I. SILVER SCHOOL OF SOCIAL WORK MISSION STATEMENT .............................................. 5
II. THE MSW PROGRAM CURRICULUM ........................................................................... 7
   Generalist Practice .............................................................................................................. 7
   Specialized Practice ........................................................................................................... 7
   Pathways to the MSW Degree .......................................................................................... 8
   Study Away Options .......................................................................................................... 10
   Dual-Degree Programs .................................................................................................... 11
   Non-Matriculated Program .............................................................................................. 13

III. ACADEMIC ADVISEMENT .......................................................................................... 15
   Academic Advisors ......................................................................................................... 15
   International Student Advisement .................................................................................. 15
   Probation Advisement .................................................................................................... 15

IV. ACADEMIC GUIDELINES ............................................................................................ 17
   Degree Requirements ..................................................................................................... 17
   Requirements for Good Standing in the MSW Program ................................................ 17
   Expectations for Attendance ........................................................................................... 17
   Late Assignments ............................................................................................................. 17
   Incomplete Grades .......................................................................................................... 17
   Technology-Enhanced Courses ...................................................................................... 18
   Cross-School Registration .............................................................................................. 18
   Independent Study Options ............................................................................................ 19
   Guidelines for Grading Papers ....................................................................................... 20
   Guidelines for Course Grading ....................................................................................... 20
   Procedure for Appealing a Grade .................................................................................... 22
   Policy on Repetition of Courses ..................................................................................... 22
   Student Course Evaluations ............................................................................................ 22
   Withdrawals and Refunds from Courses ....................................................................... 23
   Withdrawals and Refunds for One-Credit Electives ....................................................... 23
   Guidelines for Student Leaves of Absence and Term Withdrawals ............................... 23
   Full Withdrawals from the MSW Program ..................................................................... 25
   Readmission to MSW Program ....................................................................................... 25
   Reapplication .................................................................................................................... 25

V. REGISTRATION AND BILLING .................................................................................. 26
   Registration ....................................................................................................................... 26
   Official Transcripts Block ............................................................................................... 26
   Transfer Students and Transferring Credits .................................................................. 26
   Student Records .............................................................................................................. 26
   Financial Aid .................................................................................................................... 27
   Billing and Payment ........................................................................................................ 27

VI. FIELD LEARNING ......................................................................................................... 28
   Field Learning Curriculum ............................................................................................ 28
   Generalist Practice Curriculum ....................................................................................... 28
   Specialized Practice Curriculum ..................................................................................... 28
   Field Learning - The “Open Classroom” ......................................................................... 29
   Field Learning’s Goals and Objectives ......................................................................... 29
   Expectations for Successful Completion of the Field Instruction Course: Evaluation and Grading .................................................. 29
   Initial Educational Statement ........................................................................................ 29
   Mid-Year Evaluation ....................................................................................................... 30
   Final Evaluation .............................................................................................................. 30
   Attendance at the Field Learning Site – The Agency Setting ........................................... 30
   Guidelines for Process Recordings ................................................................................ 31
   Structure and Function of Field Learning and Community Partnerships ..................... 31
   Field Learning Faculty ................................................................................................... 31
   Faculty Advisor .............................................................................................................. 32
   The Faculty Advisor and the Generalist Practice Year Student ....................................... 32
   The Faculty Advisor and the Specialized Practice Student .......................................... 33
   The Faculty Advisor and the Advanced Standing Student .......................................... 33
   The Field Instructor ....................................................................................................... 33
   Selection of Field Instructor and Qualifications ............................................................ 33
   Field Instructor Responsibilities ...................................................................................... 34
   Qualifications and Requirements for Field Instructors .................................................. 36
   Professional Commitment .............................................................................................. 36
   Knowledge Base for Social Work Practice .................................................................... 36
   Professional Behavior ................................................................................................... 36
Acceptance of Diversity ................................................................................................................................................. 36
Self-Awareness .................................................................................................................................................................. 36
Communication Skills ....................................................................................................................................................... 37
Interpersonal Skills ........................................................................................................................................................... 37
Empathy ........................................................................................................................................................................... 37
Seminar in Field Instruction (SIF) ..................................................................................................................................... 37
Annual Orientation for Field Instructors ........................................................................................................................... 37
Continuing Education for Field Instructors ....................................................................................................................... 37
Collaboration with our Community Partners .................................................................................................................... 38
Selection and Approval of Agencies for Field Learning ...................................................................................................... 38
Ongoing Evaluation of Agencies’ Effectiveness in Providing Field Education ........................................................................ 38
Fields of Practice .............................................................................................................................................................. 38
Matching Students to the Agency: The Placement Process .................................................................................................. 40
The School’s Responsibilities In Relation To Field Instruction ............................................................................................ 41
School Policies in Relation to Field Learning ..................................................................................................................... 42
Agency Responsibility to Field Learning ........................................................................................................................... 44
Handling Questions, Concerns and Difficulties in Field ........................................................................................................ 44
Can a Student Request a Change in Field Learning Site? ..................................................................................................... 44
Field Instruction (Supervision) Definitions and Expectations ............................................................................................... 45
Student Assignments .......................................................................................................................................................... 46
Safety Guidelines ................................................................................................................................................................. 46
Registration for Field Instruction ........................................................................................................................................ 48
Registration for First-time Field Instruction Students ........................................................................................................ 48
Registration for Continuing Field Instruction Students ................................................................................................... 48
Professional Liability (Malpractice) Insurance .................................................................................................................... 49

VII. RIGHTS AND RESPONSIBILITIES ............................................................................................................................ 50
Essential Abilities and Attributes for Social Work Students .................................................................................................. 50
Ethical Use of Social Media in Practice .............................................................................................................................. 51
Professional Misconduct and Discipline .............................................................................................................................. 51
Advisory Committee on Academic Integrity ......................................................................................................................... 53
Dual Relationships ............................................................................................................................................................... 54
Student Standing Committee (SSC) .................................................................................................................................. 54
Procedures of the Student Standing Committee (SSC) ........................................................................................................ 55
Student Grievances ............................................................................................................................................................ 57
University Policies ............................................................................................................................................................. 59

VIII. STUDENT SERVICES ................................................................................................................................................ 63
Silver School of Social Work Office of Student & Alumni Affairs ......................................................................................... 63
Student Activities ............................................................................................................................................................... 63
Student Groups ................................................................................................................................................................. 64
Graduation ........................................................................................................................................................................ 64
Licensing ........................................................................................................................................................................... 65
Career Development .......................................................................................................................................................... 65
Services for Students with Disabilities .............................................................................................................................. 65
Student Health Center ....................................................................................................................................................... 66

IX. DIRECTORY .................................................................................................................................................................. 67
School Administration .......................................................................................................................................................... 67
MSW Curriculum Area Offices and Chairs ......................................................................................................................... 68
MSW Program Campuses ................................................................................................................................................ 69

APPENDIX A: MSW PROGRAM CURRICULA .................................................................................................................. 71
APPENDIX B: REQUIRED HOURS FORM .......................................................................................................................... 76
APPENDIX C: OUTLINE FOR PROCESS RECORDINGS .................................................................................................. 77
APPENDIX D: REFLECTIVE LOGS AND/OR JOURNALS ............................................................................................... 78
APPENDIX E: SAMPLE PROCESS RECORDING .............................................................................................................. 79
APPENDIX F: ADMINISTRATION RECORDING ............................................................................................................. 84
APPENDIX G: CROSS SCHOOL REGISTRATION FORM .................................................................................................. 88
APPENDIX H: INCOMPLETE GRADE (I) REQUEST FORM ............................................................................................... 89
APPENDIX I: INDEPENDENT STUDY FORM .................................................................................................................. 90
APPENDIX J: RESEARCH INDEPENDENT STUDY APPLICATION .................................................................................. 91
APPENDIX K: ADVANCED CREDIT APPLICATION ......................................................................................................... 92
I. SILVER SCHOOL OF SOCIAL WORK MISSION STATEMENT

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 a complex urban environment.

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

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

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

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

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

The Doctor of Social Welfare Program in Clinical Social Work (DSW) trains advanced clinical social work practitioner-scholars to assume leadership positions in clinical social work education and agency-based behavioral health practice settings. Through the promotion of practice-relevant scholarship, the program prepares graduates to develop new clinical social work knowledge and skills to advance social work practice and education benefiting client populations-at-risk.
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.
II. THE MSW PROGRAM CURRICULUM

The MSW curriculum consists of a generalist practice level and a specialized practice level. Both levels are organized according to five curriculum areas: Social Work Practice, Human Behavior in the Social Environment, Social Welfare Programs and Policies, Social Work Research, and Field Instruction. In addition, each curriculum area addresses social work values and ethics, diversity, social and economic justice, and populations at risk. Students must complete the generalist practice content of the MSW Program, including Field, before continuing on to the specialized practice content.

Generalist Practice
The 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 learn about and are expected to demonstrate the ability to carry out a range of social work roles, including but not limited to, case manager, advocate, mediator, and counselor.

As part of the generalist practice curriculum students undertake an integrated set of final assignments which focuses on demonstrating competencies in engagement, assessment, and practice with individuals, families, and communities, including a policy/service organization assessment and improvement project. These assignments are designed to facilitate the integration of a generalist social work perspective with an improvement project conducted at the Field placement site.

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 I
- Social Work Research I
- Practice with Groups

Specialized Practice
The specialized practice curriculum is designed to deepen knowledge and skills and add breadth, depth, and specificity to content learned at the generalist practice level. Students are expected to
deepen and extend their assessment, intervention, and evaluation skills with diverse and at-risk populations, demonstrating a critical understanding of the major theories that inform practice with individuals, families, and larger systems. Students are also expected to demonstrate understanding of the biopsychosocial and cultural factors underlying the concepts of mental health and illness. The links between practice and research and practice and policy are integrated throughout the curriculum, as is the attention to social and economic justice and the importance of practicing competently with diverse and at-risk populations.

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

The specialized practice curriculum consists of the following courses:

- Social Work Practice III
- Social Work Practice IV
- Field Instruction III
- Field Instruction IV
- Human Behavior in the Social Environment III
- Advanced Social Policy
- Social Work Research II
- Electives (3): a maximum of three 1-credit electives can be taken in place of one 3-credit elective.

Note that Field Instruction must be taken concurrently with the associated Practice course (e.g., Field III and Practice III).

**Pathways to the MSW Degree**

**Two Year**

The traditional path to the MSW degree, this is the option that attracts the greatest number of students. The period of study is four semesters: fall-spring-fall-spring, including 1,200 hours of Field. Study during the summer is not required. Students spend two semesters in each of two different agencies, which are selected from among the more than 500 social service agencies throughout the metropolitan area that are affiliated with the School.

**16 Month Accelerated**

An accelerated route to the MSW degree, the 16 Month option is identical to the Two Year pathway in the sequence of courses. Students begin study in the spring semester and complete the
program in four consecutive semesters, including an intensive summer term. The period of study is spring-summer-fall-spring, with two 600-hour Field placements.

**Advanced Standing**

This accelerated route to the MSW degree is available to graduates within the past 5 years of a CSWE accredited undergraduate social work program. Study is nearly identical to the specialized practice level (2\textsuperscript{nd} year) of the Two Year pathway. The period of study is two semesters: fall-spring, including 600 hours of Field learning at one Field placement.

**Extended One-Year Residency (OYR)**

For employed social workers, this option combines 37 credits of part-time study (fewer than 10 credits per semester) with two semesters of full-time study (minimum of 10 credits per semester), including one Field placement of 900 hours. An employment-based field learning option is available to students employed in agencies that provide an appropriate educational experience as determined by the Field learning and Community Partnerships Office. The period of study ranges from 3 to 4 years.

**Extended**

This flexible option enables students to complete an individualized study plan arranged with their academic advisor. Two semesters of full-time study (minimum of 10 credits per semester), is required. The period of study ranges from 3 to 4 years, with two 600-hour Field placements. Most students in this program take advantage of the option for study during the summer term.

