S66.3500	3
Total credits		9

YEAR 3: SPRING

Advanced Social Policy	S44.10XX	3
Integrative Practice Seminar	S44.2009	3
Field Instruction 32 Month VI	S66.3600	2
Total credits		8

Appendix D - Outline For Process Recording

I. Identifying Information

Date

Who was present? (Use initials or first name only for client identification)

II. Objectives for the Interview?

What were your plans for interview?

Note any particular concerns that you or your client had.

What was the client's agenda for the interview?

III. Process

Record the contents of the interview as well as verbal and non-verbal interaction between you and the client(s). This process recording should include your thoughts and feelings about what was happening as well as a verbatim account of the discussion between you and your client.

It is helpful to divide each page into 3 columns:

Column 1- Verbatim account

Column 2- Student's comments

Column 3- Space for Field Instructor's comments

IV. Impressions

How did the client respond to you?

How did the client feel about his/her situation/problem?

Your subjective reaction(s) to client(s).

How did you handle the interview?

Were your objectives achieved?

What is your objective assessment of the client's problem?

Strengths?

V. Planning

Focus on future work with client(s).

VI. Questions

Concerns, issues, problems for discussion in supervisory conference.

Appendix E - Reflective logs and/or journals

When a student begins the semester at the field learning site and may not have assigned clients, the field instructor may utilize reflective logs and/or journals to promote beginning skills in reflective and critical thinking. The reflective log and/or journaling may be used as an alternative to process recordings. The reflective log and/or journaling may also facilitate the field instructor's understanding of the student's educational needs as well as serving as a guide for making assignments to the student.

Reflective Log

1. Brief description of assignment
2. Purpose of the assignment
3. Identified goals
4. Anticipated obstacles
5. Progress summary
6. Assessment of activity
7. Reflection on ways of improvement
8. Activity summary
9. Revised Task Plan
10. Questions and issues for discussion with field instructor

Critical reflection questions:

1. Think about a time when you were the recipient of service, when you asked for, or someone offered you help. Describe the situation. How did you feel when you were in need? How did it feel to be helped?
2. Describe and discuss your initial impressions of your field experience: the setting, program, professionals and clients and any personal reactions to the experience thus far. Is there some experience that has already made an impact on you? If so, discuss that experience and reflect on your thoughts and feelings about it.
3. Describe and discuss how you are both similar to and different from the clients you are working with. What have you learned about the assumptions you might have had before you started your placement? How have these changed in your field experience thus far? Do you think you are making (can make) a difference in the lives of the people you are working with?

**Appendix F -
Sample Process
Recording**

DATA	YOUR THOUGHTS/FEELINGS	FI'S COMMENTS
<p>ST: Hi</p> <p>AD: Is this the right time and date?</p> <p>(Client is eating his lunch in the waiting area and seems harried)</p> <p>ST: It is (we walk to office)</p> <p>ST: Do you have an appointment book?</p> <p>AD: I do but it's in my computer</p> <p>ST: It might be helpful for you to write things down in a place that's more accessible. How are you?</p> <p>AD: Better. I can only stay a half an hour. I've gotten a lot of work this week so I'm just on my lunch break right now and have to go back soon. Is that OK?</p> <p>ST: It's OK, but let's try to schedule the next appointment for a more convenient time. So before we begin, I just wanted to follow up with you about the questions you had about your insurance last time. Do you have ADAP or ADAP plus?</p> <p>AD: ADAP Plus</p> <p>ST: That's good. You mentioned that you might be interested in seeing a psychiatrist for an assessment and ADAP plus should definitely cover that if you decide to pursue it.</p>	<p>AD hadn't shown up to the original app't we had made. When I called him to reschedule he said that he had lost the app't card I had given him. It seems that he is ambivalent about coming here.</p> <p>I want to let him know that he has to be more responsible about keeping track of app'ts but I want to do it in a way that's encouraging</p> <p>I'm not sure how to respond to this. It seems like he's trying to test my limits and let me know how resistant he's feeling to come here. I want him to feel comfortable but I also want to convey a sense of structure and let him know that this shouldn't happen on a regular basis.</p> <p>I'm trying to use this opportunity to obtain HIV documentation in an innocuous way. AD seems wary and seems to need reassurance that he can trust me.</p>	<p>You sound a little punitive here; let's talk about other ways to address his ambivalence.</p> <p>Let's talk about normalizing his ambivalence, still engage him and yet establish boundaries.</p> <p>I'd like to discuss your feelings about him having HIV. I'd also like us to consider what it would be like to not tip toe around the sbj of him being recently diagnosed w/ HIV.</p>

AD: Yeah, they do. I found that out too.

ST: I also wrote down a few names of your of psychiatrists who are gay-friendly and work on a sliding scale.

AD: Do you think I need to see a psychiatrist? I mean do you think I'm really that messed up?

ST: Seeing a psychiatrist doesn't mean you're crazy. I do think that it might help you manage your anxiety especially since you've just received your HIV diagnosis. Remember we talked about depression being a common reaction at first?

AD: Oh yah ... I remember. (He tears up and looks down)

ST: So what's been going on with you since we last saw each other?

AD: I've been having a lot to problems with my roommate recently and I actually feel like I'm more upset about that than I am about the HIV diagnosis. Maybe because it's so new and my doctor said that I might not have to go on medication for years.

AD had seemed somewhat closed off until this point and visibly relaxes. He seems surprised and grateful that I took the time to write these names down for him

I could see he was really nervous about seeing a psychiatrist so I wanted to normalize it for him

Actually I feel he is depressed and anxious and I think maybe medication might help him but I don't know how to really bring it up since he's so anxious about seeing a psychiatrist.

