# TABLE OF CONTENTS

Welcome to the Silver School of Social Work  
6  
**SECTION I: THE BSW PROGRAM**  
7  
The Mission of the Silver School of Social Work  
7  
BS Program Mission and Goals  
7  
The Building  
8  
Curriculum Overview  
9  
  - Required Courses, Field Internship & Sequencing  
  - Internships and Supervision  
  - Minors and Double Majors  
  - Study Away  
13  
Registration and Advisement  
15  
  - Advisement – Working with your Advisor and the Social Work Advisory Team (SWAT)  
15  
Waitlist Procedures  
16  
Paying for Courses  
16  
Arrears Policy  
16  
Withdrawals from Courses and Refunds  
16  
Academic Policies and Procedures  
17  
  - Degree Requirements  
17  
  - Requirements for Good Standing in the BS Program  
17  
Student Evaluation  
18  
Attendance  
18  
  - University Calendar Policy on Religious Holidays  
18  
  - Policy Regarding Late Assignments  
19  
Guidelines for Course Grading  
19  
  - Incomplete Grades  
21  
  - Procedures for Appealing a Grade  
21  
  - Policy on Academic Probation and Dismissal  
22  
  - Policy on Repetition of Courses  
22  
  - Student Course Evaluations  
22
SECTION II: FIELD LEARNING

Overview of the Undergraduate Field Learning Practicum

Field Learning Curriculum
  Generalist Practice Curriculum
  Field Learning – The “Open Classroom”
  Field Learning’s Goals and Objectives

Expectations for Successful Completion of the Field Instruction Course
  Initial Educational Statement
  Senior Year Semester (Mid-Year) Evaluation
  Final Semester Evaluation (Final Evaluation)
  Attendance at the Field Learning Site – The Agency Setting

Guidelines for Process Recordings

Structure and Function of Field Learning Community Partnerships

Field Learning Faculty
  The Role of Field Internship
  The Practice Instructor/Field Advisor and the Senior Year Student
  The Field Instructor
  Selection of Field Instructor and Qualifications
  Field Instructor Responsibilities
  Qualifications and Requirements for Field Instructors
  Seminar in Field Instruction (SIFI) – for Seniors only
  Annual Orientation for Field Instructors
  Continuing Education for Field Instructors

Collaboration with our Community Partners

Selection and Approval of Agencies for Field Learning

Ongoing Evaluation of Agencies’ Effectiveness in Providing Field Education

Matching Students to the Agency: The Placement

The School’s Responsibilities in Relation to Field Instruction

School Policies in Relation to Field Learning

Agency Responsibility to Field Learning
Handling Questions, Concerns and Difficulties in Field 37
Can a Student Request a Change in Field Learning Site? 37
Field Instruction (Supervision) Definitions and Expectations 37
Safety Guidelines 39
Professional Liability (Malpractice) Insurance 40
SECTION III – STUDENT RIGHTS AND RESPONSIBILITIES 41
The Silver School of Social Work Values 41
Essential Abilities and Attributes for Social Work Students 41
   NASW Code of Ethics 42
Preamble 43
Purpose of the NASW Code of Ethics 43
Ethical Use of Social Media in Practice 46
Professional Misconduct and Discipline 46
Ways to Avoid Plagiarism 47
Anti-Bias Policy 47
Advisory Committee on Academic Integrity 48
Dual Relationships 49
Student Review Procedures 50
   Student Standing Committee (SSC) 50
   Procedures of the Student Standing Committee (SSC) 50
University Policies 53
   Statement and Guidelines on Bullying, Threatening et al. 53
   Affirmative Action and Anti-Discrimination Policies 53
   Family Educational Rights and Privacy Act of 1974 (FERPA) 53
   New York University Sexual Misconduct, Relationship Violence, and Stalking Policy 54
   New York University Policies on Substance Abuse and Alcoholic Beverages 54
   University Student Conduct Policies 54
Student Leave Prior to Graduation Policies and Procedures 54
   Guidelines for Students Leaving School Before Graduation 54
      Voluntary vs. Involuntary Leaves of Absence 54
Psychological Medical Leave of Absence 54
Physical Medical Leave of Absence 55
Non-Medical Leave of Absence or Maintenance of Matriculation 56
Student Leave FAQs 56
Full Withdrawals from the BS Program 58

SECTION IV: RESOURCES AND STUDENT SERVICES 58
The School’s Website 58
Writing Assistance 58
The Wasserman Center for Career Development 58
The Henry and Lucy Moses Center for Students with Disabilities 58
Health and Wellness Center 59
Health Insurance 59
Professional Liability (Malpractice) Insurance 59
The Undergraduate Student Association (USGA) 59
Student Affairs 59
Office for Global Services 60
Student Diversity 60
   Center for Multicultural Educational Programs 60
   LGBTQ Student Center 61
   Global Spiritual Life 61
Welcome to the Silver School of Social Work!

The Silver School of Social Work is an undergraduate program leading to the Bachelor of Science degree that provides students with a combination of liberal arts and social work education. To be a social worker requires empathy and self-awareness, an understanding of the social problems that affect people and communities, and a commitment to the ethics of a challenging and satisfying profession. The School will help you acquire the professional training you need to become a qualified and effective social work practitioner.

The Silver community is a learning environment in which we invite all of our students to connect, be challenged and grow as we strive to make change, uplift people and communities and create a more just society.

The purpose of this manual is to acquaint you with many of the resources, educational opportunities, policies and procedures at the Silver School of Social Work and New York University. There is also a wealth of information on the School’s Web page, as well as the University’s Website. The Silver School of Social Work BS 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 available on our website. It is important for you to familiarize yourself with its contents because all social workers and all students at NYU School of Social Work are expected to adhere to the professional organization’s Code of Ethics.

We wish you all a productive and rich experience as you begin your journey into the field of social work!
SECTION I: THE BSW PROGRAM

The Mission of the Silver School of Social Work

The mission of the Silver School of Social Work at New York University is to educate professionals in a global perspective 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 complex urban environments. The School seeks to fulfill its mission by building and transmitting knowledge that is grounded in empirical research, and 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 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.

BS Program Mission and Goals

The Mission of the Bachelor of Science Program is dedicated to developing professional social workers who demonstrate the values and ethics consistent with social work aims, knowledge, and skills needed for generalist practice to effectively address the social problems of today's world. The BS program is grounded in the liberal arts and emphasizes human relationships, social justice, advocacy, and cultural humility rooted in scientific inquiry and the promotion of human rights.

The educational goals for the BS Program flow directly from its mission. The program's primary goal is to educate students in generalist social work, through a liberal arts education, emphasizing social justice and human rights. The overarching goals of the Undergraduate (BS) Program are to:

1. Foster student acquisition of the knowledge required for generalist social work practice with individuals, families, groups, complex organizations, and communities.
2. Facilitate student development of the skills required for competent generalist social work practice.
3. Promote student understanding and application of the profession's values, ethical standards, and principles.
4. Prepare students to advocate for marginalized communities and the realization of a just society.
5. Prepare students for entry into the professional workforce and/or admission to an MSW program.
6. Prepare students to contribute as generalist social workers to an increasingly diverse and global world.
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 is comprised of 1, 2, and 3 Washington Square North.

While the 1830's 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 website, 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.
Curriculum Overview

The Undergraduate Social Work Program offers a professional curriculum for students with career interests in and social justice, advocacy, human rights and communications. The program combines academic courses with field internships learning in community based programs and agencies which lead to a Bachelor of Science degree. Building on a broad liberal arts foundation, the social work curriculum moves from introductory courses to the study of social welfare, communication skills, research, human behavior, and field instruction. Students are introduced to social work ethical behavior in their first year of studies while taking the required course, Introduction to Social Work and Social Welfare. The School and the profession’s connection with ethical issues, social justice, advocacy, poverty reduction, maintaining human rights, and advocacy are reinforced in subsequent courses. Social work values and ethics are also reflected in the students’ field experience, as most of our students are placed in community agencies where their engagement is centered on client advocacy, service provision, or community engagement.

The major objective of the Undergraduate Social Work Program is to prepare qualified students for generalist practice in social work upon graduation. The program prepares students for graduate social work education as well as other graduate programs such as law school, public administration, or industrial relations through the use of the students’ liberal arts background, knowledge of human relations, and examination of social justice. Qualified students may apply for Advanced Standing into the second year of an M.S.W. program; at NYU, this advanced standing into the Master’s Program may be taken within five years of graduation from the Undergraduate Social Work Program. The program also prepares students to enter the world of work in a wide variety of professions utilizing interpersonal skills and understanding of organizational complexities. The majority of students continue in social work, but some go on to careers in law, public administration, health management and human relations.