**32 Month**

Designed for those who work full time, this option allows students to earn an MSW degree over a 32-month period through evening, weekend, and summer study. This pathway is open only to new first-year MSW students. Students in each entering cohort take their first year of courses together. They also participate in a Practice Lab during the first 2 semesters that prepares them for the Field placement, which begins in the third semester. Courses and field placements are scheduled during evenings and weekends, leading to the MSW degree in 32 months. The period of study for this option is 8 semesters including summer, with 1,100 hours of Field learning.

**International**

International students (students who are not US citizens or permanent residents) admitted to the Two Year Program will follow the International Student Program Curriculum. Students take the course *Introduction to Social Work Education and Practice in the United States* during their first (fall) semester, and they delay Social Work Practice I and Field Instruction I until the second (spring) semester. Practice II and Field Instruction II are taken during the summer semester that follows. Enrollment during the first summer semester is required, during which time students must complete all Field Instruction hours and responsibilities.
### Study Away Options

**MSW Program in Shanghai and New York**

This study away option is a variation on the Two Year pathway in which students attend the first two semesters in China, at NYU Shanghai, and the final two semesters at Washington Square. Extended immersion in Shanghai and New York allows students to critically reflect on cultural, social, and economic similarities and differences between these two environments, and it enhances their learning about and capacity for culturally appropriate practice. All courses are taught in English. The first 600-hour Field placement is in either Mandarin or English, depending on the student's language capability, at social service agencies and hospitals in Shanghai. The second 600-hour Field placement is in the greater New York metropolitan area, where a wide variety of agency settings are available. English fluency is required for the second Field placement.

<table>
<thead>
<tr>
<th>First Year in Shanghai</th>
<th>Credits</th>
<th>Second Year in New York</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (SEM 1)</strong></td>
<td></td>
<td><strong>Fall (SEM 3)</strong></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice I</td>
<td>4</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>Social Welfare Programs and Policies I</td>
<td>3</td>
<td>Human Behavior in the Social Environment III</td>
<td>3</td>
</tr>
<tr>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
<td>Diversity, Racism, Oppression, and Privilege</td>
<td>3</td>
</tr>
<tr>
<td>Writing Seminar</td>
<td>3</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>Chinese Language Elective</td>
<td>2</td>
<td>Field Instruction III</td>
<td>4</td>
</tr>
<tr>
<td>Field Instruction I</td>
<td>4</td>
<td>Elective*</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total: 16-17</strong></td>
<td></td>
<td><strong>Total: 16-17</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring (SEM 2)</strong></td>
<td></td>
<td><strong>Spring (SEM 4)</strong></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice II</td>
<td>3</td>
<td>Social Work Practice IV</td>
<td>3</td>
</tr>
<tr>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
<td>Advanced Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>Practice with Groups</td>
<td>3</td>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>
Enrolling in either Writing Seminar or a Chinese language elective is strongly recommended for students in this pathway. Writing Seminar is designed to strengthen students' professional writing skills regardless of whether English is the first or second language. For the Chinese language elective, students complete an online assessment in order to determine the proper level course they should take. Students who take a 2-credit Chinese language elective in their first semester will have an additional 1-credit elective that can be taken at any point during the New York portion of the program: third semester (shown here), fourth semester, January term or spring break, or summer semester between the first and second year.

Buenos Aires, Argentina

This study away option is a variation on the Two-Year pathway, in which students attend the third semester in Buenos Aires and the other three semesters at Washington Square. Spending a semester in Buenos Aires allows students to critically reflect on cultural, social, and economic similarities and differences between these two environments, and it enhances their learning about and capacity for culturally appropriate practice. It also helps them contrast social work practice models in the two countries. All courses in Buenos Aires are taught in English. The 300-hour Field placement in Buenos Aires is in either Spanish or English, depending on the student's language capability, at social service agencies, community-based organizations and non-government organizations in Buenos Aires. The spring 300-hour fourth semester Field placement (when students return from Argentina) is in the greater New York metropolitan area, where a wide variety of agency settings are available.

Short-Term Study Away Options

Students at Silver have several opportunities to participate in short-term elective global learning courses in which they are able to experience social work as a global profession. These courses are coordinated by Silver’s Office of Global and Lifelong Learning and taught by Silver faculty primarily during the summer, spring break week, or January intersession. There are additional travel and program costs for these courses, and students must complete an application in order to enroll. Short-term study away courses have been offered in Argentina, Dominican Republic, France, Germany, Ghana, Israel, and Mexico.

Dual-Degree Programs

MSW/MA in Child Development

The School has joined with Sarah Lawrence College to offer a dual degree in Social Work and Child Development. Students in this program can pursue study leading to an MSW degree and a
master's degree in Child Development. Admission to both programs is required. By taking courses that are acceptable for transfer credit in each of the schools involved, and through careful course planning, the dual degree student can complete both degrees full-time in three years. The program can also be completed on a part-time basis.

All classes in Child Development are held at Sarah Lawrence College in Bronxville, New York. Students must begin this program at Sarah Lawrence College, completing one year of course work in developmental theory and an observational fieldwork placement. Social work classes begin after the completion of this first year and can be taken at any campus.

MSW/MA in Health Advocacy (currently on hiatus)

The School has joined with Sarah Lawrence College to offer a dual degree in Social Work and Health Advocacy. Students in this program can pursue study leading to an MSW and an MA in Health Advocacy.

Students must begin this program at Sarah Lawrence College with one year of course work in health advocacy. Social work classes begin after this first year; a final year includes courses in both fields.

Admission to both programs is required. All classes in health advocacy are held at Sarah Lawrence College in Bronxville, New York. MSW classes can be taken at the Washington Square, Rockland, or Westchester campuses.

MSW/JD

The School and the NYU School of Law offer a program in which students may simultaneously pursue study leading to an MSW degree and a Juris Doctor (JD) degree. By taking courses that are acceptable for transfer credit in both of the schools involved and through careful course planning, the dual degree student can complete both degrees within a four-year period.

Admission to both programs is required, and neither degree will be conferred until the requirements for both degrees are fulfilled.

MSW/Executive MPA

The School and the NYU Robert F. Wagner Graduate School of Public Service offer a program in which a student may simultaneously pursue study leading to an MSW degree and an Executive Master of Public Administration (MPA) degree. By taking courses that are acceptable for transfer credit in both of the schools and through careful course planning, the dual degree student can complete both degrees in two years, including two summers.

Students have flexibility to take courses in either the Public and Nonprofit Management and Policy or Health Policy and Management programs at Wagner. Neither degree will be conferred until the requirements for both degrees are fulfilled.
**MSW/MPH**

This interdisciplinary, three-year program with the NYU College of Global Public Health is for students who seek to combine social work and public health with a global focus. At completion of the program, students will have earned an MSW degree and a Master of Public Health (MPH) degree. Courses are taught by faculty from relevant programs across five schools at NYU, including the Silver School of Social Work; Robert F. Wagner Graduate School of Public Service; School of Medicine; College of Dentistry, and Steinhardt School of Culture, Education and Human Development.

Students in the MSW/MPH dual degree program enroll as full-time students taking courses within each program concurrently. Neither degree will be conferred until the requirements for both degrees are fulfilled.

**Non-Matriculated Program**

This is an exploratory option for people who have not been admitted to the MSW degree program. A maximum of 12 credits (or 4 courses) may be taken without making a commitment to a degree program. No more than 2 courses may be taken per semester. Students later admitted to the MSW program may receive credit for these courses if they earn a grade of B or higher. Non-Matriculated students can take the following courses:

- Social Welfare Programs and Policies I
- Diversity, Racism, Oppression and Privilege
- Human Behavior in the Social Environment I
- Human Behavior in the Social Environment II.

*At the Rockland and Westchester campuses, Non-Matriculated students can also take Social Work Research I.*
III. ACADEMIC ADVISEMENT

Academic Advisors
All students are assigned an academic advisor generally by program pathway or campus, as indicated below.

<table>
<thead>
<tr>
<th>Washington Square</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Takako Kono</td>
<td><a href="mailto:takako.kono@nyu.edu">takako.kono@nyu.edu</a></td>
<td>Two Year, 6 Month, Non-Matriculated, Dual-Degree, Probationary</td>
</tr>
<tr>
<td>Susan Egert</td>
<td><a href="mailto:susan.egert@nyu.edu">susan.egert@nyu.edu</a></td>
<td>Extended, OYR</td>
</tr>
<tr>
<td>Anne Dempsey</td>
<td><a href="mailto:anne.dempsey@nyu.edu">anne.dempsey@nyu.edu</a></td>
<td>32 Month (Field)</td>
</tr>
<tr>
<td>Dr. Mara Gottlieb</td>
<td><a href="mailto:mara.gottlieb@nyu.edu">mara.gottlieb@nyu.edu</a></td>
<td>Advanced Standing, IYBH, International, 32 Month (pre-Field)</td>
</tr>
<tr>
<td>Rockland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Aminda Chomanczuk</td>
<td><a href="mailto:aminda.chomanczuk@nyu.edu">aminda.chomanczuk@nyu.edu</a></td>
<td>All Rockland Students</td>
</tr>
<tr>
<td>Westchester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Susan Gerbino</td>
<td><a href="mailto:susan.gerbino@nyu.edu">susan.gerbino@nyu.edu</a></td>
<td>All Westchester Students</td>
</tr>
<tr>
<td>Shanghai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Minchao Jin</td>
<td><a href="mailto:minchao.jin@nyu.edu">minchao.jin@nyu.edu</a></td>
<td>All Shanghai students</td>
</tr>
</tbody>
</table>

In most cases, academic advisement is not mandated, but students are strongly encouraged to meet with their academic advisor to discuss academic plans, course sequencing, credit loads, leaves of absence, program changes, cross-school registration, and referrals to university resources, or other issues as needed.

International Student Advisement
International students should also consult with the Office of Global Services (OGS), which provides comprehensive support, advisory services, and programs for international students and their dependents. Because immigration laws and regulations may change, it is important to consult OGS for the latest information.

Probation Advisement
Academic advisement is especially important when a student is admitted or placed on academic probation. Therefore, any student on probation is encouraged to contact the Associate Director of
the MSW Program for resources and guidance. Students must meet the following criteria in order to come off probation and return to good academic standing:

- A 3.0 cumulative grade point average
- No F (failing) grades
- No W (withdrawal) grades
- No I (incomplete) grades.

At the end of the probationary period, the student will be either removed from probation or academically dismissed. The student will be made aware of this outcome in a probation outcome memo.
IV. ACADEMIC GUIDELINES

Degree Requirements
The MSW Program requires successful completion of the 65 credit curriculum, which includes Field Instruction. To qualify for the MSW degree, students must have a grade point average of at least 3.0 (corresponding to a B-average).

Students have a total of 5 years from the point of matriculation to complete all degree requirements. Each student has the responsibility to ensure that they meet the degree requirements. Students cannot enroll in additional courses after completion of the 65 credit curriculum.

Requirements for Good Standing in the MSW Program
Students enrolled in the MSW Program are expected to maintain good academic standing, which includes the following criteria:
- A 3.0 grade point average
- No F (failing) grades. Note that regardless of the grade point average students earning an “F” grade will be placed on probation. Students who receive an “F” grade for a required course must repeat the course at their own expense.

Additional requirements include the following:
- Students are responsible for the removal of Bursar, Health Services, and/or final official transcript blocks, which prevent students from registering.
- Registration for appropriate classes in the proper sequence (see Curriculum Guide in Appendix B).
- Students must complete all Generalist Practice level courses, including Field Instruction prior to enrolling in Specialized Practice level courses.

Expectations for Attendance
Students are required to attend all classes and to notify the instructor if they will be absent. It is the student's responsibility to make up for missed material. To make up for missed classes, students may be required to do additional work at the discretion of the instructor.

Late Assignments
Students are expected to complete all course assignments on time. Instructors of each course may inform students of specific guidelines regarding the consequences of handing in assignments late.

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 an Incomplete Grade Form (see Appendix J), which is available on the Silver School’s website: http://socialwork.nyu.edu/content/dam/sssw/students/pdf/registrationincompleteform.pdf
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 (MSW Program Office for Washington Square, Campus Coordinator for other campuses).