I think I jumped into the next subject because I was nervous talking about HIV and depression.

Good work; I think you did a good job normalizing his anxiety about seeing a psychiatrist. I think however you could have 'stayed' a little longer with him on this.

How did you feel about him 'tearing up'? Let's discuss. It seems like the there was an abrupt change of topic after he became emotional.

I think you did 'bring up the subject of him seeing a psychiatrist' by educating him. Let's talk of other ways to 'bring this up' and then 'stay with it'.

ST: Can you tell me a bit more about what your relationship with your roommate is like?

AD: Well, the main problem is that he's also my landlord, so I'm constantly worried about making enough money to pay the rent. When my brother died - I went to California and had to put all my stuff in storage. Now I'm basically sleeping on a cot in my roommate's apartment.

ST: That sounds difficult. You returned from coping with your loss and now you're worried about where you're going to live.

AD: It is really devastating and now I'm really in debt and can't even get my things from storage.

ST: Tell me what this is like for you on a day to day basis

AD: Oh I never show what I'm feeling. I just let it go. I just try to move on and find a solution instead of dwelling on it.

ST: What about emotions besides anger?

AD: When my brother died and my mother fell apart I just wanted to focus on practical things and move on. I couldn't let myself really feel the pain. I just wanted to let it go.

I'm wondering if his relationship with his roommate fits into the care taking patterns he has with his family. He feels 'responsible' in most of his primary relationships.

The client has had to deal with a lot of different losses in the past few years - his brother, his negative status, his career and his apt and possessions.

The client seems unable to express emotions which may be connected to his tendency to feel responsible for the care of others rather than focusing on his own needs or feelings. I'm trying to find out more about this ...

Why do think you're more curious about his relationship w/ his roommate than what he said about 'his doctor saying he might not have to go on medication for years'.

I think you've done a really good job here; good demonstration of reflective listening.

Good strategy; I like your asking him about what his life is like on a 'day to day' basis. It seems like he's really beginning to relax.

What did you think about him saying that he 'never shows what he's feeling' - is that what you expected?

What was the client's affect when he was talking about his brother dying? If he was flat it's OK to ask him about his lack of emotion..

ST: It sounds like shutting off has become a coping mechanism for you. What would happen if you 'let go' instead of 'letting it go'?

AD: Hmm, that's really interesting. I don't know. I'm afraid that I wouldn't be able to do anything else. Being emotional is something that 13 year olds do, not 30 year olds. I've never had the luxury to dwell on emotions. I don't even have time to read a book. All I read are manuals that tell me now to do things. Feeling things is for people who have time to read books and who can spend all day talking about their feelings.

ST: What you are describing are two poles of existence. One is completely shut off from emotion and the other is excessively emotional. There's also a middle ground.

AD: You're right ...you know when I feel like I'm in the middle? It's when I run; I used to be a long distance runner in high school.

ST: Do you still run now a days?

AD: Hardly ever ...for some reason I stopped when my brother died. I'm just too stressed about everything

His need to repress his feelings rather than express emotion is clearly a major issue to address. I'm also struck by his repetition of the phrase 'let it go'.

I want to find out more about what expressing emotion might mean to him

I think it's interesting that he is thinking about emotions in connection being 13 - this was how old he was when his father left. I wonder if this event precipitated his disconnection to his emotions as a coping response to loss.

He seems to view himself as resilient and tough and may be afraid of a complete loss of control.

I'm interested in what running means to him. I seems significant that he stopped when his brother died. I want to find out more about this.

I like the way you've reflected back to the client by using his own words - it shows you're really listening to him

I think you're doing a good job about trying to get at the reasons as to why he has a hard time expressing himself but it may be at the expense of encouraging him to tell you 'what it was like for him to lose his brother'. Let's discuss.

I agree he does seem to have a lot of resilience; I'd keep looking for opportunities to reinforce those strengths based skills with him.

Instead to trying to find out 'why he stopped running' it might be more helpful to look for ways he can 'keep running'. Let's talk about a strengths perspective versus deficit identification.

ST: Well I think you'd find it an important outlet for you. Maybe you can try to fit it in this week and then you let me know if helped.

(I look at my watch and realize 40 minutes has passed)

ST: You mentioned you could only stay ½ hour and it's now 40 minutes. I just wanted to let you know so you can decide whether you need to leave now.

AD: I'm actually really enjoying this but I guess I should go. I only get a short lunch break.

ST: So, should we set up an appointment for next week?

AD: That would be great.
(we make an app't and I give him a card)

ST: Are you going to be able to hang onto this and keep it somewhere safe?

AD: Yes, I'll keep it in my wallet.

ST: Good

AD: You know, I was really scared about coming back here and having to deal with stuff and that's part of why I didn't come back sooner.

ST: Are you feeling that way now?

AD: No, I feel much more relaxed about it now.

I want to encourage him to find ways to express himself and feel concerned that has stopped doing something that provided a significant form of release.

I probably should have kept better track of time but I think I felt that he would tell me when he had to go and that he may have initially set up the 30 minute limit due to resistance.

I want to remind him that it's important for him to keep track of our app'ts and that he should make sure not to 'misplace' the card.

I'm glad that he said this and that he's aware of his resistance rather than simply 'forgetting the app't' and that he feels comfortable enough to tell me.

Let's talk about scaling exercises you could do with him next time i.e.' on a scale of 1-5 how has running helped his mood'

How do you feel about having to manage the time constraints with this client? It seems like it's an important issue for you too.

I also want to talk again about finding a way to establish boundaries without sounding rigid. Let's talk about using 'humor' with this client.

Let's also talk about the significance of using the word 'resistance' even if it's only in your progress notes

Good job! There's a lot of rich clinical work to talk about when we meet.