The social work curriculum is guided by the standards of the Council on Social Work Education (CSWE). CSWE has outlined nine core competencies to be included in the curriculum, and when combined with social work theory, knowledge, values, skills, and experiences, students will be able to demonstrate these competencies both in the classroom and their field placement.
### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
● apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
● engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
● use practice experience and theory to inform scientific inquiry and research;
● apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
● use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
● Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
● assess how social welfare and economic policies impact the delivery of and access to social services;
● apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,
groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

● apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

● use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

● collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

● apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

● develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

● select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to
effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Required Courses, Field Internship, and Sequencing**

Incoming students must successfully complete a minimum total of 128 credits: 64 credits in liberal arts and 64 credits in the social work major in order to graduate with a Bachelor’s degree in Social Work.

Liberal arts coursework provides an essential foundation for social work. The liberal arts foundation includes a core of required courses in *expository writing, human biology, introductory psychology, and introductory sociology*. The liberal arts component of the degree covers elective courses in the humanities (English, Fine Arts, History, Language, Philosophy, Religion), and the social sciences (Anthropology, Economics, Political Science, Psychology, Sociology). At
least 12 credits must be taken in the humanities and a minimum of 16 credits in the social sciences. An additional 16 credits in unrestricted electives can be taken in a wide range of subjects. Students are encouraged both to deepen their interests and to broaden their horizons when they select courses their elective courses. Social work majors may wish to double major or minor in another subject. Often, liberal arts courses are taken within the first two years of college in not only to provide a foundation in liberal arts, but also to create ease in scheduling for students who plan to study abroad as many of the required social work classes are sequenced to be taken during junior and senior year.

The social work curriculum provides a broad, foundational approach with a focus on generalist practice. Generalist practice curriculum emphasizes the importance of working across a range of systems that includes individuals, couples, families, groups, agencies, and communities. There is particular emphasis on knowledge of and identification with the social work profession, social work values and ethics, self-awareness, and building a foundation for the development of culturally competent practice with diverse and at-risk populations. At this level, the curriculum maintains a focus on the interaction between systems (person-in-environment perspective) and emphasizes a strengths perspective as well as specific theories such as systems theory and empowerment theory. Students will take both required and elective courses with supervised field learning in social service agencies.

The generalist practice curriculum consists of the following courses:

- Social Work Practice/Field Instruction I
- Social Work Practice /Field Instruction II
- Human Behavior in the Social Environment I
- Human Behavior in the Social Environment II
- Diversity, Racism, Oppression and Privilege
- Social Welfare Programs and Policies
- Social Work Research

Internships and Supervision

Field learning is an integral component of social work education anchored in the Silver School of Social Work’s mission, goals and educational program. Through a field internship, students are exposed to one of the most essential elements of a social work education. Field learning takes place in agency settings, selected by the Silver School, that reinforce the identification with the purposes, values, and ethics of the social work profession. At the agency placement, students 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. Thus, learning in the field setting is an integral component of social work education and lies at the core of student’s professional development.

Students are required to complete a total of 600 hours of field practicum (usually three days per week) of field internship instruction in the fall and spring semesters of the senior year. In advance of senior year field placement, most students enroll in Field Experience Lab and are
placed in an agency where they complete a total of 100 hours (usually one day per week) in preparation for their senior year field placement. Junior year Field Experience Lab is an excellent opportunity for students to begin to apply their classroom learning to real field experience. While Field Experience Lab is required, but exceptions can be made in special cases depending on the individual student's needs. The hours of service do not count toward the senior year internship, but students are exposed to the rich learning opportunities that their internship will provide.

Section II of this manual provides a detailed description of field learning and the associated policies and procedures.

Minors and Double Majors

Students majoring in social work may choose to minor in a subject offered by another department at New York University. All social work major requirements must be met, and with careful consideration and planning, minoring and even some double majors are possible. Students are encouraged to educate themselves as to the course requirements and departmental permissions needed to declare a minor or additional major. No course credits may be applied twice to both the major and the minor, and the appropriate departmental permissions are to be obtained. Information and forms about cross school minoring can be found on the University website. Students who plan to add a minor or dual major are encouraged to speak with their advisor to discuss their plan of study.

Some social work students choose to minor in Global Public Health. The Global Public Health cross-school minor provides students with an introduction into thinking about health issues across populations, and allows students to explore the interdisciplinary nature of the field. Students completing the minor enroll in two core courses (UGPH-GU10 Health and Society in a Global Context and UGPH-GU10 Epidemiology and Global Health), as well as two approved electives that reflect their interest in the field. To learn more about a Global Public Health minor, students should visit the webpage.

Study Away

NYU offers unparalleled opportunities for students to expand their educational experiences with an integrated, international curricular experience. Students, in collaboration with their academic advisor can explore study away options and plan their schedule to make sure they're taking all the required courses and electives they need to graduate on time. More information about studying away can be found on the NYU Study Away page.

Registration and Advisement

Advisement – Working with your Advisor and the Social Work Advisory Team (SWAT)

Dr. Robert Hawkins, the Assistant Dean and the Director of the Program and oversee the academic success of all students. Upon entrance into the program, each student will be assigned a primary advisor, but will have the option to work directly with the Director, if they chose. Dr. Hawkins shall be the primary advisor to all international students and those holding
any form of visa. Academic advisors will collaborate with students and work with them to create a course of study that is meaningful and inspiring. Advisors are committed to supporting students explore their interests and opportunities both academically and professionally. Advising meetings are an excellent time to lean into self-determination and have rich conversations around maximizing opportunities within Silver, the University and the field of social work. With careful planning many students have crafted their course of study to allow for study abroad, interesting minors and even double majors. SWAT works closely as a team to make sure that students can have the most meaningful educational experience possible.

An individual academic advisement session precedes registration. Students should arrive to their advisement meeting prepared to discuss the specific courses they plan to take for the following semester. At advisement, students will review their selected and required courses and will be provided the needed access codes for their social work courses and be cleared to register.

Waitlist Procedures

- Should a student’s first choice section be closed, students can register for a backup section of that same course in an effort to obtain a seat.
- 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/when a student is rolled into the waitlisted course, 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.

Paying for Courses
Payment should be made through the Bursar’s Office and more information can be obtained about payment at the Studentlink Center, 388 Lafayette Street.

Meeting the Bursar’s payment deadline will retain course enrollment. Note: NYU Office of the Registrar automatically drops the classes of students who have not met payment deadlines.

Arrears Policy
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Withdrawals from Courses and Refunds
The BS program adheres to New York University’s policy on refunds that result from withdrawing from a course or complete term withdrawals. Students may appeal a decision determined by this policy by writing an appeal letter to the Assistant Dean and Director of
Undergraduate Programs to request a refund decision to be changed. The appeal letter must be submitted to the student's Academic Advisor within 20 working days of withdrawing from a course or requesting a term withdrawal.

Note that students can withdraw from any course, with full refund and without a W (withdrawal) grade on record, during the add/drop registration period at the beginning of each semester.

Following this period, students can withdraw from a course until the 9th week of classes during the fall and spring semesters but will be held responsible for related tuition and fees according to the Bursar’s Refund Schedule. For the summer semester, the 9th week equivalent is used. A grade of W will be recorded if the withdrawal occurs after the add/drop registration deadline but before the 9th week or 9th week equivalent. After that deadline, students must receive a grade for the course, which could be an F or another letter grade, including N if they failed to attend any part of the course.

Students who are considering withdrawal from a course after the add/drop registration deadline should discuss it with the course instructor. The next step is to contact the academic advisor to facilitate the withdrawal process. Students who withdraw from a course cannot audit the same course at a later time; if it is a required course it must be taken at another time at the student's own expense.

Academic Policies and Procedures

Degree Requirements
The Bachelor of Science degree program offered by the School requires successful completion of the approved curriculum of 128 credits. The curriculum is comprised of both class and field instruction. To qualify for the BS degree, students must complete classroom requirements with at least a 2.0 grade point average. Students have the final responsibility for ensuring that all degree requirements are met.

Requirements for Good Standing in the BS Program
Students enrolled in the Undergraduate Program at NYU School of Social are expected to maintain good academic standing. Students are:

- Expected to maintain a minimum of a 2.0 cumulative grade Point Average (GPA) and a 3.0 Social Work Major GPA. A GPA below a 2.0 will automatically place a student on probation. Regardless of GPA, a student earning an “F” grade will be placed on probation automatically. A student who receives an “F” grade for a required course must repeat the course at their expense.
- Responsible for the removal of Bursar and/or Health Services blocks, which would impede registration.
- Responsible to register for required classes in proper sequence.
- Required to complete the work for an approved “Incomplete” grade/s within the following semester (fall semester for spring & summer courses; spring semester for fall courses). Students with one or more outstanding “Incomplete” grades will be blocked from registering for subsequent semesters. Incomplete grades not completed in this timeframe will be changed from an “Incomplete” to an “F”.