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 the Associate Director of the MSW Program. 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.

Technology-Enhanced Courses

Students have the option of taking technology-enhanced courses. The MSW program offers three types: online, blended, and hybrid. Online refers to a fully online course with no in-person meetings; blended refers to a course that has both online and in-person components; hybrid refers to an online or blended course that has both synchronous and asynchronous components. Starting in spring 2018, technology-enhanced courses will be given the section number 001 and will be listed first in Albert course listings. Albert will show specific coding for these courses (OB for blended; OL for online), and explanatory notes may be shown as well.

Cross-School Registration

Students who wish to take elective courses at other schools within New York University and apply those credits toward their MSW degree must receive prior approval from their academic advisor by submitting a course description and syllabus. Upon receiving advisor approval, the student is responsible for contacting the appropriate offices at the other school to secure permission to register and complete the registration process. Finally, the student must complete the Cross-School Registration Form (see Appendix H). Note that the completion of this form does not constitute registration for the desired course.
Students who have already taken two non-social work electives must take their remaining elective(s) at the School. Language courses are not eligible for cross-school registration.

**Independent Study Options**

An independent study allows students to design and carry out a learning project that covers material that is not available in an existing course. Students are allowed to substitute an independent study for one elective, either a 3-credit elective or a 1-credit elective. More than one independent study will not be allowed. Independent study must be supervised by a member of the Silver School of Social Work full-time faculty.

There are two independent study options: a traditional independent study, and a research independent study. A traditional independent study typically focuses on theoretical or applied material of strong interest to the student that is not covered in an existing course, or it is not covered in sufficient depth. A research independent study provides an opportunity to gain meaningful research experience by working with a faculty member engaged in an existing program of research.

For either type of independent study, the application process should begin well before the semester for which it is being planned. The first step for students who are interested in applying for an independent study is to discuss it with their academic adviser in order to make sure that doing an independent study fits within their degree plan. In order to apply for a traditional independent study, the second step is for students to meet with the Director of the MSW Program in order to discuss and, if needed, refine the proposed learning project. The Director can also help students to identify potential faculty sponsors for the independent study. Students must then find a faculty member to serve as the sponsor. Supervising an independent study is a voluntary activity for faculty, and the School does not guarantee that a sponsor will be available.

In order to apply for a research independent study, the second step is for students to submit an application to the Associate Dean for Research, who will provide a list of faculty who might be able to provide a meaningful research experience. As with the traditional independent study, students are responsible for finding a faculty sponsor, and the School cannot guarantee that one will be available.

Upon agreeing to supervise either a traditional or research independent study, the faculty sponsor should work with the student to develop a mutually agreeable learning contract. Students must then complete the MSW Independent Study Form, which both the student and sponsoring faculty member have to sign. The form may be obtained from the Silver School’s website: [http://socialwork.nyu.edu/content/dam/sssw/students/pdf/registrationindependentproposal.pdf](http://socialwork.nyu.edu/content/dam/sssw/students/pdf/registrationindependentproposal.pdf). The form must be submitted to the Office of Enrollment Services, which will register the student for the independent study. At the end of the semester, the sponsoring faculty member is responsible for submitting a final grade for the independent study.
Guidelines for Grading Papers

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

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

Guidelines for Course Grading

A

- Excellence in integrating conceptual learning with practice situations.
- Consistently superior performance in dealing with conceptual material.
- Excellence in written expression and scholarship.
- Evidence of self-direction in learning with substantial reading activity in depth and breadth.
- Resourceful, intelligent participation in class discussion. Might include leadership in class projects.

A-

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

B+

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

B

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

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

C
• There is minimal grasp of concepts and minimal integration of conceptual and practice learning.
• Student might repeat some content areas on mechanical, rote basis but the student's understanding is unclear or questionable.
• The grade is "passing" but the student is considered marginal in important areas of learning.
• The gaps in learning are more extensive than in the case of a “B-” grade.
• The grade of “C” should serve to alert the student that his/her work is borderline and should improve.

F
• Work is unsatisfactory in most of the attributes considered and does not warrant receiving credit for the course.
• A student receiving an “F” grossly misunderstands course content and/or is deficient in its mastery.
• Failure to submit assignments or other required materials is clearly unacceptable.
Non-matriculating students who receive an “F” grade are not eligible for future registration.

I (Incomplete)
• Grade given for incomplete course work due by a date the student and instructor agree upon (see Policy on Late Assignments and Incomplete Grades below).

N (No Grade)
• No grade or credit given because the student never attended the course.

NR (No Record)
• Grades not entered by the course instructor within 60 days from the grade due deadline will lapse to NR. NR grades can be later changed by class instructors using the standard grade change process. Courses with NR grades do not count toward earned credit and do not factor into the GPA, but do count as credits attempted and do impact academic progress evaluations used for financial aid eligibility. Students may not graduate with NR grades on their record without a formal documented exception approved by the Academic Dean.

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

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

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

**Procedure for Appealing a Grade**

Student who wish to appeal a grade must first contact their instructor. If no agreement is reached with the instructor, students may then contact the Chair of the curriculum area for consultation. The Chair may consult with the instructor concerning the grade. The final decision on the grade appeal will be made by the instructor.

<table>
<thead>
<tr>
<th>Department</th>
<th>Name of Chair</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Learning</td>
<td>Dr. Peggy Morton</td>
<td>109</td>
<td>(212) 998-5916</td>
</tr>
<tr>
<td>Human Behavior in the Social Environment</td>
<td>Dr. Lala Straussner</td>
<td>408</td>
<td>(212) 998-5947</td>
</tr>
<tr>
<td>Practice</td>
<td>Dr. Diane Mirabito</td>
<td>402</td>
<td>(212) 992-9732</td>
</tr>
<tr>
<td>Social Work Research</td>
<td>Dr. Ellen Tuchman</td>
<td>G01B</td>
<td>(212) 998-5915</td>
</tr>
<tr>
<td>Social Welfare Programs and Policies</td>
<td>Dr. Robert Hawkins</td>
<td>304</td>
<td>(212) 998-5939</td>
</tr>
<tr>
<td>Electives</td>
<td>Dr. James Martin</td>
<td>211</td>
<td>(212) 998-9095</td>
</tr>
</tbody>
</table>

**Policy on Repetition of Courses**

- Students must repeat a required course for which they receive a grade of “F” in order to receive credit for that course.
- Students can repeat any elective course for 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 are not allowed to repeat courses for which they receive a grade of “C” or better.
- Any international student who earns a grade of F in Social Work Practice I, II, III, or IV will be dismissed from the MSW Program.

**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.

Students can review course evaluations from previous semesters at the Online Course Evaluation website: www.onlinecourseevaluations.com/nyusocial

Withdrawals and Refunds from Courses
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 W (withdrawal) grade 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 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 this decision with the course instructor. The next step is to contact the academic advisor to facilitate the withdrawal process. Students should speak to the Silver School’s Financial Aid office as well as NYU’s Financial Aid office to discuss how a W grade can impact loans, scholarships, and financial aid eligibility. 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.

Withdrawals and Refunds for One-Credit Electives
Students who wish to withdraw from a one-credit elective can do so, with full refund, until 9:00 am on the day following the first class session. Students who withdraw by the deadline will receive a W (withdrawal) on their transcript to indicate withdrawal. Students should speak to the Silver School’s Financial Aid office as well as NYU’s Financial Aid office to discuss how a W grade can impact loans, scholarships, and financial aid eligibility. After this deadline students must receive a grade for the course, which can be P or F, or N if they failed to attend any part of the course. Following the deadline no refunds will be allowed.

Guidelines for Student Leaves of Absence and Term Withdrawals
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 (for spring 2018, that deadline is February 4th). 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 (for spring 2018, that date is March 30th). 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.

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.

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.

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

**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.

**Full Withdrawals from the MSW Program**

Students who are considering a full withdrawal from the MSW program should contact the Associate Director of the MSW Program to arrange an exit interview. Students will be required to turn in their University ID Card at the time of the exit interview. Following the interview, students should submit an online withdrawal form via Albert. Once this form is processed, the student will be terminated from NYU and must reapply for admission to the MSW Program.

Students will be held responsible for related tuition and fees according to the Bursar’s Refund Schedule. Students must contact and notify the Financial Aid Office if they have been receiving financial aid, and they should consult the Refund Schedule for Complete Withdrawals. Students may also contact the Office of Enrollment Services and any applicable University offices to obtain information with respect to grades, classes, and refunds policies.

**Readmission to MSW Program**

Students who wish to return to the MSW program after withdrawing will be required to submit a new application for admission. At minimum the School reserves the right to require a full application to any academic program after an absence of one year or longer for any reason. Readmission to all academic programs is reviewed on a case-by-case basis.

**Reapplication**

Some applicants may wish to reapply if they are not admitted to the MSW Program. The School strongly recommends waiting a minimum of one academic year before initiating a new application.
V. REGISTRATION AND BILLING

Registration
Please view the New and Continuing student registration webpages and the University Academic Calendar for important registration dates and instructions.

Official Transcripts Block
A final official transcript from all previous higher education institutions attended is required for full admittance to the MSW Program. For those students who are provisionally admitted pending the submission of all final official transcripts, all transcripts must be received by October 15th for fall admission or by March 1st for spring admission. Students who do not have all official transcripts submitted by this date will have a block placed on their account, which will prevent registration for the upcoming term. Once the official transcripts are received by the Admissions Office, the block will be removed. No exceptions will be made.

Transfer Students and Transferring Credits
The MSW program accepts transfer students who have completed their first year at a CSWE-accredited graduate social work program.

How to Transfer Credits
Students may transfer up to 12 credits of coursework completed at a CSWE-accredited graduate social work program or an accredited related graduate program. These courses must have been taken within the past five years and completed with a grade of ‘B’ or higher. Field Instruction and Practice courses can not be transferred, and course content must be equivalent to the Silver School curriculum. In order to apply for transfer credits, students must submit the official transcript and course syllabus to the Admissions Office six weeks before the semester begins.

Students can apply for Advance Credit if they have completed comparable graduate coursework in a similar social science discipline or CSWE-accredited social work program, and the course taken elsewhere was not used toward receipt of another degree. Advance credit allows students to receive course credit toward the MSW degree at Silver for the course taken elsewhere.

Students can apply for Waiver Credit if they have completed comparable graduate coursework in a similar social science discipline or CSWE-accredited social work program, and the course taken elsewhere was used toward receipt of another degree. Waiver credit allows students to take an approved elective course at Silver instead of the required course for which the credit was granted, but no credit toward the MSW degree is given for the waived course.

Please see the Advanced and Waiver Credit Application in Appendix K.

Student Records
The Albert system may be used to access most student records including class schedules, enrollment verifications, and unofficial transcripts. Official transcripts may be requested from the University Registrar.
Student’s admission application and subsequent materials added to the file are the sole property of the University. Students must receive permission from the Academic Program Review Office 212.998.2310 to review the content of their folders. Materials from the folder may not be copied.

Note: The School will keep student folders for up to 7 years. It is the student’s responsibility to keep copies of Field learning evaluations and Faculty Advisor summaries.

**Financial Aid**

The first step to applying for financial aid (including federal, state, or private aid) is to complete the FAFSA – the Free Application for Federal Student Aid – and submitting the NYU school code: 002785. It is important to complete a FAFSA for each year that you would like aid. The FAFSA may be found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

The NYU Office of Financial Aid will send you your financial aid offer and you may use Albert to accept or reject the entire offer or sections of the package. For further questions, contact the NYU Office of Financial Aid at 25 West 4th Street, or at 212-998-4444.

Additional scholarships may be applied to through the Silver School Office of Admissions in late spring of each year. For further questions, contact Admissions at (212) 998-5910 or in room 102 in the Silver School building.