Student Evaluation
A series of phased evaluations assures ongoing assessment of the student's performance in both the classroom and the field placement. These evaluations occur at the start of the social work major, during the end of the junior year, and during the senior year. Procedures are detailed as follows:

1. All social work instructors are asked to notify the Undergraduate Director about individual student problems and challenges. The student will be included in this process.
2. At the end of the junior year, each student is evaluated by the Undergraduate Field Coordinator to determine placement for senior year. The evaluation is based upon performance in courses and in fieldwork or individual interviews with the Field Director. A favorable evaluation indicates satisfactory work, good potential for social work, and assuming the same level of growth in the senior year, anticipated graduation. If the evaluation indicates that the performance has been unsatisfactory, or that a potential for the profession has not been established, a student conference will be conducted and possibly a review will be held by the Director of the Program and the Field Director for an educational recommendation. At the end of the Fall and Spring semesters in the senior year, each student record is reviewed to determine whether the student will continue in and graduate from the program, and if a recommendation for advanced standing is warranted. A positive evaluation leads to graduation and to consideration of the following options:
   i. reference for employment as a Bachelor's level, generalist social worker;
   ii. recommendation for advanced standing into a Master's Program, to be taken within five years of graduation;
   iii. recommendation for advanced standing conditional on completing additional satisfactory work experience in the field;
   iv. recommendation for enrollment in the two-year Master's program at the School of Social Work.

All students are advised of employment opportunities as the school works closely with the New York University’s Wasserman Center for Career Development and those planning to work after graduation are assisted in the social work job search. To be considered for advanced standing in the Master’s Program at the New York University School of Social Work, a student must maintain at least a “B” average in social work courses, have done well in field work, and demonstrate a clear understanding of the first year content of the Master's Program.

Attendance
To receive credit for a course, a student must be in regular attendance as per the University calendar and satisfactorily complete all examinations and other assignments prescribed by the instructor.

University Calendar Policy on Religious Holidays
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. The full University Calendar Policy on Religious Holidays can be found here.
Policy Regarding 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.

Guidelines for Course Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.0</td>
<td>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.</td>
</tr>
<tr>
<td>A- = 3.7</td>
<td>Attributes would be similar to the above, but to a lesser degree. There might be somewhat more unevenness than in the “A” performance</td>
</tr>
<tr>
<td>B+ = 3.3</td>
<td>Performance on attributes would be somewhat above “B” level, but less than “A-” level. One might find more unevenness and more gaps in an “A- ” student in an otherwise good level of functioning.</td>
</tr>
<tr>
<td>B = 3.0</td>
<td>Expectations for undergraduate 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.</td>
</tr>
<tr>
<td>B- = 2.7</td>
<td>Barely acceptable performance in attributes (described in “A” and “B” categories). Some areas might be below expectations. The work has been done, but there are a number of gaps and some superficiality in grasp of material.</td>
</tr>
<tr>
<td>C+ = 2.3</td>
<td>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 in the case of a “B-” grade.</td>
</tr>
<tr>
<td>C = 2.0</td>
<td>The grade of C should serve to alert the student that their 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.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>C- = 1.7</td>
<td>Work is borderline between satisfactory and unsatisfactory in most of the attributes considered. The student's work is slightly below average and they must likely repeat some of the material. Just as in the case of a C, a conference with the student is necessary to discuss their progress in the course.</td>
</tr>
<tr>
<td>D = 1.0</td>
<td>Work meets the minimal criteria to be considered &quot;passing&quot; but the work is below average grade and may not be considered passing within the major. This grade can also indicate that the student truly does not understand the material.</td>
</tr>
<tr>
<td>F = 0</td>
<td>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 failure to submit assignments or other required materials in 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 a F focused on the circumstances related to receiving this failing grade.</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>Grade given for incomplete course work that must be converted to a grade within one semester.</td>
</tr>
<tr>
<td>N</td>
<td>No grade or credit given (course should be repeated).</td>
</tr>
</tbody>
</table>

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.

IP or IF: Grade given for incomplete course work that must be converted to a grade within one semester.

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

W: Grade is given when a student has withdrawn from a class and is a final grade.

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

- student's progress during the semester in their 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.

More information about **NYU’s grading policy** is located on the University website.

**Incomplete Grades**

Students who are unable to complete all of the assignments for a course by the time the course ends can request an I (incomplete) grade from the instructor by submitting a request in writing to their instructor.

Note that instructors are not obligated to grant a request for an I grade. If the instructor does agree to it, students must prepare three copies of the form:

1. one copy for their own records;
2. one copy to give to their instructor; and
3. one copy for their academic advisor.

If the instructor grants the request, the student will receive a grade of “I.” If the student does not submit a request for an I grade or if the instructor denies the request, the student will receive a grade of “F.”.

It is the obligation of the student who has received an I grade to complete all late assignments by the deadline that is agreed upon with the instructor. The recommended time for completion is no more than 6 weeks from the original due date of the assignment.

Once the assignments have been completed and graded, the instructor will issue a change of grade for the course. The recommended time for instructors to submit grade changes is within 4 weeks of receipt of the late assignment. Grades will convert to F in cases when students fail to submit the assignment by the agreed-upon deadline.

Students with any outstanding I grades (not resolved by the end of the next semester) will be blocked from registering for the following semester. Student with an academic block are responsible for contacting their academic advisor. At that point, the student’s educational plan will be assessed and registration approval for the next term may be granted on a case-by-case basis.

**Procedure for Appealing a Grade**

Students have the right to dispute a grade they believe resulted from a violation of the grading policy or standards set forth by the instructor. In order to do so, students must first meet with the instructor within 1 week of receiving the grade and explain why they believe the grade should be reconsidered. Students may appeal the instructor’s decision about reconsidering the grade within 15 working days by writing an appeal letter to Assistant Dean and Director of Undergraduate Programs that explains the alleged violation of grading policy or standard. If the Assistant Dean and Director of Undergraduate Programs finds the alleged violation of grading policy or standard is plausible, he will meet with the instructor to discuss the situation. After that
meeting, the instructor will make the final decision about the grade.

Policy on Academic Probation and Dismissal
Students will be placed on automatic probation if their academic performance reflects any of the following:

- Less than a 2.0 Overall GPA and 3.0 in Social Work
- An “F”
- An Incomplete (IP or IF) grade that lasts for more than one semester.

The Assistant Dean and Director of Undergraduate Education will monitor students’ academic performance and probationary status in collaboration with the Registrar’s Office. Students will have one semester to improve their academic performance. If a student’s academic performance does not improve sufficiently to meet the minimum criteria for remaining in good standing after a semester, they will be dismissed from the Program. These criteria are: a GPA of at least 2.0, 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.

Student Course Evaluations
At the end of each semester, students are emailed with links to electronic evaluations for each of the previous semester’s courses, including Field Instruction. These course evaluations are extremely important for the shaping and restructuring of courses and the professional development of instructors. Because of the invaluable nature of student feedback, the School strongly encourages students to complete these evaluations. Note that participation is anonymous, meaning students’ identities not collected. Instructors do not receive evaluation results until after final grades are submitted.

SECTION II: FIELD LEARNING

OVERVIEW OF THE UNDERGRADUATE FIELD LEARNING PRACTICUM

The undergraduate Field practicum engages students in learning and developing the attitudes, values, knowledge and skills needed in generalist social work practice; provides opportunities to perform professional tasks with field instruction; and offers many situations in which students will apply concepts and principles learned in both class and field. Field learning is an integral
A 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.

Students are required to complete a total of 600 hours of field practicum (usually three days per week) of field instruction in the fall and spring semesters of the senior year. In advance of senior year field placement, most students enroll in Field Experience Lab and are placed in an agency where they complete a total of 100 hours (usually one day per week) in preparation for their senior year field placement. Junior year Field Experience Lab is an excellent opportunity for students to begin to apply their classroom learning to real field experience.

Assignment to Junior Field Experience placement is based on the objectives of the educational program and the student’s learning needs as assessed by the Assistant Dean and Director of the Undergraduate Program, the Junior Seminar Instructor, the student, and the Coordinator of Undergraduate Field Learning.

Toward the end of the Junior Field Experience, the student and their Junior Field Instructor will discuss plans for the Senior year of Field Instruction. If the student will remain in the same agency, they and the Field Instructor will develop a specific educational plan for the Senior year of Field instruction. All new assignments are based on the objectives of the undergraduate program, and the learning needs as determined by the Assistant Dean and Director of the Undergraduate Program, the Junior Seminar Instructor, the student, and the Coordinator of Undergraduate Field Learning. Any re-assignment will also be based on the progress and performance during Junior Field Experience placement. To provide continuity in learning, most students will remain in the same placement throughout the three semesters of field practicum.

The three semesters of Field practicum provide students with an opportunity to apply generalist knowledge and skills in a broad spectrum of social agency settings in the metropolitan New York area. Students are exposed to a wide range of social work roles and responsibilities within agencies and communities. The Field Experience Seminar in the Junior year, and advisement during Senior year of Field Instruction contained within the Practice classes provide structured learning opportunities to integrate agency-based experiences with academic course work.

The core identity of the generalist social worker as a professional who is guided by social work values and ethics and works across a range of systems is emphasized throughout the three semester practicum. It is expected that students will develop a broad approach to practice that includes a range of social work roles such as case manager, advocate, mediator, consultant, program planner, counselor, etc.

Note: While Field Experience Lab is not required during junior year, and the 100 hours of service do not count towards the required 600 hours taken senior year, students are encouraged to take advantage of the rich learning opportunity the course provides. For students who choose not to take Field Experience Lab, they must receive approval from the Assistant Dean and Director of the Undergraduate Program to waive course enrollment. Once a student is waived, they must work with their academic advisor to enroll in a course that provides a similar educational experience as Field Experience Lab.
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.

Generalist Practice Curriculum

The Practice/Field Curriculum (Social Work Practice I and II and Field Instruction I and II) courses are integrated; the Practice I and II Instructors serve as their students’ Field Advisor. Students remain with the same Practice Instructor/Field Advisor for both semesters of their Senior year. Students wishing to change their Practice/Field class between the Fall and Spring semesters must first obtain approval from the Assistant Dean and Director of Undergraduate programs.

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, older 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, an understanding of the choice and application of intervention approaches, and an understanding of the link between theory and practice skills.

Field Learning - The “Open Classroom”

In contrast to the formal classroom at the school, Field learning takes place in the “open classroom” – 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 are “Pass” or “Fail.” A student achieves a grade of “Pass” by meeting all the required competencies 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 in two semesters of Field learning: Field Instruction I (UNDSW-US.41) and Field Instruction II (UNDSW-US.42).

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

The grades for Field Instruction (Pass, Fail, Incomplete) are given at the end of each semester. The Field Instruction course grade is given by the Practice Instructor/Field 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 Practice Instructor/Field Advisor, as well as the Initial Educational Statement, Mid-Year Evaluation and Final Evaluation completed by the Field Instructor. The Practice Instructor/Field Advisor is the course instructor and is responsible for the grade.

Initial Educational Statement

The Initial Senior Year Educational Statement is completed by the Field Instructor after the first 6 weeks of the placement, shared with the student, and signed by both. The signed statement is emailed to silver.fieldlearning@nyu.edu, faxed, or hand-delivered; the Field Learning office then forwards it to the Practice Instructor/Field 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.

Senior Year Semester (Mid-Year) Evaluation

A Mid-Year Evaluation is completed at the end of the first semester of Senior Year and after the student has finished the 300 hours required for Field Instruction. This online evaluation is completed in collaboration with the student and signed by both. The Field Instructor will electronically submit (via email) the evaluation to the Practice Instructor/Field Advisor. The Practice Instructor/Field Advisor reviews the Mid-Year Evaluation as a major component of the process of assigning a grade for Field Instruction. (The Practice Instructor/Field Advisor will not be able to give a grade without a completed evaluation).

Final Semester Evaluation (Final Evaluation)

The Final Evaluation is completed at the end of the second semester after the student has finished the 300 hours required for Field Instruction (and a total of 600 hours for the Senior year). The evaluation is completed by the Field Instructor in collaboration with the student, and signed by both. The signed evaluation is e-mailed to field.learning@nyu.edu, faxed, or hand-delivered prior to the date that grades for the semester are due; the Field Learning office then forwards it to the Practice Instructor/Field Advisor. The Practice Instructor/Field Advisor reviews the Final Evaluation as a major component of the process of assigning a grade for Field Instruction II. (The Practice Instructor/Field Advisor will not be able to give a grade without a completed evaluation.).

Attendance at the Field Learning Site – The Agency Setting
Students are expected to be in the agency for a total of 100 hours during their Junior Year, and 600 hours during their Senior year. Students’ schedule will be worked out with their Field Instructor at their placement site at the beginning of each semester with final approval of their Practice Instructor/Field Advisor. Students may not work more than 7 hours per day, or more than 28 hours per week. If a student is out of placement for jury duty or religious observance, the time must be made up. In the event of inclement weather, students should check with their agency/field instructor to see if they are operating on a normal schedule, and should use their own discretion on whether it is safe to travel.

NOTE: Students are expected to contact both the field instructor and the Practice Instructor/Field Advisor immediately (via e-mail or phone) if, for some reason, they are not able to be in attendance at 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 missed time must be worked out with the Field Instructor and the Practice Instructor/Field Advisor and approved by the Assistant Dean of Field Learning. 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 I (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 Practice Instructor/Field 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 your practice and should be utilized as one of the primary tools in Field instruction. Process recordings should be written in a verbatim format. The format of the process recording varies given the nature and task of the assignment you are given. In direct practice with individuals, groups or families, the recording reflects the interactional process between you and the client(s) and should include any important content of the interview or contact. In addition, the recording should include your feelings and impressions about the interview. The “drama script” format that only reproduces dialogue is not acceptable as a process recording. In indirect practice (micro, mezzo, and macro practice in organizations), the recording reflects your work on assignments across systems. You and your field instructor may also choose to use a reflective log in situations where you can benefit from reflection upon an experience or critical incident in the Field learning setting. (Refer to Appendix E).

2. All Undergraduate Seniors are required to submit at least three process recordings per week.

3. Students are expected to submit process recordings in advance of 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 both the student and Field Instructor 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

The Coordinator of Undergraduate Field Learning oversees field placements for each of the students placed with the School’s community partners according to Silver School of Social Work Fields of Practice. The Coordinator 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.

The Role of Field Internship

The Social Work Practice I and II Instructor serves in two roles - both Practice Instructor and Field Advisor for students during their Senior Year. The Practice Instructor/Field Advisor, who is employed by the Silver School of Social Work, oversees the student’s progress in Field, and 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 Practice Instructor/Field Advisor, in the capacity of educational consultant, assists the student and 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. The Practice Instructor/Field Advisor is responsible for assigning the grade for the semester. Practice Instructor/Field Advisors are, 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 Practice Instructor/Field Advisor and the Senior Year Student

The Integrated Social Work Practice I and II and Field Instruction I and II courses are taught by the Practice Instructor/Field Advisor. Students remain with the same Practice Instructor/Field Advisor for both semesters of their Senior year. Students wishing to change their Practice/Field class between the Fall and Spring semesters must first obtain approval from the Director of the Program as well as the Assistant Dean of Field learning.

The purpose of the Social Work Practice I and II Courses 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, an understanding of the choice and application of interventionist approaches, and an understanding of the link between theory and practice skills.

The purpose of the Field Instruction I and II Courses 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 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 in both direct and indirect practice. 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/Field 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 Practice Instructor/Field Advisor serves as the School’s liaison with the agencies where students are placed.

The Field Instructor

Field Instructors are an integral part of the student’s learning community. Field Instructors are usually 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 Silver School’s curriculum guidelines.

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, or have special approval by the Field Learning Office, 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. In Junior Field Experience, some Field Instructors may not have the above qualifications, but all Senior students will be supervised by Field Instructors with SIFI training.

**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, agency policies around the use of social media and electronic communications, phones, safety policy and procedures, Field Instruction schedule, sign in and out procedures, and dress code. The Field Instructor and student should utilize this checklist to accomplish these tasks.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Date</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mission &amp; Vision</td>
<td></td>
<td></td>
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<tr>
<td>2 Organizational structure</td>
<td></td>
<td></td>
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<tr>
<td>3 Agency Practice model(s)</td>
<td></td>
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<tr>
<td><strong>Role of Social Worker/Social Work Intern</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Introduction to key staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Introduction to the role of social work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Social Work scope of practice within the agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Tour of agency and student’s work space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Review of assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Expectations about client contacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Schedule of meetings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additionally, the Field Instructor will:

- 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:
  
  a. At least three process recordings per week for Undergraduate Seniors.

- Teach skills necessary for students to become competent and ethical social work practitioners

- Form a partnership with the Practice Instructor/Field 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 student's certain abilities and attributes in addition to meeting essential eligibility requirements for supervising undergraduate and graduate level social work students. These qualities and attributes include cognitive, emotional and character requirements and professional standards. In addition to these Qualifications and Requirements see the Field Education Manual of the School from which your student is enrolled.

Professional Commitment
Field Instructors have a strong commitment to the values of social work, to the ethical standards of the profession and to imparting this knowledge on their students. Field Instructors are committed to the fundamental values of social work which include the dignity and worth of every individual student and respect for diversity and promotion of equity and inclusion.

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 skills 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, Practice Instructor/Field Advisors and other representatives of the Office of Field Education and use appropriate means 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 a professional 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 challenges and opportunities 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 and strategies.

*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 satisfactory 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 experiences. They are able to convey this consideration and support to the student as a basis for a positive learning experience.