**Billing and Payment**

Students receive bills electronically from the Office of the Bursar and may pay online or in person at 25 West 4th Street.
VI. FIELD LEARNING

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

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

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’ Faculty Advisor. Students remain with the same Practice Instructor/Faculty Advisor for both semesters in the Generalized Practice year. Students wishing to change their Practice/Field class between the Fall and Spring semesters must first obtain approval from the Chair of the Practice Department as well as the Assistant Dean of Field Learning.

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.

Specialized Practice Curriculum
Field Instruction III builds on the objectives achieved in the Field Instruction courses in the Generalized Practice year. Students move from a generalist perspective to specialized clinical practice with complex individual, family, group and larger community/organizational client systems. (See syllabus for Field Instruction III).

Field Instruction IV builds on the objectives achieved in Field Instruction III. Students move to increasingly complex specialized clinical practice with individual, family, group and larger community/organizational client systems, developing as professional social work leaders and
change agents. In addition, students demonstrate accountability for lifelong learning and professional development. (See syllabus for Field Instruction IV).

Field Learning - The “Open Classroom”
Field learning is organized by four consecutive courses: Field Instruction I, II, III and IV. The Generalized Practice year Field Instruction courses are integrated with Practice I and II. In the Specialized Practice year, the students take Field Instruction III and IV. In contrast to the formal classroom at the school, Field learning takes place in the “open class room” – in the agency setting. The Field learning curriculum is outlined in the respective syllabi and facilitates the student’s ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work.

Field learning is a course. As in any course there is a grade. Grades for Field Instruction 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 over four semesters of Field learning: Field Instruction I (MSWFD-GS.2100), II (MSWFD-GS.2200), III (MSWFD-GS.2300), and IV (MSWFD-GS.2400).

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 Faculty Advisor and is based on the student’s professional conduct and full participation in Field Learning at the agency placement, submission of process recordings, project assignments, reflective recordings, participation in individual meetings with the Faculty Advisor, as well as the Initial Educational Statement, Mid-Year Evaluation and Final Evaluation completed by the field instructor. The Faculty Advisor is the course instructor and is responsible for the grade.

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

A Mid-Year Evaluation is completed at the end of the first semester of either the Generalized Practice Year or the Specialized Practice Year and after the student has finished the 300 hours required for Field Instruction. This online evaluation is completed and submitted by the field instructor; the student then receives it via email and indicates electronically that it was reviewed; and finally the Faculty Advisor receives it via email. The Faculty Advisor reviews the Mid-Year Evaluation as a major component of the process of assigning a grade for Field Instruction. (The Faculty Advisor will not be able to give a grade without a completed evaluation).

Final Evaluation

The Final Evaluation is completed at the end of the second semester of either the Generalized or Specialized Practice placement, after the student has finished the 300 hours required for Field Instruction (and a total of 600 hours for each of the Generalized and Specialized Practice placements). This online evaluation is completed and submitted by the field instructor; the student then receives it via email and indicates electronically that it was reviewed; and finally the Faculty Advisor receives it via email. The Faculty Advisor reviews the Final Evaluation as a major component of the process of assigning a grade for Field Instruction II or IV. (The Faculty 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 1200 hours over the course of the Generalized and Specialized Practice years and as per agency requirements (schedule to be worked out with the field instructor at the beginning of each semester with final approval of the Faculty Advisor). 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 Faculty 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 such missed time must be worked out with the field instructor and the Faculty Advisor and approved by the Assistant Dean of Field Learning. (Please refer to the Required Hours Form in Appendix C of this Manual, and posted on NYU Classes). 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 Faculty Advisor will then write a final summary for the student record.
Guidelines for Process Recordings

1. Process recordings are a teaching, learning, and assessment tool used for examination of the student’s practice and should be utilized as one of the primary tools in Field Instruction. Process recordings should be written in a verbatim format. The format of the process recording varies given the nature and task of the assignment the student is given. In direct practice with individuals, groups or families, the recording reflects the interactional process between student and client(s) and should include any important content of the interview or contact. In addition, the recording should include the student’s feelings and impressions about the interview. The “drama script” format that only reproduces dialogue is not acceptable as a process recording. (Refer to Appendix D, the Process Recording Outline, and Appendix F for a sample of a process recording). In indirect practice (micro, mezzo, and macro practice in organizations), the recording reflects the student’s work on assignments across systems. A field instructor and student may also choose to use a reflective log in situations where the student can benefit from reflection upon an experience or critical incident in the Field learning setting. (Refer to Appendix E).

2. Full-time Generalist Practice students are required to submit a minimum of two process recordings (but no more than three) and one reflective log per week. 32-Month and Extended-15 hour students should submit two process recordings with the option of one reflective log where the student can benefit from reflection upon an experience or critical incident in the Field learning setting. Specialized Practice students should submit at least two verbatim process recordings (but no more than three) and one reflective log per week in the third semester. During the fourth semester, Specialized Practice students are expected to complete at least one verbatim process recording and one reflective log each week.

3. Students are expected to submit their process recordings in advance of their scheduled Field Instruction to allow adequate time for the field instructor to read the material prior to the conference.

4. Confidentiality should be observed by the field instructor and the student with respect to the use of process recordings. If process recordings are viewed outside of the agency, all identifying data relevant to the client(s) must be removed or coded.

Structure and Function of Field Learning and Community Partnerships

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

Field Learning Faculty

Faculty in the Field Learning office oversee 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 Faculty matches the student to a Field learning site based on the student’s academic program, professional interest, past experience, requirements of the Field learning site, and where the student lives in relation to the Field learning site. For the Specialized Practice placement, the clinical faculty also consults with the student’s classroom instructors and Faculty Advisor to make the best possible match.
Faculty Advisor
The Social Work Practice I and II Instructor serves as the Faculty Advisor in the Generalist Practice year. For Specialized Practice students, a Faculty Advisor is assigned at the beginning of the academic year. The 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 Faculty Advisor, in the capacity of educational consultant, assists the student and the field instructor in the development of an educational plan, identifying and accessing educational resources as well as facilitating the integration of the curriculum content with social work practice in the field. The Faculty Advisor is responsible for assigning the grade for the semester. Faculty Advisors, either full-time faculty or adjunct faculty, are master- and doctoral-level social workers who have extensive experience working in the field, and most have themselves been field instructors.

The Faculty Advisor and the Generalist Practice Year Student
The Integrated Social Work Practice I and II and Field Instruction I and II courses are taught by the Practice Instructor/Faculty Advisor. Students remain with the same Practice Instructor/Faculty Advisor for both semesters in the Generalized Practice year. Students wishing to change their Practice/Field class between the Fall and Spring semesters must first obtain approval from the Chair of the Practice Department 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 interventive 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 Faculty Advisor has the overall responsibility to assist each student in the assessment of his/her Field learning needs and in the development of his/her professional self. In addition, the Faculty Advisor serves as the School’s liaison with the agencies where students are placed. (Refer to the Integrative Practice/Field Syllabus for more detailed information about course expectations).

The Faculty Advisor and the Specialized Practice Student

During the Specialized Practice year, all students enrolled in Field Instruction are assigned to advisors who guide students in field matters. Contact is primarily on an individual basis, but may also occur in small group meetings and seminars. Specialized Practice advisors are assigned at the beginning of the academic year and serve as a guide and resource for students. Faculty Advisors meet with each student individually at least once each semester to establish the learning goals and objectives, and assist the student with professional and career development. The Faculty Advisor is available for additional individual conferences upon request. The Faculty Advisor reviews the Initial Educational Statement and the Mid-Year and Final Evaluations and gives the Field Learning grade at the end of each semester. The Faculty Advisor is familiar with the agency and the student’s assignments, initiates early telephone contact with the field instructor, and visits the agency as needed during the academic year to consult with the student and field instructor. (Refer to the syllabus for Field Instruction III and Field Instruction IV).

The Faculty Advisor and the Advanced Standing Student

To facilitate the transition of BS/BSW graduates to the Specialized Practice, advanced standing program, students at the Washington Square campus enroll in an enhanced section of the required practice course, Social Work Practice III. The instructors who teach these sections serve as their students’ Faculty Advisor. The advisor meets individually with students as needed and performs the other advisement duties described above. At the Rockland and Westchester campuses, intensive advisement is provided to advanced standing students.

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 at: http://www.op.nysed.gov/prof/sw/.

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.

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<tr>
<th>Agency</th>
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<th>Field Instructor Comments</th>
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<td>1 Mission &amp; Vision</td>
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<td>2 Organizational structure</td>
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<td>3 Agency Practice model(s)</td>
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<td>Role of Social Worker/Social Work Intern</td>
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<td>1 Introduction to key staff</td>
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<td>2 Introduction to the role of social work</td>
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<td>3 Social Work scope of practice within the agency</td>
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<td>4 Tour of agency and student’s work space</td>
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<td>5 Review of assignments</td>
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<td>6 Expectations about client contacts</td>
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<td>7 Schedule of meetings</td>
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<td>8</td>
<td>Applicable State/Federal regulations guiding the agency</td>
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**Policies and procedures**

1. Frequency and time requirements of documentation

2. Guidelines for social media and electronic communications

3. Safety Policies and Procedures

4. Sexual Harassment Policy

5. Confidentiality - HIPAA

6. Child abuse reporting process

7. Suicidal and homicidal reporting process

- 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 two process recordings (but no more than three) and one reflective log per week for Generalist Practice students.
  b. At least two verbatim process recordings (but no more than three) and one reflective log per week for Specialized Practice students, first semester.
  c. At least one verbatim process recording and one reflective log each week for Specialized Practice students, second semester.
- Teach skills necessary for students to become competent and ethical social work practitioners
- Form a partnership with the Faculty Advisor and the school and be able to train students in a way that is compatible with the ethics, values and orientation of the school.
Qualifications and Requirements for Field Instructors
(Developed and Endorsed by Greater New York Area Directors of Field Education)
Field Instructors are expected to possess and model to their students certain abilities and attributes in addition to meeting basic eligibility requirements for supervising graduate level MSW students. These qualities and attributes include cognitive, emotional and character requirements and standards.

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

Knowledge Base for Social Work Practice
The professional activities of Field Instructors are grounded in relevant social, behavioral, and biological science, knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice. Field Instructors exhibit sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in Field Instruction and in practice.

Professional Behavior
Field Instructors adhere to the NASW Code of Ethics. They must exhibit behaviors that are in compliance with agency and university policies, professional standards, and societal laws in the field and the community. They demonstrate responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, prioritizing responsibilities, observing deadlines, maintaining boundaries, completing assignments on time, and completing the Seminar in Field Instruction. Field Instructors provide weekly individual Field Instruction to students according to the guidelines provided by the school. They should collaborate effectively with students, Faculty Advisors and other representatives of the Field Instruction Department, and use proper channels for conflict resolution.

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

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

**Communication Skills**

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

**Interpersonal Skills**

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

**Empathy**

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

**Seminar in Field Instruction (SIFI)**

Social workers who are not SIFI-certified are required to enroll in the SIFI as part of their training and professional development in Field Instruction. The SIFI is required for all social workers in the New York City Metropolitan area. SIFI is a 13-session (26 hours) course taught at the school 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 belongs (see list below). 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, he/she 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.

Fields of Practice

Field Learning is organized along fields of practice. In the Generalized Practice year, a member of the Faculty in the Field Learning office assigns the student to an agency, based on the student’s program, past experience, requirement of the Field learning site, and where they live. In the Specialized Practice year, it is possible for the student to concentrate his or her graduate education on specific aspects of social work within the NYU Fields of Practice.
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<td>• Short and Long Term Care Facilities</td>
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<td>• Caregiver Support Services</td>
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<td>Mental Health</td>
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<td>• Integrative Health/Behavioral Health Care</td>
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<td>• Inpatient Hospital</td>
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<td>Disabilities Across the Life Cycle</td>
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<td>• Forensic Social Work</td>
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<td>School-based Services</td>
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<td>• High School Programs</td>
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Focused Learning Opportunities

- Social Work Practice with Children and Families
- Social Work Practice with Substance Abuse and Co-occurring Disorders
- Social Work Practice: Zelda Foster Studies in Palliative and End of Life Care
- Social Work Practice: Evidence-based Practice for Adults with Severe Mental Illness
- Social Work Practice: Micro/Macro Practice in Organizations
- Integrated Behavioral Health for Adults
- Integrated Youth Behavioral Health Project

Matching Students to the Agency: The Placement Process

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

Upon receipt of the student’s Field Learning Placement Questionnaire and an up-to-date resume (CV), a member of the faculty in Field Learning matches the student to a Field learning site based on the student’s program, past experience, where he/she lives and requirements of the Field Learning site. All Field Learning web forms are located on the Silver School’s website at http://socialwork.nyu.edu/academics/msw/curriculum/field-learning/student-manuals-forms.html.