**Seminar in Field Instruction (SIFI) – for Seniors only**
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 that 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 the Silver School are invited to an orientation. At this meeting Field Instructors are provided with information about the Silver School’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 the Silver School offers opportunities for further training and collaboration such as short-term seminars, workshops and webinars 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.
Collaboration with our Community Partners

The Silver School 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 Silver School’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 the Silver School, the agency will be assigned to the Faculty in the Field office responsible for the field of practice to which the agency. 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 tenets as per the NASW code of ethics. If the agency is accepted to serve as a Silver School Field placement site, a student will be matched with the agency. If the field instructor has not attended a seminar in Field Instruction, they will be invited to one of the seminars offered at the school.

Ongoing Evaluation of Agencies’ Effectiveness in Providing Field Education

In addition to the initial assessment conducted by the Faculty in Field Learning, 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. The agencies’ ability to provide field education is evaluated annually in several ways. 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.

Matching Students to the Agency: The Placement

Students will be placed in one of the fields of practice where they are expected to learn and practice within a generalist perspective. In the Fall semester of Junior year, students will fill out a questionnaire and submit an updated resume. The Coordinator of Undergraduate Field Learning will meet with each student to start the placement process. Learning objectives for
Senior Year are described in the course syllabi for the Integrative Practice/Field Instruction I and II courses.

Some field placements require health exams, vaccinations or other documentation in advance of the start date. Some of these have costs associated with them; students are responsible for these costs. These are requirements imposed by the field placement site, and not by NYU. Many of our affiliated agencies require criminal background checks with fingerprinting and drug screenings of potential employees and student interns. Those checks will be performed by the affiliated agency; NYU is not involved in those procedures. If students have any concerns about possible background procedures, they are advised to see the Assistant Dean, Office of Field Learning and Community Partnerships.

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. Practice Instructor/Field 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 Practice Instructor/Field Advisors and students to monitor students’ experience in Field learning.

Responsibilities assumed by the School include:

- Providing student’s resume as a guide for the Field Instructor.
- Consulting with the Field Instructor in defining the student’s educational needs and preparing the Initial Educational statement, Mid-Year and Final Evaluations.
- Providing guidelines for Field Instruction content and for evaluating students’ skill, development, and performance.
- Providing required seminars for new Field Instructors, and special seminars and workshops for all Field Instructors.
- 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.
- Providing the Field Instructor with relevant materials in order to enhance the integration of academic and Field learning.
- Providing the agency with information about School policies and programs, as they affect Field Instruction.
- 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 consists of 600 hours of Field Instruction during Senior year.

2. Students may not work more than 7 hours per day, or more than 28 hours per week.

3. 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.

4. Regular attendance in Field learning is required. Students may not be absent from class to fulfill any agency obligation.

5. When a student is unable to report to the agency because of illness or an emergency, both the Field Instructor and the Practice Instructor/Field 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 Practice Instructor/Field Advisor and approved by the Assistant Dean.

6. If a student is out of placement for jury duty or religious observance, the time (exceeding three days) must be made up.

7. In the event of inclement weather, students should check with their agency/Field Instructor to see if they are operating on normal schedule, and should use their own discretion on whether it is safe to travel.

8. At the Field Instructor’s discretion, students may attend professional meetings during Field learning site hours.

Regulations

i. The student’s status in the agency should be made clear at all times (i.e., social work student/social work intern).

ii. 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.

iii. Any requests for change of Field learning site must first be discussed between the student and the Field Advisor. After examining the challenges that the student is encountering in the placement, the Field Advisor will determine if a further assessment is needed by the student, Field Instructor, and Field Advisor. If so, the Field Advisor will arrange to visit the agency and a three-way conference will be held. The Field Advisor will then consult with the Coordinator of Field Learning 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.

iv. 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.
v. 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.

If a Student Refuses a Field Placement:

i. Refusal of placement is not allowed except in the rare circumstance of excessive (over an hour) travel, dual relationship, etc.

ii. If an Agency Declines to Offer a Placement: A meeting with the Field Education Office and student will be held if there are two successive rejections. Barring unusual circumstances and at the discretion of the Field Education Office, the student may be permitted to interview one additional time only, with recommendations. If the 3rd placement meeting results in a rejection, the student’s situation will be reviewed by a School committee.

iii. If a Student is dismissed from a Placement: If a student is dismissed by an agency, the student will meet with the Field Education Office and their Field Advisor to determine the next steps. If the student receives an F for Field (please note: an F grade may be received even with a passing Initial Educational Statement or evaluation), they will be placed on academic probation and will need to comply with the terms of probation as outlined in the Student Manual in order to return to good academic standing. The student will also need to repeat the Field course, with the understanding that there will be only one more opportunity to pass.

iv. At the discretion of the Field Education Office, a student who has been dismissed twice from an agency, they will be referred to the Student Standing Committee for review.

v. If a Student Terminates a Placement: If a student terminates a placement without any due process with the agency, Field Advisor or Field Education Office, the student will receive a grade of F for Field, even if they have a passing Initial Educational Statement or evaluation. The F grade will require that the student meet with the Field Education Office and repeat the Field course, with the understanding that there will be only one more opportunity to pass. If a student walks out of an agency twice during their tenure within the BSW program, they will be referred to the Student Standing Committee for review.

vi. Additional note: If a Field situation arises that is not addressed by one of the policies outlined above, the Field Education Office, at its discretion and in consultation with the Assistant Dean and Director of the Undergraduate Program, will outline for the student the next steps to be taken with Field (i.e., re-placement, educational contract, referral to Student Standing Committee etc.), and may also include changes to the student’s academic course plan.

Agency Responsibility to Field Learning

Field Instructors are an integral part of the student’s learning community. The agency has a formal agreement with the Silver School 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) or are currently participating in the SIFI course in a social work accredited program. Field Instructors commit to carrying out the learning goals set forth by the Silver School’s curriculum guidelines as well as
providing written evaluations on students in the following format: Initial Educational Assessment, Mid-Year Evaluation and Final Evaluation.

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 Practice Instructor/Field Advisor for consultation, guidance and advice. In the event that the Practice Instructor/Field Advisor is unavailable, the student may contact the Field Coordinator directly. In addition to the formal resources in place for the student (Field Instructor and Practice Instructor/Field Advisor), the student may also contact the student-organized peer support system, the Student Affairs office, or attend any of the drop-in meetings with the Assistant Dean of Field Learning along with other Deans.

The student’s Practice Instructor/Field 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 Coordinator of Field. The Field Learning Coordinator member 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 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 Practice Instructor/Field Advisor should be contacted immediately. The Practice Instructor/Field 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 Practice Instructor/Field 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, Practice Instructor/Field Advisor, and Field Learning Coordinator. If a student is in a field learning site that he/she feels is not meeting their educational needs, the student should first address this concern with the Field Instructor. The student may also contact their Practice Instructor/Field Advisor for guidance and advice. The Practice Instructor/Field Advisor will review the student’s educational goals and objectives in the context of the goals and objectives. If, upon review and reflection, the student and Practice Instructor/Field Advisor feel that the learning needs are not being met, a plan will be developed to address the situation. The student, the Practice Instructor/Field Advisor and Field coordinator 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.

- 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 an adequate amount of Field Instruction per week. Silver recommends that individual supervision be at least 45 minutes to 1 hour in duration. This may be comprised of individual meetings with the Field Instructor, and other modalities such as group supervision, secondary Field Instruction and/or task supervision.

- 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 the Silver School immediately.

Secondary Field Instructor

In some cases, a student may be assigned to a second service or community program outside of their 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 the Silver
School or other schools are encouraged to provide an opportunity for all students to meet together.

**Safety Guidelines**

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

**Agency-Related Travel and Home Visits**

- Students should not dress inappropriately or conspicuously, e.g., use judgment in wearing jewelry.
- Students should use main thoroughfares for walking, and should be appropriately vigilant.
- 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.
- 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.
- Students should not travel without official agency identification that establishes their status as a representative of the agency.
- In the event of any emergency during a student’s field visit, the Practice Instructor/Field Advisor should be notified immediately by the agency. In the absence of the advisor, the Field Learning Coordinator or Assistant Dean of Field Learning should be notified.
- Home visits are a valuable part of social work practice and should be included in the learning assignment when appropriate.
  - Students should not make home visits without notifying the Field Instructor of the date, time, location, and purpose of the visit.
  - Students are required to notify the agency by telephone upon the completion of the work day when in the field.
  - Follow agency policies and protocols regarding home visits.

**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.

**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.

*Conditions for Interaction with Clients*

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 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 Practice Instructor/Field Advisor. The student may also contact the Associate Dean for Student Affairs at 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. Students are encouraged to not sit silently with these important matters.

*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 silver.fieldlearning@nyu.edu for questions about the coverage.
SECTION III - STUDENT RIGHTS AND RESPONSIBILITIES

It is critical that students understand their rights and responsibilities not only as individuals enrolled in the program, but also as community members. The undergraduate program is a community with a goal of educating people to become social workers and citizens who promote human rights and the creation of a more just society.