Specialized Practice Year
At the beginning of the second semester of the Generalized Practice year, the student will meet with his/her Faculty Advisor to plan for the Specialized Practice year. In the Specialized Practice year, it is possible for the student to focus his or her graduate education on specific aspects of social work within specific fields of practice. The Faculty Advisor, in the capacity of educational consultant, assists the student with the development of educational goals and objectives for the Specialized Practice year that will facilitate the individual student’s professional development and growth. Students may also elect to participate in one of the Focused Learning Opportunities in the Specialized Practice year. Fields of Practice and Focused Learning Opportunities are described in detail on the website. Please visit http://socialwork.nyu.edu/content/dam/sssw/academics/msw/pdf/Fields%20of%20Practice%20and%20Focused%20Learning%20Opportunities%20-%202015.pdf

The student will complete the Placement Questionnaire for the Specialized Practice Year and an updated resume. The student’s Faculty Advisor will complete an Assessment Form. If the student is interested in one of the Focused Learning Opportunities, an additional short essay is required from the student (located on the Placement Questionnaire) as well as a letter of
reference from the Faculty Advisor (located on the Faculty Advisor Assessment Form). Students are allowed to select only one of the Focused Learning Opportunities. All Field Learning web forms can be found on the School’s website.

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

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 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. Faculty Advisors serve as liaisons with the student’s Field learning site agency and as consultants to students and Field Instructors. Faculty in field works closely with Faculty Advisors and students to monitor students’ experience in Field learning.

Responsibilities assumed by the School include:

- 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 for all programs, except the Extended One-Year Residence Program (OYR), consists of 600 hours of Field Instruction in each year. The OYR Program requires one placement of 900 hours during the third year of residence.

2. Students in the Two Year Program and the 16 Month Academic Program are placed in an agency three days a week for a total of 21 hours. To provide continuity, instructors provide Field Instruction for the academic year. Full-time students are generally in the field on Mondays and two other weekdays.

3. During the Generalist Practice year of the Extended MSW Program, students are required to be in placement 15 hours per week (2 days) or 21 hours per week (3 days). For the Specialized Practice year, the Extended Program student is required to complete 21 hours per week. Students completing the 15-hour Extended Program schedule will remain in the Field learning site until mid-summer to complete the required 600 hours. *Students must be available at least one weekday for their Field learning site.* Placements with evening and weekend hours are limited and cannot be guaranteed.

4. In the 32 Month Program, the student will complete 65 credits within a learning community cohort that remains the same over the course of the program option. The student is placed in Field learning sites during evenings and weekends *with 3-4 hours during any weekday* arranged with the agency. The purpose of the weekday schedule is for the student to be able to participate in critical agency meetings.

5. In the third residency year of the Extended OYR Program, the student will be required to be in placement 28 hours (4 days) or 21 hours (3 days). Students completing the 21-hour (3 days) schedule will remain in their Field learning site through the summer to complete the required 900 hours.

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

7. 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.

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

9. When a student is unable to report to the agency because of illness or an emergency, the field instructor and the Faculty Advisor must be notified immediately. If a student is absent more than three days during the academic year because of illness, emergency or other personal business, the time must be made up. The time made up must be worked out with the field instructor and the Faculty Advisor and approved by the Assistant Dean. (Please refer to the Required Hours Form in Appendix C of this Manual, and posted on NYU Classes).

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

11. 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.
12. At the field instructor’s discretion, students may attend professional meetings during Field learning site hours.

*Excused Absence for Common Day and Career Fair*

The GSA organizes Common Days each academic year. These are mandatory days for students and they are therefore excused from their Field learning site. In the Specialized Practice Year students are also excused from Field learning and class (with instructor knowledge) to attend the Career Fair scheduled in the spring semester.

*Study Abroad during Winter Session: Field Learning Considerations*

Because Field learning takes place during winter intersession, students who wish to participate in a study abroad program during the winter intersession must carefully consider implications for their Field placement with both their Faculty Advisor and field instructor and:

1. Review criteria for participation in the particular program and ensure eligibility.
2. Contact Faculty Advisor and field instructor to discuss the feasibility of participation in a study abroad program in the context of the student’s responsibilities at the Field learning site.
3. Complete a Required Hours form (see Appendix C or NYU Classes) that clearly states how the student will make up the hours that he or she will miss during the study abroad program. The Required Hours form must be signed by student, field instructor, and Faculty Advisor and submitted to the Assistant Dean of Field Learning for approval.

*Regulations*

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

III. 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 Faculty Advisor. After examining the challenges that the student is encountering in the placement, the Faculty Advisor will determine if a further assessment is needed by the student, field instructor, and Faculty Advisor. If so, the Faculty Advisor will arrange to visit the agency and a three-way conference will be held. The Faculty Advisor will then consult with the Field Learning Clinical Faculty regarding the assessment, and a determination will be made if a change in placement is warranted. Any changes must be approved by the Assistant Dean of Field Learning.

IV. The student is expected to pay costs related to travel to his/her 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.

IV. 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.

IVI. Students must follow all agency policies and procedures.
Agency Responsibility to Field Learning

Field Instructors are an integral part of the student’s learning community. The agency has a formal agreement with 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. (Refer to the section on Selection of Field Instructors and Seminar in Field Instruction for more detailed information).

Handling Questions, Concerns and Difficulties in Field

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

The student’s Faculty Advisor is available to answer all questions about Field learning for students, Field Instructors, and other agency staff. Concerns and potential problems should be brought to the advisor’s attention for review and advice. The advisor will contact the member of the Clinical Faculty in the Field Learning Office who oversees the particular field of practice in which the student is placed. The Field Learning Faculty 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 Faculty Advisor should be contacted immediately. The Faculty Advisor will intervene with both the student and the field instructor, sometimes jointly in a three-way meeting, to clarify the problem and suggest ways to resolve the issue.

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

Can a Student Request a Change in Field Learning Site?

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

Field Instruction (Supervision) Definitions and Expectations

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

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

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

Task Supervisor
In some Field learning sites a student may be assigned to a task supervisor to learn specific tasks or modalities. A task supervisor may not be a social worker, but may work in other disciplines, e.g., a nurse, or a policy analyst. The task supervisor must communicate regularly with the primary field instructor and will participate in the evaluation of the student’s performance.
Group Supervision
Some Field learning sites provide regularly scheduled group supervision to students. This model of Field Instruction can be very useful in expanding the student’s learning through the interchange with others. Agencies that have several students in placement from the Silver School or other schools are encouraged to provide an opportunity for all students to meet together.

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

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 Faculty Advisor should be notified immediately by the agency. In the absence of the advisor, the Assistant Dean of Field Learning, or one of the Deans should be notified.
• Home visits are a valuable part of social work practice and should be included in the learning assignment when appropriate.
  o 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 Faculty Advisor. The student may also contact the Assistant 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.

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

Students should be encouraged to not sit silently with these important matters.

**Registration for Field Instruction**

Students must register for Field Instruction each semester that they are in the field. Please find programs below with instructions. Further instructions and Class Numbers for registration for Field Instruction may be found on the School’s website.

**Registration for First-time Field Instruction Students**

*Two Year Program, Extended Program, and 16 Month Program*

Register for Field Instruction I, MSWFD-GS 2100 (or Field Instruction II, MSWFD-GS 2200 in the second semester of field). The section number (the last three digits after the course number) should match the section number of the Social Work Practice I course. So, for example, if one registers for SW Practice I, MSWPF-GS 2001 005, then he/she should register for Field Instruction I, MSWFD-GS 2100 005. The Field Learning office may sort students into a different section at the start of the semester.

*Advanced Standing Program*

Register for Field Instruction III, MSWFD-GS 2300 (or Field Instruction IV, MSWFD-GS 2400 in the second semester of field). The section number (the last three digits after the course number) should match the section number of the Social Work Practice III course. So, for example, for Practice III, MSWAC-GS 2002 010, students should register for Field Instruction III, MSWFD-GS 2300 010.

*One Year Residence (OYR) Program*

Register for Field Instruction OYR-A, MSWFD-GS 2500 (or Field Instruction OYR-B, MSWFD-GS 2600 in the second semester of field), section 001. The Field Learning office may sort students into a different section at the start of the semester.

*32 Month Program*

Register for Field Instruction 32 Month I, MSWFD-GS 3100 001.

**Registration for Continuing Field Instruction Students**

*Two Year Program, Extended Program, and 16 Month Program*

Register for Field Instruction III, MSWFD-GS 2300 002 (or Field Instruction IV, MSWFD-GS 2400 in the last semester of field). The Field Learning office will sort students into their Faculty Advisor’s section at the start of the semester.
32 Month Program
Register for MSWFD-GS 3200 001 in the second semester of field, MSWFD-GS 3300 001 in the third semester, MSWFD-GS 3400 001 in the fourth semester, MSWFD-GS 3500 001 in the fifth semester, and MSWFD-GS 3600 001 in the sixth semester.

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.
VII. RIGHTS AND RESPONSIBILITIES

Essential Abilities and Attributes for Social Work Students

Students at the New York University Silver School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their year in the program. These physical, cognitive, emotional and character requirements provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Students are expected to meet these standards in the classroom, in their practica, and elsewhere. Attention to these standards will be part of evaluations made by faculty during students’ course of study. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student’s ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

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

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

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

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

- Knowledge Base of Social Work Practice: Social work students need to recognize the distinctive components of the biopsychosocial perspective of social work practice and social work methodologies. They are expected to use this knowledge in guiding their work with clients and other professionals.

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

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

- Objectivity: Social work students need to be objective in systematically evaluating clients and their situations.
• Valuing Diversity: Social work students need to appreciate and value human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation, gender and its expression, ability, sexual orientation and value system.

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

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

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

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

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.

• Student 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 following is a link to the University Policy on Academic Integrity for Students: www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html.

**Definition of Plagiarism**

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

- Plagiarism constitutes both academic misconduct and a breach of professional trust.
- Plagiarism is presenting someone else's work, either academic or field related, as though it were your own.
- More specifically, plagiarism is to present as your own a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing, without attribution.
- Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of sources be accurate and complete.
- Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

**Ways to Avoid Plagiarism**

- When taking notes from any written material (published or not) summarize, 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.
- A student is fully responsible for any work he or she submits. If the work is typed by a typist, the student must read the finished work to be sure that no references or quotation marks have been omitted.
• If you allow another student to copy your work (including computer programs and research data) and submit it as his/her own, or if you submit a copy of someone else's work and claim it as your own, you have plagiarized.

• 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 recommend 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).

For more specific information on citing electronic sources please visit http://www.apastyle.org/elecref.html.

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 allegation.

   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 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 allegation.
   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 individual who filed the complaint.
   d. The Dean will inform the CAI of the decision.
   e. 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 in order to invoke a Student Grievance Procedure.

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 his/her Faculty Advisor, Program Director, or other faculty members at the School.

**Student Standing Committee (SSC)**
The Student Standing Committee reviews students enrolled in the professional degree programs (BS and MSW), who have been referred for reports of unethical or unprofessional behavior in the classroom, field setting and school community at large. Upon review if the committee determines that a student’s behavior meets the standards of unprofessional or unethical behavior the committee recommends appropriate action to the Dean.
Unprofessional/unethical behavior includes but is not limited to the following: Commission or omission of any act which does not conform to generally accepted standards of responsible professional behavior, such as harassing, coercing or intimidating any member of the school community during activities directly related to classroom instruction, Field placement, or within the administrative offices of the school, on the basis of a protected category (e.g. gender, gender expression, race, ethnicity, religion, disability, age, national origin or sexual orientation); improper disclosure through email, internet websites or postings of confidential information, including but not limited to, students, clients or Field placements; misuse, alteration or fabrication of documents, or records related to the student’s Field placement; inappropriate relationships and/or boundary violations with clients, staff, or other students; failure to disclose a potential conflict or threat (e.g. NASW Code of Ethics).