The Silver School of Social Work values promote:
(list values of Silver) … intellectual curiosity, kindness, empathy, integrity, equity, social justice, diversity and inclusion.

Every member of the Silver community - students, faculty and staff can create an environment and uphold these values by:
  ☐ Engaging in honest and open dialogue.
  ☐ Emphasizing the importance of caring human relationships
  ☐ Respecting every person’s lived experience.
  ☐ Honoring the dignity and rights of each other.
  ☐ Considering the perspectives of others.

Members of the Silver community should feel:
  ☐ a sense of belonging, valued
  ☐ supported
  ☐ trusted
  ☐ connected
  ☐ invested

Students have a responsibility to conduct themselves in accordance with the values of the undergraduate program community and the profession of social work. Students should take their rights and responsibilities as a valued member of the community seriously.

Essential Abilities and Attributes for Social Work Students

The complex process of becoming a competent professional social worker begins upon entrance into the NYU Silver School of Social Work BSW program. In order to maintain matriculation in the BSW program, and to meet their obligations as professionals, students are expected to meet all of the standards for social work education and practice listed below. These standards will be part of evaluations of students made by faculty during the course of study. An inability to meet these standards will have consequences for successful continuation in, and completion of, the program.

Attendance and Punctuality: Social work students are expected to attend all scheduled classes and fulfill all required field placement hours. They are expected to complete assignments on time, and to be punctual and dependable.
Professional Behavior: Social work students are expected to behave in a professional manner in all classes, in their field placements, and in all interactions with faculty, staff, and other students. They are expected to communicate effectively and respectfully with other students, faculty, staff, clients and other professionals both orally and in writing.

Academic Integrity: Social work students are expected to maintain the highest standards of academic integrity and adhere to NYU and Silver School of Social Work standards of academic conduct.

Professional Commitment: Social work students must possess a commitment to the core 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.

Self-awareness: Social work students must be open to examining how their values, attitudes, and beliefs affect their thinking, behavior and interpersonal interactions. Students must be willing to examine and change their attitudes and behavior when they interfere with their work with clients and with other professionals.

Diversity, Equity, and Inclusion: Social work students must possess a commitment to diversity, equity, and inclusion, and they are expected to demonstrate this commitment in their field placements, classes, and in the larger School community.

Judgment: Social work students are expected to apply sound professional and personal judgment and effectively attend to professional roles and boundaries.

Self-care: Social work students are expected to manage the demands of the BSW program in a manner that enables them to remain consistently engaged, attentive to duties, and professional in conduct and attitude. They must be able to recognize the signs of stress, develop appropriate means of self-care, and seek supportive resources if necessary.

NASW Code of Ethics
The NASW Code of Ethics contains four sections that can be read in full online. Students are encouraged to read and familiarize themselves with the Code of Ethics, as all social workers and all students at The Silver School of Social Work are expected to adhere to the professional organization's Code of Ethics. Below are two of the four sections of the Code for your review.

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work’s core values, that inform social work practice.
The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when
professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. * In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-
based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel. Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.
Ethical Use of Social Media in Practice

In order to ensure the most appropriate and effective use of social media and to avoid unique challenges that social media usage may create, students should use ethical principles as outlined in the NASW Code of Ethics as a guide to practice. Specific guidelines on social media content and presence may differ at different agencies and institutions. Students are responsible for gaining clarity on these guidelines before sharing information and experiences, whether for professional, educational, or personal purposes, on social media outlets. In general, students should keep in mind the following:

- Social work students should avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment, and should avoid dual or multiple relationships with clients.
- Students should respect a client’s right to privacy, and should not solicit private information unless it is immediately relevant.
- Students should not discuss confidential information in any setting unless privacy can be ensured.

Students should not permit their private conduct to interfere with their professional work, and should make clear distinctions between statements and actions made as a private individual and as a social work professional.

Professional Misconduct and Discipline

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.

The link to the University Policy on Academic Integrity for Students can be found [here](#).

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

- Familiarize yourself with the Publication Manual of the American Psychological Association.
- When taking notes from any written material (published or not) summarize, do not 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 is 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, follow APA quotation guidelines and cite the copied portion(s) appropriately.
- Students are fully responsible for any work they submit. If the work is typed by a typist, students must read the finished work to be sure that no references or quotation marks have been omitted.
- If you allow another student(s) to copy your work (including computer programs and research data) and submit it as their own, or if you submit a copy of someone else's work and claim it as your own, you have plagiarized.
- 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. Online material must be clearly referenced as well.
- It is recommended that you cite electronic sources in the same manner you would non-electronic sources. Additionally, you must include all the electronic retrieval information needed for others to locate the sources you cited (i.e. web URLs or DOIs).

Anti-Bias Policy

Any student that has experienced bias, discrimination, or harassing behavior within the classroom, field placement, or community is advised to report the incident through the New York
University Bias Response Line, which is designed to help ensure that our University community is equitable and inclusive. In order to report an incident, students can call (212) 998-2277, email bias.response@nyu.edu, or complete a Bias Response Online Form.

Advisory Committee on Academic Integrity

Purpose
The purpose of the Advisory Committee on Academic Integrity (CAI) is to review and provide a disposition of problems or issues related to academic integrity.

All faculty, students, and other parties may refer matters concerning student or faculty academic integrity. All referring parties may consult or file a formal complaint with the Committee. If filing a formal complaint against a student or faculty member the CAI will inform the relevant student, academic advisor, or faculty member.

All matters referred to the CAI will be considered confidential.

Procedures

1. Consultation with the Committee

Parties who wish to consult with the Committee may do so by sending a memo to the chairperson of the CAI setting forth the basis for the request.

   a. The CAI will review the memo requesting consultation within two weeks.

   b. The CAI will transmit an opinion in writing to the party requesting consultation and any other relevant party within two weeks of their review.

2. Filing a Formal Complaint Concerning a Student

A party who wishes to lodge a formal complaint may do so by sending a memo and documentation to the chairperson of the CAI. Formal complaints must be accompanied by documentation in support of the allegation concerning the violation of academic integrity. A student against whom a complaint is filed may submit a written response to the allegations.

   a. The CAI will review the allegation and supporting documents within thirty days.

   b. The CAI will forward a written recommendation to the Dean for action within two weeks of their completed review.

   c. A copy of the recommendation will be sent to the party who filed the complaint.

   d. The Dean will inform the CAI of the decision.

   e. A written summary will be given to the student and be placed in the student’s permanent file.
3. Filing a Formal Complaint Concerning Faculty
   a. A formal complaint may be lodged by sending a memo and documentation to the chairperson of the CAI. Formal complaints must be accompanied by documentation in support of the allegation concerning the violation of academic integrity. A faculty member against whom a complaint is filed may submit a written response to the allegations.
   b. The CAI will review the allegation and supporting documents within thirty days.
   c. The CAI will forward a written recommendation to the Dean for action within two weeks of their completed review.
   d. A copy of the recommendation will be sent to the individual who filed the complaint.
   e. The Dean will inform the CAI of the decision.
   f. A written summary will be given to the faculty member and be placed in the faculty member’s permanent file.

4. Appeal Process
   If a student wishes to appeal the decision of the Dean, the student can submit a written appeal to the NYU Office of Student Affairs.
   If a faculty member wishes to appeal the decision of the Dean, the faculty member can request that a five-member ad hoc committee be appointed by the Office of the Vice Provost (NYU Faculty Handbook).

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 their Practice Instructor/Field Advisor, Program Director, or other faculty members at the School.
Student Review Procedures

Student Standing Committee

The Student Standing Committee (SSC) reviews complaints against students enrolled in the BS and MSW programs on the basis of reported unethical or unprofessional behavior in the classroom, field setting, or School community at large, or violation of University or School policy. The SSC will serve a triaging role for all such complaints. If the SSC determines that the student may have violated a University policy, the complaint will be forwarded to the University Office of Student Conduct under the authority of the Senior Vice President of Student Affairs. In the absence of evidence that a University policy may have been violated, the SSC, through its procedures, will determine whether the student’s behavior meets the standards of unprofessional or unethical behavior, or if any School policy was violated. The committee expects that before any party submits a complaint for consideration, they will have engaged in a problem-solving and/or conflict resolution process with the support of the appropriate Program Director, Chair, or office (e.g., Academic Affairs, Student Affairs).

The committee will exclude matters of academic integrity, which are appropriate for the Committee on Academic Integrity. If the decision regarding the appropriate committee (SSC or CAI) is not clear, the chairs of the CAI and SSC will consult in order to determine which committee will review the matter.

All members of the School community (faculty, field instructor, students, and staff) can make a referral to the SSC.

The SSC Committee shall consist of five (5) elected faculty members (two tenured, one tenure track, two clinical full-time faculty members), and three (3) student members; one MSW student and an alternate from the MSW program, and one BS student. Student Affairs will coordinate selection of the students. Faculty members of the Committee shall serve staggered 2-year terms, and student members shall serve 1-year terms with the possibility of reappointment for an additional year.