Academic Disruption/Interference behaviors that interfere with an academic activity (e.g. class, advising session, lecture, workshop) such as persistently talking without being recognized; creating noise that obstructs the learning process; repeatedly interrupting others; maliciously or inappropriately mocking or ridiculing another’s work or comments; speaking in an abusive or derogatory manner; engaging in acts of physical aggression; or deliberately engaging in other behaviors that have the effect of compromising the learning process. (e.g. University Student Conduct Policies)

The committee will exclude matters that should go to 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 two (2) student members. The Office of Student Affairs will coordinate selection of the student. Members of the Committee shall serve staggered 2-year terms.

Procedures of the Student Standing Committee (SSC)

Section 1. Purpose
1.1 The Student Standing Committee reviews students enrolled in the academic degree programs (BS, MSW), who have been referred for reports of unethical or unprofessional behavior in the classroom, field setting and school community at large. Upon review if the committee determines that a student’s behavior meets the standards of unprofessional or unethical behavior the committee recommends appropriate action to the Dean.

Section 2. Rights and responsibilities of each party
2.1 The Chair will inform the student that he or she has 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.
2.2 Any member of the SSC who has a conflict of interest or the appearance of such a conflict should excuse himself or herself from a specific case.
2.3 The student will be given a copy of the written complaint in advance of the hearing.
2.4 The student has the right to submit a written response to the written complaint in advance of the meeting.

Section 3. Procedures
3.1 All members of the School community (faculty, field instructors, students, 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 chairperson 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.

3.2 The SSC Chair will inform the student, the complainant, and the other directly relevant parties regarding the referral, 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 Student Affairs Office.

3.3 The Chair will convene the hearing as soon as it can be arranged, with every effort being made to convene it within ten (10) working days. The SSC will consist of five (5) elected faculty members (two tenured, one tenure track, and two clinical full-time faculty members) plus two student members (one graduate and one undergraduate student). The five elected faculty members will elect a Chair. The Office of Student Affairs will coordinate with a relevant group to select the two student members. The members of the SSC shall serve staggered 2-year terms. In addition to the SSC committee members, parties who may participate in the hearing include the Faculty Advisor, the field instructor if the alleged violation occurred in a field setting, and/or the course instructor if the alleged violation occurred in a classroom or course. The Chair may invite additional relevant participants as necessary. If all 5 faculty members are not available, given the time constraints, the SSC hearing may consist of three faculty members plus one student representative.

3.4 The student shall be advised that she or he 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.

3.5 Prior to the hearing, the SSC will review all material submitted. At the hearing, the SSC will hear oral presentations from the participating parties, deliberate in private, and determine whether a student’s behavior meets the standards of unprofessional or unethical behavior.
3.6 If the SSC determines that a student’s behavior meets the standards of unprofessional or unethical behavior, according to University and professional social work standards, the committee will convey their conclusion about the allegation and recommend appropriate action to the Associate Dean for Academic Affairs. Recommendations may include, but are not limited to: placement on probationary status, a change in Field placement, a leave of absence or dismissal from the program.

3.7 The Associate Dean makes the final decision regarding the alleged violation.

3.8 Notification: Within five (5) working days, a written summary of the hearing and recommendations will be prepared and sent to the Associate Dean for Academic Affairs. A copy of the Associate for Academic Affairs’ decision will be sent to the SSC, Dean, the student, the complainant and others who meet the “need to know” policy. A copy of the written summary and decision will also be included in the student’s permanent file.

Section 4. Submission of Materials in Preparation for the Hearing

4.1 Materials pertaining to a student’s performance while enrolled at the School shall be assembled and made available to the SSC.

4.2 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.

4.3 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.

4.4 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 his/her own notes. The Dean’s Office will retain one (1) set of all material in a confidential file.

Section 5. Appeal Process

5.1 The student or complainant may appeal the decision of the Dean by following the University's Student Grievance Procedure, available through New York University’s Student Community Standards Office/the Division of Student Affairs.

5.2 According to the University Student Grievance Procedure, only matter of process, not the substance of the decision, can be appealed.

Student Grievances

1. Application. These grievance procedures are available to any New York University student registered at the Silver School of Social Work to resolve any grievance involving an alleged violation directly affecting that student, by any member of the School community, of any of the written policies of the University or the School. Complaints of sexual harassment should be filed under the provisions of the formal procedure in such cases as set forth in the University Policy on Anti-Harassment and referenced in this manual.
2. Informal Resolution. Students wishing to grieve an alleged violation of School or University policy shall first contact, within fifteen (15) working days of any occurrence giving rise to the grievance or the time they could reasonably have learned of the occurrence, the person responsible for the matter being grieved (the respondent) and attempt to resolve the grievance informally. Students uncertain how to proceed may consult with the Assistant Dean for Student & Alumni Affairs. At the request of the student (grievant) or respondent, the Assistant Dean or other appropriate member of the School's faculty or administration shall assist the student grievant in this attempt at resolution by arranging a meeting of the parties, attending such meeting(s), and otherwise working toward resolving the grievance. This initial step in the procedure shall be handled privately and confidentially.

3. Formalizing the Grievance. If the matter is not resolved to the grievant’s satisfaction within fifteen (15) working days after the initial notification of the complaint and the attempt at informal resolution, the grievant may obtain formal review of the matter by submitting a written complaint within twenty (20) working days to the respondent and to the Assistant Dean for Student & Alumni Affairs, or, in the case that the Assistant Dean for Student & Alumni Affairs is a respondent, to the person appointed by the Dean of the School. The complaint must:
   a. state the written School or University policy that allegedly has been violated;
   b. describe the evidence supporting the alleged violation;
   c. indicate what redress or remedy the grievant seeks; and
   d. provide a brief history of the informal attempts made to resolve the grievance

4. Initial Review of the Grievance. If the grievance arises out of a program or educational activity of the School, the Dean’s office will designate a Grievance Officer to review the complaint, who ordinarily will be director of the educational program in which the student is enrolled or his or her designee. If there is doubt about who the Grievance Officer should be, the Dean's office will determine who is the highest ranking person, with the exception of the Dean, to handle the matter. The Grievance Officer shall meet with the complainant and with such other persons as he or she shall deem appropriate for the purpose of ascertaining the facts and attempting to resolve the complaint. Within twenty (20) working days, the Grievance Officer shall render a written decision on the merits of the grievance to the grievant and to the respondent, with copies to the Dean of the School. The review conducted by the Grievance Officer and the written decision on the merits of the grievance shall be handled privately and confidentially.

5. The Judicial Board. If the grievant or the respondent does not accept the decision of the Grievance Officer, he or she may decide, within ten (10) working days of receipt of the Grievance Officer’s written decision to bring the matter before the Judicial Board of the School. The Judicial Board shall consist of five (5) members, two (2) of whom shall be students, two (2) of whom shall be tenured faculty members, and one (1) of whom shall be a clinical faculty member. All members of the School's Judicial Board shall be appointed annually by the Dean. Any member of the Judicial Board who has a conflict of interest or the appearance of such a conflict shall excuse themselves from a specific case, and a replacement member shall be appointed by the Dean for that case.
6. **Powers of the Judicial Board.** If the School's Judicial Board finds that there would be no violation of School or University policy even if all of the alleged facts and circumstances were as described by the grievant, the Board may dismiss the grievance. The Board may also choose to conduct any further proceeding that it deems is needed, provided that:
   a. It shall decide what is and is not relevant to the complaint and consider only matters relevant to the complaint being heard.
   b. It shall permit the grievant and the respondent to be accompanied by another person from within the School community during any proceeding if he or she wishes to have such a person present. However, the Judicial Board (Grievance Officer) must be notified in advance if such a person will be present.
   c. The Judicial Board shall render a written decision to the Dean of the School within twenty (20) working days of receiving the written request for review, with copies to the grievant, and the respondent. The decision shall include findings of fact, a statement of the School or University policy that is alleged to have been violated, an opinion on the validity of the grievance, and, if appropriate, recommendations for corrective action.

7. **Procedures of the Judicial Board.** The Judicial Board shall select one of its members to preside over each hearing of a grievance. Both parties (grievant and respondent) shall have access to all documents reviewed by the Board. They shall also have the right to be present at any hearing conducted by the Board and to question anyone who is asked to speak to the Board on the matter. The Judicial Board shall conduct its proceedings and deliberations privately and confidentially. Final deliberations of the Board shall be in closed session. Judicial Board decisions shall be by majority vote.

*Appeal of the Decision of the Judicial Board.*

The student or complainant may appeal the decision of the Judicial Board by following the University's Student Grievance Procedure, available through New York University’s Student Community Standards Office/the Division of Student Affairs.

**University Policies**

*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.
Examples of disruptive behavior can be found within the statement guidelines. 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

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

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

For 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

New York University, including its Schools and other units, Global Network University sites, and all University Affiliates (together, “NYU”) seeks to maintain a safe learning, living, and working environment. To that end, this policy prohibits Sexual Misconduct, which includes Sexual or Gender-Based Harassment, Sexual Assault, and Sexual Exploitation. This policy also prohibits Relationship Violence, Stalking, and Retaliation against an individual for making a good faith report of conduct prohibited under this policy. These prohibited forms of conduct are unlawful, undermine the character and purpose of NYU, and will not be tolerated.

NYU adopts this policy with a commitment to: (1) preventing Sexual Misconduct, Relationship Violence, Stalking, and Retaliation (together, “Prohibited Conduct”); (2) fostering a community in which such conduct is not tolerated; (3) cultivating a climate where all individuals are well-informed and comfortable in reporting Prohibited Conduct; and (4) identifying the standards by which violations of this policy will be evaluated. This policy defines Prohibited Conduct; outlines available resources and reporting options available to students and employees; and references the applicable investigative and disciplinary procedures. NYU will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and address its effects.
NYU also conducts prevention, awareness, and training programs for students and employees to facilitate the goals of this policy.

NYU does not discriminate on the basis of sex or gender in its education or employment programs and activities.

TO WHOM THE POLICY APPLIES

This policy applies to NYU students (“Students”); NYU employees, including faculty and visiting faculty, professional staff, and administrators (“Employees”); contractors, vendors, or other third parties within NYU’s control (“Third Parties”); and visitors or guests of NYU (together, “Covered Persons”). This policy pertains to acts of Prohibited Conduct committed by Students, Employees and Third Parties when:

(1) the conduct occurs on NYU premises;

(2) the conduct occurs in the context of an NYU employment or education program or activity, including, but not limited to NYU-sponsored study abroad, research, or internship programs; or

(3) the conduct occurs outside the context of an NYU employment or education program or activity, but (i) has continuing adverse effects on NYU premises or in any NYU employment or education program or activity or (ii) occurs in close proximity to NYU premises and is connected to volatile conduct on NYU premises.

Other forms of discrimination, including discrimination based on race, religion, and disability, as well as any other form of sex-based discrimination not covered by this policy, are addressed by the Non-Discrimination and Anti-Harassment Policy and Complaint Procedures for Students.

NYU strongly encourages Covered Persons who become aware of an incident of Prohibited Conduct to report the incident to local law enforcement by contacting 911 (or equivalent in other jurisdictions) and to NYU by contacting NYU’s Title IX coordinator at 212-998-2352. Students may discuss the circumstances of their complaint confidentially.