In the event that a referral is made during the January or summer term, and should any of the Committee members be unavailable, the Dean may appoint ad hoc members of the faculty and student body to replace any unavailable member to serve for the duration of the referral under review. Appointed ad hoc members must agree to be available during the semester following the January or summer term in the event proceedings extend accordingly.

Procedures of the Student Standing Committee (SSC)

Section 1. Purpose

The Student Standing Committee (SSC) reviews complaints against students enrolled in the BS and MSW programs on the basis of reported unethical or unprofessional behavior in the classroom, field setting, or School community at large, or violation of University or School policy. The SSC will serve a triaging role for all such complaints. If the SSC determines that the student may have violated a University policy, the complaint will be forwarded to the University Office of Student Conduct under the authority of the Senior Vice President of Student Affairs. In the absence of evidence that a University policy may have been violated, the SSC will determine...
whether the student’s behavior meets the standards of unprofessional or unethical behavior, or if any School policy was violated. The committee expects that before any party submits a complaint for consideration, they will have engaged in a problem-solving and/or conflict resolution process with the support of the appropriate Program Director, Chair, or office (e.g., Academic Affairs, Student Affairs).

Section 2. Rights and responsibilities of each party

1. The Chair will inform the student that they have the right to exclude either or both student members from the hearing and that the exercise of that right must be made in writing to the Chair.
2. Any member of the SSC who has a conflict of interest or the appearance of such a conflict in a specific case should recuse themselves from that case.
3. The student will be given a copy of the written complaint in advance of the hearing.
4. The student has the right to submit a written response to the written complaint in advance of the meeting.

Section 3. Procedures

1. All members of the School community (faculty, field instructors, students, administrators, and staff) can make a referral to the SSC. A party who wishes to lodge a complaint may do so by sending a memo and documentation to the Chair of the SSC. Referrals must include any stated School/University policy or professional conduct violations and any attempts that have been made to resolve the issue.
2. The SSC Chair will inform the student, the complainant, and other directly relevant parties regarding the referral, about information regarding the SSC procedures, and the rights and responsibilities of all parties. In addition, the Chair will encourage the student to seek support from the Assistant Dean and Director of the Undergraduate Program.
3. The SSC will convene to determine whether there is any evidence in the complaint that a University policy may have been violated. When there is such evidence, the Chair will forward the complaint to the University Office of Student Conduct under the authority of the Senior Vice President of Student Affairs.
4. If no evidence of possible violation of a University policy is found, the Chair will convene a hearing as soon as it can be arranged, with every effort being made to convene it within ten (10) working days. The hearing will be attended by the Assistant Dean and Director of Undergraduate Programs and when necessary, the Associate Dean for Academic Affairs. The Chair will invite relevant participants as necessary, which may include the Faculty Field Advisor, Field Instructor (if the alleged violation occurred in a Field setting), and/or course instructor (if the alleged violation occurred in a non-Field course). The Chair will inform the student that they have the right to exclude either or both student members from the hearing and that the exercise of that right must be made in writing to the Chair.
5. The student also shall be advised that they may invite a person to attend the hearing in an advisory or support capacity. The student shall not be permitted to bring an attorney or law student. The student’s invited supporter is not allowed to question, cross-examine, or voluntarily contribute directly in the SSC hearing. Participation as an advisor/supporter is voluntary and any faculty, student, or staff member can decline the student’s invitation to attend the meeting. The SSC Chair
must be notified in advance if such a person will be present.

6. The student shall be given a copy of the written complaint in advance of the hearing and will be advised that they have the right to submit a written response to the complaint in advance of the hearing.

7. Any members of the SSC who have a conflict of interest or the appearance of such a conflict in a specific case should recuse themselves from that case.

8. Prior to the hearing, the SSC, Assistant Dean and Director of Undergraduate Programs and the Associate Dean for Academic Affairs will review all material submitted.

9. The hearing will consist of oral presentations from the participating parties and questions by the SSC, Assistant Dean and Director of Undergraduate Programs and Associate Dean for Academic Affairs as needed.

10. Immediately following the hearing, the SSC and Associate Dean for Academic Affairs will deliberate in private and determine whether the student’s behavior meets the standards of unprofessional or unethical behavior or a policy violation.

11. The Assistant Dean and Director of Undergraduate Programs or when necessary, the Associate Dean for Academic Affairs will make the decision regarding the alleged violation, typically within 15 working days of the hearing. Copies of the decision will be sent to the SSC Chair, the student, the complainant (only as appropriate), the Dean, and relevant others (which may include the Assistant Dean for Field Learning and Associate Dean for Student Affairs).

Section 4. Submission of Materials in Preparation for the Hearing

1. Materials pertaining to the student’s performance and prior behavioral conduct while enrolled at the School shall be assembled and made available to the SSC.

2. Written material for the hearing will be prepared and submitted by the student, the complainant, and when appropriate, by the Field instructor, classroom instructor, or other relevant parties.

3. All materials, except the student’s statement, must be submitted to the SSC at least five (5) working days before the hearing. Copies of written materials submitted to the SSC must be given to the student at least four (4) working days before the hearing. Student response statements must be submitted to the Chair at least two (2) working days before the hearing.

4. In order to protect confidentiality, all materials used by the SSC shall be returned to the Chair by all participants, including the student, with the exception that the student may retain their own notes. The Associate Dean for Academic Affairs will retain one (1) set of all material in a confidential file.

Section 5. Appeal Process

The student may appeal the decision in writing to the Dean within 10 working days of its receipt. Grounds for an appeal are limited to: (1) a material procedural error; (2) previously unavailable relevant evidence that could affect the outcome; and/or (3) the sanction being substantially disproportionate to the violation.
University Policies

Many University-wide policies, including those summarized or referenced elsewhere in this manual, apply to the Silver School of Social Work and its students. The following is a non-exhaustive list of important University-wide policies; NYU maintains a comprehensive, searchable database of all University policies. Further, because policies undergo periodic revision, students and faculty should consult the most current version of these policies, as found on the University’s and Social Work’s web pages, to verify the precise conduct prohibited and governing language.

Statement and Guidelines on Bullying, Threatening and other forms of Disruptive Behavior

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behavior that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Although any action that is interpreted as being disrespectful, distracting, or even disorderly can be disturbing to others, it may not constitute a form of Disruptive Behavior that is actionable under this policy.

Students can report bullying, threatening and other forms of disruptive behavior to the Assistant Dean for Student Affairs at courtney.omealley@nyu.edu or 212-998-9189

Affirmative Action and Anti-Discrimination Policies

Students can read about the University’s Affirmative Action and Anti-Discrimination policies on the University website.

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 more specific information, you can go the NYU FERPA webpage. You can also contact Student Affairs, 1 Washington Square North, 212.998.5926.

New York University Sexual Misconduct, Relationship Violence, and Stalking Policy

To learn more about this policy, see the New York University webpage.
New York University Policies on Substance Abuse and Alcoholic Beverages
University policy on Substance Abuse and Alcohol and information about relevant programs and services can be found on the University’s webpage.

University Student Conduct Policies
All university student conduct policies and general rules of conduct for students can be found here.

STUDENT LEAVE PRIOR TO GRADUATION POLICIES AND PROCEDURES
Guidelines for Students Leaving School Before Graduation

NYU has recently adopted new rules regarding leaves of absence. A leave of absence can be taken until the end of the add/drop registration period. Students approved to take a leave will be withdrawn from all courses, and no W (withdrawal) grades will appear on their transcript. However, students will be held responsible for related tuition and fees according to the Bursar’s Refund Schedule.

Students are no longer allowed to request a leave of absence after the end of the add/drop period; they can instead request a term withdrawal up until the 9th week of classes. A term withdrawal allows students to drop their current semester courses, but in this case they will receive W (withdrawal) grades on their transcript. They will be held responsible for related tuition and fees according to the Bursar’s Refund Schedule. Students cannot take a leave of absence or term withdrawal after the 9th week of classes; they must receive a grade for all current semester courses.

The minimum length for a leave of absence or term withdrawal is one semester and, with the exception of military leaves, the maximum length is one academic year. Students interested in a leave of absence or term withdrawal should speak to their academic advisor and, if they are receiving financial aid, the Financial Aid Office.

For medical leaves of absence and term withdrawals, the following conditions apply.

Voluntary vs. Involuntary Leaves of Absence
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 Leave of Absence
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. The psychological medical leave option requires approval from the NYU Wellness Center.
Procedure for Going on Psychological Medical Leave

1. Students schedule an evaluation interview at the NYU Wellness Center.
2. If appropriate, a Wellness Center clinician recommends psychological medical leave (orally and in writing) to Assistant Dean and Director of Undergraduate Programs and informs students (orally and in writing) of conditions for return from medical leave.
3. Students complete an online Student Leave Form located in Albert.
4. Assistant Dean and Director of Undergraduate Programs will review all documentation and authorize leave.
5. Assistant Dean and Director of Undergraduate Programs notifies the Office of the Vice President for Student Affairs. Copies of this notification are sent to SSW Registration Services and SSW 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 emailing Registration Services at ssw.registration@nyu.edu.