New York University Policies on Substance Abuse and Alcoholic Beverages

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

*University Student Conduct Policies*

All university student conduct policies and general rules of conduct for students can be found at [https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-policy-on-student-conduct.html](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-policy-on-student-conduct.html)
VIII. STUDENT SERVICES

Silver School of Social Work Office of Student & Alumni 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:

- advising
- career services
- community development and student services
- counseling & student support
- international student support
- housing
- orientation and transitions
- accommodations for students with disabilities
- student community development
- NASW liaison

For more information, and to get up-to-date information on School happenings and events, visit the Student Affairs blog here: [http://blogs.nyu.edu/socialwork/student.affairs/](http://blogs.nyu.edu/socialwork/student.affairs/).

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. 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.

**Student Activities**

*The Graduate Student Association*

Phone: 212.998.5888

Email: silver.gsa@nyu.edu

Office Location: One Washington Square North, Room G10

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

**Student Leadership Council**

The Graduate Student Association and the office of Student Affairs at the Silver School of Social Work invite continuing students to join the Student Leadership Council. The mission of the council is to provide pathways to student leadership and open the doors to the many professional, academic, and personal benefits those opportunities create. All Council members must participate in a leadership training in August and in Fall Orientation. Throughout the year, members of the Student Leadership Council will have the opportunity to participate in other activities as their schedules allow. Opportunities will be available for students in all programs and at all campuses, including informally advising and mentoring first year MSW students and new international students, facilitating social justice workshops, leading and planning social outings, joining curricular or other school-wide committees, moderating career panels, attending special networking events, working with the GSA on major events, and more. Applications for the Student Leadership Council are open each summer for the upcoming academic year.

**Student Groups**

The School of Social Work has various student groups, listed below. You can always find the most updated list of NYU Silver School student groups here: [http://socialwork.nyu.edu/students/student-life/councils-and-activities.html](http://socialwork.nyu.edu/students/student-life/councils-and-activities.html)

In addition, the University has a number of groups with a variety of interests and functions. For more detailed information on all University groups, please refer to the NYU Student’s Guide available online [http://www.nyu.edu/life/student-life/getting-involved/clubs-and-organizations.html](http://www.nyu.edu/life/student-life/getting-involved/clubs-and-organizations.html)

**Graduation**

When nearing completion of coursework required for graduation, the University will inform students of their eligibility to register for graduation, which they can do via Albert. During this period it is crucial for students to check their NYU email account for ongoing graduation updates from the University and Silver’s Office of Student Affairs.

Graduates are invited to attend the University-wide Commencement Ceremony and the Silver School Convocation held in May of each year. These ceremonies celebrate the graduates of those completing coursework in September, January, and May of each year.

Diplomas are automatically mailed to students’ permanent addresses about eight weeks after degrees have been awarded.
Students who anticipate graduating in the spring semester but will not complete their Field learning hours until the summer semester are able to participate fully in the Convocation and Commencement ceremonies. These students are not considered Dean's Exceptions, and they should apply for spring graduation via Albert. However, these students will not be eligible to take the New York State LMSW exam until their Field learning hours have been completed and their degree has been conferred by the University Registrar (in September). The degree conferral date is set by the University Registrar: http://www.nyu.edu/life/resources-and-services/nyu-studentlink/registration-records-and-graduation/graduation-and-diplomas/graduation-information.html#Deadlines.

Licensing
The most up-to-date information about licensing can be found on the Licensing Information section of the School’s website: http://socialwork.nyu.edu/students/professional-development/licensing-information.html.

Career Development
The Wasserman Center for Career Development
133 E. 13th Street, 2nd Floor
http://www.nyu.edu/careerdevelopment
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.

@SilverCPD

Found on NYU Classes, @SilverCPD is an online curriculum developed by Silver School faculty, alumni, and staff to provide students with the tools needed to manage their own professional development. It aims to provide a guided pathway for career planning, from exploring interests to developing a career vision, to teach students the skills needed to compete effectively in the job market, and to facilitate networking among students, alumni, and faculty. Ultimately, the goal of @SilverCPD is to equip students with the tools to manage their short-term and long-term career goals.

Services for Students with Disabilities
The Henry and Lucy Moses Center for Students with Disabilities
719 Broadway, 2nd Floor
www.nyu.edu/csd
212.998.4980
The Moses Center provides information and services to students with disabilities. Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing) who needs to arrange reasonable accommodations must contact the Moses Center, preferably at the beginning of the semester.

**Student Health Center**

726 Broadway, 4th Floor
https://www.nyu.edu/students/health-and-wellness/student-health-center.html
212.998.4780

NYU students enrolled in any degree program are entitled to Student Health Center services. The Student Health Center’s medical and counseling services are sensitive to racial, cultural and language concerns, and they are LGBT affirmative. Students can call to make an appointment or visit during walk-in hours.
IX.  DIRECTORY

School Administration

Neil Guterman, PhD, MSW
Dean and Paulette Goddard Professor of Social Work
212.998.5959
Room 213
nguterman@nyu.edu

James I. Martin, PhD, MSW
Associate Dean for Academic Affairs and Director, MSW Program
212.998.9095
Room 211
james.martin@nyu.edu

Mark S. Callahan, MA
Associate Dean, Administration and Finance
212.998.5950
Room 201
mark.callahan@nyu.edu

Robert Hawkins, PhD, MPA, MA
Assistant Dean for Undergraduate Programs/BS Program Director
212.998.5939
Room 304
robert.hawkins@nyu.edu

Peggy Morton, DSW, MSW
Assistant Dean, Field Learning & Community Partnerships
212.998.5916
Room 109
peggy.morton@nyu.edu

Courtney O’Mealley, MSW
Assistant Dean, Student & Alumni Affairs
212.998.9189
Room 212
courtney.omealley@nyu.edu

Robert Sommo, MA, MA
Assistant Dean, Enrollment Services
212.998.5910
Room 102
robert.sommo@nyu.edu
Wen-Jui Han, PhD, MSW
Director, PhD Program
212.992.9706
Room 418
wjh3@nyu.edu

Carol Tosone, PhD, MS
Director, DSW Program
212.998.5976
Room 202
carol.tosone@nyu.edu

Aminda Heckman Chomanczuk, PhD, MSW
Coordinator, Rockland Campus
845.398.4120
aminda.chomanczuk@nyu.edu

Susan Gerbino, PhD, MSW
Coordinator, Westchester Campus
914.323.6201
susan.gerbino@nyu.edu

Qingwen Xu, PhD, LLM
Coordinator, Shanghai Campus
189-1879-9670
qingwen.xu@nyu.edu

Ben Sher, MA
Director, Office of Global and Lifelong Learning
212.998.9099
Room G08
Benjamin.sher@nyu.edu

Takako Kono, MPA
Associate Director, MSW Program
212.998.5962
Room 321
takako.kono@nyu.edu

MSW Curriculum Area Offices and Chairs

Diane Grodney, PhD, MS
Chair, Human Behavior in the Social Environment
212.998.5918
Room 410
diane.grodney@nyu.edu
Robert Hawkins, PhD, MPA, MA
Chair, Social Welfare Programs and Policies
212.998.5939
Room 304
robert.hawkins@nyu.edu

Diane Mirabito, PhD, MSW
Chair, Social Work Practice
212.992.9732
Room G01B
diane.mirabito@nyu.edu

Ellen Tuchman, PhD, MSW
Chair, Social Work Research
212.998.5915
Room 402
ellen.tuchman@nyu.edu

MSW Program Campuses

Washington Square
NYU Silver School of Social Work
1 Washington Square North
New York, NY 10003
T: 212.998.5900
E: ssw.msw@nyu.edu

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

Shanghai
NYU Silver School of Social Work
NYU Shanghai Pudong Campus
1555 Century Ave.
Pudong, Shanghai, China 200122
T: 189-1879-9670
E: silver.shanghai@nyu.edu
Westchester
NYU Silver School of Social Work
Sarah Lawrence College
Wrexham Building
One Mead Way
Bronxville, NY 10708
T: 914.323-6201
E: ssw.westchester@nyu.edu
# APPENDIX A: MSW PROGRAM CURRICULA

## TWO YEAR PROGRAM

### EXTENDED ONE-YEAR RESIDENCE PROGRAM

<table>
<thead>
<tr>
<th>YEAR 1: FALL</th>
<th>YEAR 1: SPRING</th>
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<tr>
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<td>Practice with Groups</td>
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<td>Human Behav in Social Envi III</td>
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## EXTENDED PROGRAM

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<td>Field Instruction I</td>
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<td>Field Instruction IV</td>
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### 32 MONTH PROGRAM

#### YEAR 1: FALL
- Social Welfare Prog & Policies I \( MSWPF-GS.2003 \) 3
- Human Behav in Social Envr I \( MSWPF-GS.2006 \) 3
- Social Work Practice Lab I \( MSWPF-GS.2012 \) 1
  **Total Credits:** 7

#### YEAR 1: SUMMER
- Social Work Research I \( MSWPF-GS.2009 \) 3
- Social Work Practice I \( MSWPF-GS.2001 \) 4
- Field Instruction 32 Month I \( MSWFD-GS.3100 \) 3
  **Total Credits:** 10

#### YEAR 2: FALL
- Practice with Groups \( MSWPF-GS.2014 \) 3
- Social Work Practice II \( MSWPF-GS.2002 \) 3
- Field Instruction 32 Month II \( MSWFD-GS.3200 \) 2
  **Total Credits:** 8

#### YEAR 2: SUMMER
- Social Work Practice III \( MSWAC-GS.2002 \) 3
- Elective \( MSWEL-GS.XXXX \) 1
- Field Instruction 32 Month IV \( MSWFD-GS.3400 \) 2
  **Total Credits:** 6

#### YEAR 3: FALL
- Elective \( MSWEL-GS.XXXX \) 3
- Social Work Research II \( MSWAC-GS.2008 \) 3
- Field Instruction 32 Month V \( MSWFD-GS.3500 \) 3
  **Total Credits:** 9

#### YEAR 2: SPRING
- Human Behav in Social Envr II \( MSWPF-GS.2007 \) 3
- Diversity, Racism, Oppression, Privilege \( MSWPF-GS.2010 \) 3
- Social Work Practice Lab II \( MSWPF-GS.2013 \) 2
  **Total Credits:** 8

#### YEAR 3: SPRING
- Human Behav in Social Envr III \( MSWAC-GS.2001 \) 3
- Elective \( MSWEL-GS.3XXXX \) 3
- Elective \( MSWFD-GS.3500 \) 3
  **Total Credits:** 9

**TOTAL PROGRAM CREDITS:** 65

### INTERNATIONAL STUDENT PROGRAM

#### YEAR 1: FALL
- Intro to S. W. Ed & Practice in the U.S \( MSWEL-GS.2000 \) 3
- Social Welfare Programs & Policies I \( MSWPF-GS.2003 \) 3
- Human Behav in Social Envr I \( MSWPF-GS.2006 \) 3
- Diversity, Racism, Oppression, Privilege \( MSWPF-GS.2010 \) 3
  **Total Credits:** 12

#### YEAR 1: SUMMER
- Social Work Practice II \( MSWPF-GS.2002 \) 3
- Elective \( MSWFD-GS.2200 \) 4
- Practice with Groups \( MSWPF-GS.2014 \) 3
  **Total Credits:** 10

#### YEAR 2: FALL
- Social Work Practice III \( MSWAC-GS.2002 \) 3
- Field Instruction III \( MSWFD-GS.2300 \) 4
- Social Work Research II \( MSWAC-GS.2008 \) 3
- Human Behav in Social Envr III \( MSWAC-GS.2001 \) 3
- Elective \( MSWEL-GS.XXXX \) 3
  **Total Credits:** 16

#### YEAR 2: SPRING
- Social Work Practice IV \( MSWAC-GS.2009 \) 3
- Field Instruction IV \( MSWFD-GS.2400 \) 4
- Advanced Social Policy \( MSWAC-GS.20XX \) 3
- Elective \( MSWEL-GS.XXXX \) 3
  **Total Credits:** 13

**TOTAL PROGRAM CREDITS:** 65

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72
### DUAL DEGREE PROGRAM WITH SARAH LAWRENCE

**MSW/MA IN CHILDHOOD DEVELOPMENT**

**YEAR 1: FALL (Sarah Lawrence)**

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**YEAR 1: SPRING (Sarah Lawrence)**

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**YEAR 2: FALL (NYU)**

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<tr>
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**YEAR 2: SPRING (NYU)**

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**YEAR 3: FALL (NYU)**

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**TOTAL PROGRAM CREDITS: 95**

### DUAL DEGREE PROGRAM

**MSW/MPH GLOBAL PUBLIC HEALTH** *(For students who matriculated in Fall 2015)*

**YEAR 1: FALL**

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**YEAR 1: SPRING**

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**YEAR 1: SUMMER**

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**YEAR 2: FALL**

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### Dual Degree Program with NYU School of Law

#### MSW/JD

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### Dual Degree Program with NYU Wagner School

#### MSW/EXECUTIVE MFA

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**TOTAL PROGRAM CREDITS:** 83
To: Dr. Peggy Morton, Assistant Dean, Field Learning & Community Partnerships

From: ___________________________ (Student)

Date: ___________________________

Re: Request for Approval of Change in Completing Required Field placement Hours

Student Program □ Two-Year □ Extended □ 16-Month □ Advanced Standing □ OYR □ 32-Month

Student Status □ Gen. Practice /1st Year □ Adv. Concentration/2nd Year □ Undergraduate

Field placement Agency: ___________________________

Hours Per Week in Field placement: _________ Number of Hours Missing: ______________________

Reason for Missing Hours: ___________________________

Plan for Completing Missing Hours (e.g., days, time, projects). Note that students may not work more than 7 hours per day, or more than 28 hours per week.