To return from a psychological medical leave of absence, students must fulfill certain conditions: (a) sufficient time away from the School; (b) a course of treatment the entire time away from the School; (c) a Certificate of Readiness to Return Form sent from the outside therapist to the NYU Wellness Center; and (d) an evaluation with the NYU Wellness Center.

After fulfilling the above, students should then contact Assistant Dean and Director of Undergraduate Programs to make sure that they are cleared to register for the following semester.

Students who plan to return must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year. If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

Physical Medical Leave of Absence

An illness may prevent students from participating in class. Depending on when students become ill and how quickly they recover, they may not be able to make up missed work; in this case, a physical medical leave of absence is recommended. The physical medical leave option requires approval from the NYU Student Health Center.

To return from physical medical leave of absence, students must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year. If students need to extend their leave, they must formally request an extension by repeating the original request procedure. Students must complete an evaluation with the NYU
Student Health Center before they can re-matriculate.

Non-Medical Leave of Absence or Maintenance of Matriculation

Students may be experiencing personal, family, or financial problems and may not be able to function at the School as a result. Depending on the nature of these issues, students may request a non-medical leave of absence OR Maintenance of Matriculation (MoM). Students must follow the procedure for a non-medical leave of absence or MoM for each semester of absence. Students are responsible for paying the MoM fee, which is determined by the NYU Office of the Bursar.

To return from a non-medical leave of absence or MoM, students must notify the University at least 2 months prior to the start of classes. The limit for consecutive leaves of absence is one academic year. If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

Non-Medical Leave of Absence Procedure

1. The student should meet with Assistant Dean and Director of Undergraduate Programs when considering taking a Leave of Absence from the School to discuss the possibility of taking a leave of absence.
2. If students decide to take a leave, they should submit a written statement plus a Student Leave Form to Assistant Dean and Director of Undergraduate Programs.
3. The Office of Registration Services will register the student for maintenance of matriculation.
4. It is the responsibility of students to notify their Field Instructor at their placement site and classroom instructors of the intent to take a leave of absence.
5. 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?

- **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 (LOA) 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.

**How will this impact my Housing and Financial Aid?**

- Students are responsible for communicating with the Housing Office and the Office of Financial Aid to make all arrangements for their departure and their return. Students are encouraged to ask each office how taking a leave will impact their current/future housing and financial aid opportunities.

**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 Assistant Dean and Director of Undergraduate Programs in writing about their intention to return. The approval letter contains the deadlines by which the student should be in contact in order to be cleared for registration. (Generally 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 Assistant Dean and Director of Undergraduate Programs.

**Who is my advisor while I’m on Leave?**

- Assistant Dean and Director of Undergraduate Programs will approve your leave, when appropriate, but your primary advisor will remain your advisor.

**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 website for further information www.nyu.edu/shc/about/insurance.

**Full Withdrawals from the BS Program**

When a student is considering withdrawal from the school, the student should contact Assistant Dean and Director of Undergraduate Programs to discuss their plan to withdraw. Following the interview, students who still wish to withdraw from the program should submit an online withdrawal form via Albert. Once this form is processed, the student will be terminated from NYU. Students who withdraw from the BSW program have the responsibility to notify the
Financial Aid Office if they have been receiving financial aid, the Housing Office (if in University Housing) as well as their Field and classroom instructors. If a student who has withdrawn from the school decides they would like to return, a new application for admission must be initiated.

SECTION IV: Resources and Student Services

The School’s Website
The School's website is a good source of information about the School and contains important updates.

Writing Assistance
The Writing Center is a place where any NYU student can get help with his or her writing. The Writing Center is a part of NYU's Expository Writing Program in the College of Arts and Science. It is a place where one-on-one teaching and learning occur, as students work closely with EWP faculty and experienced peer tutors at every stage of the writing process and on any piece of writing except for exams. There is no cost. Students can make an appointment online, and read about walk in hours on their website.

The Wasserman Center for Career Development
133 E. 13th Street, 2nd Floor - 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. You can read more about the services available here.

The Henry and Lucy Moses Center for Students with Disabilities
New York University provides reasonable accommodations to qualified students who disclose their disability to the Moses Center. Reasonable accommodations are adjustments to policy, practice, and programs that provide equal access to NYU’s programs and activities. Accommodations and other related services are determined on a case-by-case basis, taking into consideration each student's disability-related needs and NYU program requirements. Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing, etc.), who would like to arrange reasonable accommodations, should contact the Center for Students with Disabilities Office. This should be done at the beginning of the semester. Students can submit an online application and read more about the services available through the Moses Center here.

Health and Wellness Center
726 Broadway, 4th Floor
212.443.9999 (this number is answered 24/7)
NYU offers on campus health and wellness resource and services for all matriculated students. Wellness offers universal, hassle-free appointment-based and walk-in medical,
counseling, and disability services at either no cost or very reduced cost to all NYU students, regardless of insurance coverage. You can read more about their services available here.

**Health Insurance**

NYU requires that all students registered in degree-granting programs maintain health insurance. Whether enrolled in an NYU-sponsored Student Health Insurance Plan or maintaining alternative health insurance coverage, all matriculated NYU students have access to comprehensive services at the Student Health Center (SHC). Many of the services at the SHC are provided at no cost or very reduced cost to all matriculated students. Most students are enrolled automatically in the NYU-sponsored Student Health Insurance Plan as part of the course registration process. Students must complete the online enrollment/waiver process each academic year beginning in the fall to ensure that they are enrolled in the plan of their choice; supplement their current insurance with an NYU-sponsored plan, or waive the NYU-sponsored plans.

**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 questions about the coverage.

**The Undergraduate Student Association (USGA)**

The Association provides a forum for student participation in the educational program and offers a channel of communication between students, faculty, and administration. Organized on democratic principles, officers are elected each spring for the following academic year. The Association sponsors social activities, social work forums, and special events for undergraduates. The Association has an office for all social work undergraduates, which is located in the Social Work Student Lounge in the Garden Level of 1 Washington Square North. Meetings and events will be announced by the Association’s current officers.

Email: ssw.ugsa@nyu.edu
Office Location: One Washington Square North, Room G12

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.

**Student Affairs**

The Office of Student Affairs is located in 1 Washington Square North, Room 212 and plays a vital role in maintaining and enriching the school's community. We plan initiatives to improve student life, facilitate student achievement, and welcome and orient new students. We also realize that being a social work student is very challenging and offer support for a variety of student concerns, including personal and academic concerns. Students may seek assistance, advocacy, and satisfactory resolutions to problems. Student Affairs provides the following resources:
For more information, and to get up-to-date information on School happenings and events, visit the Student Affairs blog [here](#). Feel free to stop into our offices or call 212.998.5926 to speak to someone about your interests, concerns, or questions. You can also email [silver.studentaffairs@nyu.edu](mailto:silver.studentaffairs@nyu.edu). Our regular business hours are 9:00 AM – 5:00 PM, Monday through Friday, except during University holidays. We are here to assist you to make the most of your student experience.

**Office for Global Services**
383 Lafayette Street
The Office of Global Services (OGS) handles immigration matters for all students, faculty, and staff seeking immigration and visa support when traveling to NYU locations in the US and around the world. The OGS is the University's liaison to the United States departments of State and Homeland Security, and is the University's designee for ensuring institutional compliance with U.S. immigration regulations. The office assists members of the NYU international community with matters of special concern and serves as a referral source to other University offices and academic departments. More information about OGS can be found [here](#).

**STUDENT DIVERSITY**
Center for Multicultural Educational Programs Kimmel Center, Suite 806 212.998.4343
The Center for Multicultural Education and Programs, known as CMEP, offers intentional and sustained educational programs and initiatives in the area of diversity and social justice. NYU CMEP enhances the NYU experience by fostering a more inclusive, aware and socially just community. NYU CMEP offers a wide variety of programming and educational initiatives focused on four main areas: community building, leadership development, social justice education and student achievement. Students can learn more about trainings, workshops and initiatives hosted by CMEP on their website.

**LGBTQ Student Center**
The New York University Lesbian, Gay, Bisexual, Transgender and Queer Student Center creates a welcoming environment for all University students, faculty, staff, and alumni interested in developing their understanding of LGBTQ communities. Support services, resources, programs, advocacy, training, education, and consultation are provided to members of the NYU
community. For more information visit the [LGBTQ webpage](#).

**Global Spiritual Life**

Global Spiritual Life at NYU is an open, authentic, and vibrant community at the forefront of international conversations on religion and spirituality. Their mission is to offer environments and tools for transformative multi-faith and spiritual encounters at NYU and beyond. To learn more, visit their [webpage](#).