Expected Date of Completion of Generalist Practice or Specialized Practice Year: _____/____/____

If student does not complete requirements by the end of the semester, an incomplete grade will be submitted.

____________________________________________________________________________________

Student (Print Name) ___________________________ Signature ___________________________ Date

To the Faculty Advisor: By signing this form you attest that the information contained herein is accurate, and that you will oversee this student’s completion of missing hours as described above.

____________________________________________________________________________________

Faculty Advisor (Print Name) ___________________________ Signature ___________________________ Date

____________________________________________________________________________________

Field Instructor (Print Name) ___________________________ Signature ___________________________ Date

APPROVED: Assistant Dean (Print Name) ___________________________ Signature ___________________________ Date
APPENDIX C: OUTLINE FOR PROCESS RECORDINGS

II. Identifying Information
   a. Date
   b. Who was present? (Use initials or first name only for client identification)

III. Objectives for the Interview?
   a. What were your plans for interview?
   b. Note any particular concerns that you or your client had.
   c. What was the client’s agenda for the interview?

IV. Process
   a. Record the contents of the interview as well as verbal and non-verbal interaction between you and the client(s). This process recording should include your thoughts and feelings about what was happening as well as a verbatim account of the discussion between you and your client.
   
   b. It is helpful to divide each page into 3 columns:
      i. Column 1- Verbatim account
      ii. Column 2- Student’s comments
      iii. Column 3- Space for Field Instructor’s comments

V. Impressions
   a. How did the client respond to you?
   b. How did the client feel about his/her situation/problem?
   c. Your subjective reaction(s) to client(s).
   d. How did you handle the interview?
   e. Were your objectives achieved?
   f. What is your objective assessment of the client’s problem?
   g. Strengths?

VI. Planning
   a. Focus on future work with client(s).

VII. Questions
   Concerns, issues, problems for discussion in supervisory conference.
APPENDIX D: REFLECTIVE LOGS AND/OR JOURNALS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I think you did 'bring up the subject of him seeing a psychiatrist' by educating him. Let's talk of other ways to 'bring this up' and then 'stay with it'.
ST: Can you tell me a bit more about what your relationship with your roommate is like?
AD: Well, the main problem is that he's also my landlord, so I'm constantly worried about making enough money to pay the rent. When my brother died - I went to California and had to put all my stuff in storage. Now I'm basically sleeping on a cot in my roommate's apartment.
ST: That sounds difficult. You returned from coping with your loss and now you're worried about where you're going to live.
AD: It is really devastating and now I'm really in debt and can't even get my things from storage.
ST: Tell me what this is like for you on a day to day basis
AD: Oh I never show what I'm feeling. I just let it go. I just try to move on and find a solution instead of dwelling on it.
ST: What about emotions besides anger?
AD: When my brother died and my mother fell apart I just wanted to focus on practical things and move on. I couldn't let myself really feel the pain. I just wanted to let it go.

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

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

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

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

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

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

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

What was the client's affect when he was talking about his brother dying? If he was flat it's OK to ask him about his lack of emotion,
ST: It sounds like shutting off has become a coping mechanism for you. What would happen if you 'let go' instead of 'letting it go'?
AD: Hmm, that's really interesting. I don't know. I'm afraid that I wouldn't be able to do anything else. Being emotional is something that 13 year olds do, not 30 year olds. I've never had the luxury to dwell on emotions. I don't even have time to read a book. All I read are manuals that tell me how to do things. Feeling things is for people who have time to read books and who can spend all day talking about their feelings.
ST: What you are describing are two poles of existence. One is completely shut off from emotion and the other is excessively emotional. There's also a middle ground.
AD: You're right ... you know when I feel like I'm in the middle? It's when I run; I used to be a long distance runner in high school.
ST: Do you still run now a days?
AD: Hardly ever ... for some reason I stopped when my brother died. I'm just too stressed about everything.

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

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

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

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

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

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

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

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

Instead of trying to find out 'why he stopped running' it might be more helpful to look for ways he can 'keep running'. Let's talk about a strengths perspective versus deficit identification.
ST: Well I think you'd find it an important outlet for you. Maybe you can try to fit it in this week and then you let me know if help.
(I look at my watch and realize 40 minutes has passed)
ST: You mentioned you could only stay ½ hour and it's now 40 minutes. I just wanted to let you know so you can decide whether you need to leave now.
AD: I'm actually really enjoying this but I guess I should go. I only get a short lunch break.
ST: So, should we set up an appointment for next week?
AD: That would be great.
(ST make an appointment and give him a card)
ST: Are you going to be able to hang onto this and keep it somewhere safe?
AD: Yes, I'll keep it in my wallet.
ST: Good
AD: You know, I was really scared about coming back here and having to deal with stuff and that's part of why I didn't come back sooner.
ST: Are you feeling that way now?
AD: No, I feel much more relaxed about it now.

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

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

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

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

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

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

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

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

Good job! There's a lot of rich clinical work to talk about when we meet.
APPENDIX F: ADMINISTRATION RECORDING

Macro practice students may be required to document their activities with written materials such as memos and reports in accordance with the agency protocols just as Generalized Practice and Clinical students do with progress notes and charting. Such documentation also provides teaching and learning opportunities in the weekly supervisory sessions as do the administrative recordings that will be highlighted in this section.

Participation in a task group and attendance at meetings can provide a wealth of information and experience that corresponds with the content in the student’s administration practice classes. Meetings attended can take place either within or outside of agencies. These might include meetings of communities, task forces, teams, coalitions of Board of Director related to quality assurance and improvement, strategic planning, finance, program development, etc. Management styles, group dynamics, leadership, conflict resolution, collaboration, etc., can be viewed firsthand. When processed according to one of the proposed formats, the observations and interpretations not only increase the student’s understanding of macro principles, but also serve to focus awareness of self within the system. The field instructor can assign the meetings in accordance with the Field learning objectives and the agency identity and mission.

Following are three examples of administrative recordings for social work students. The first is a meeting process recording. Second is the administrative activity log, a useful tool for planning and managing a specific field work assignment. The third is a sample of a journal entry, in which the student can record, in a narrative fashion, some aspect of the field experience with attention given to observation, self-reflection and questions for the field instructor.
MEETING PROCESS RECORDING

This format can be used to record a meeting that you attend either as a participant or observer. It can be a staff, department, board, committee, or task force meeting in your agency or in the community. You are expected to describe some aspects of what is taking place, reflect on what you observe, and give your interpretation of what each may mean.

For this reason a 3 column format may work best. Include your name and date at the top.

<table>
<thead>
<tr>
<th>WHAT OCCURRED</th>
<th>MY REFLECTIONS</th>
<th>HOW I INTERPRET THE MEANING</th>
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<tbody>
<tr>
<td>I.</td>
<td></td>
<td></td>
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<tr>
<td>a. Title of meeting</td>
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<td>b. Location and time</td>
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<td>c. Numbers attending</td>
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<tr>
<td>d. Who participants are</td>
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<td>e. Why they are there</td>
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<tr>
<td>f. Specific purpose of the meeting</td>
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<tr>
<td>g. Whether it is a regularly scheduled meeting or a one-time event</td>
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<tr>
<td>h. Seating arrangements</td>
<td></td>
<td></td>
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<tr>
<td>i. Who is chairing the meeting and any other formal positions</td>
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</table>

II. Present under “what occurred” exactly what you observed. For example:
   a. What goes on just before the meeting starts
   b. How the meeting got started
   c. Introductions
   d. Use of agenda
   e. What was covered
   f. Level of participation
   g. How decisions were made
   h. How the meeting closed
   i. Outcome(s) of the meeting

III. Present under “my reflections” what you think about what was going on. For example:
   a. Chair seemed to know exactly what she wanted to accomplish
   b. Participants knew each other quite well but several newcomers were left out
   c. Couldn’t stick to agenda
   d. Didn’t want to vote when decisions needed to be made
   e. Nothing seemed to get accomplished
   f. Participants seemed bored to be there

IV. Finally, give your interpretation of what is actually going on. These are your best efforts to explain and make sense of seemingly unexplainable observations. You may have to consider hidden agendas, motivations, and interests. Do not forget “organizational determinants of behavior”. Since it is unlikely that you will know for sure what is going on, this is the place to take risks and stretch beyond the obvious.

V. Identify questions for your conference with your field instructor.
### Administrative Process Recording

Name: ___________________________________  Project: ___________________________  Date: ____________________

**Background Information:**
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>DESCRIPTION OF ASSIGNMENT</th>
<th>PURPOSE</th>
<th>STEPS/PRIMARY ACTIVITIES</th>
<th>TARGET DATE FOR COMPLETION/STEP</th>
<th>RESOURCES NEEDED</th>
<th>POTENTIAL OBSTACLES</th>
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86
### SUMMARY OF PROGRESS TO DATE

<table>
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<tr>
<th>ASSESSMENT OF ACTIVITY</th>
<th>FEELINGS &amp; REFLECTIONS</th>
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**Briefly present your impression of the situation:**

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

**Plans for future action:**

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

**Identify questions for conference with your field instructor:**

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
APPENDIX G: CROSS SCHOOL REGISTRATION FORM

Please return completed forms to the School of Social Work Enrollment Services Office
1 Washington Square North, Room 104

Name: ___________________________________ UID#: N________________________

School Offering Course: ___________________________________________________________
Course Name: __________________________________________________________________

Course #: ____________________________ Credits: ______

Semester (circle one) : Fall Spring Summer Year: _____

Advisor Approval
I have reviewed this course and:

☐ This student has my approval to take the above class for School of Social Work elective credit.

 or

☐ This student has my approval to take the above class without School of Social Work credit.

Signature: ____________________________________________

Student Agreement
I understand that signing this form does not constitute registration for the above class, and that it is my responsibility to contact the appropriate offices to complete my registration. I understand that having the permission of the School of Social work does not guarantee registration approval from any other school. I also understand that I may be required to submit course descriptions and syllabi to my advisor for elective credit approval.

Signature: ____________________________________________

For Office Use Only:

New York University Office of Degree and Graduation Services:
☐ The above student has the approval of our school to substitute these courses as elective credit.
  Please include these when totaling the credit requirement for graduation.

Manager of Enrollment Services:
____________________________________________________

SW Registration Staff: If checked and signed above, forward copy of form to 7 E. 12th Street.
File original in student file.
APPENDIX H: INCOMPLETE GRADE (I) REQUEST FORM

STUDENTS: Complete SECTION 1 and ask your instructor to complete SECTION 2. Prepare three completed copies of this form:

1. Keep one copy for your own records
2. Give one copy to your instructor
3. Submit one copy to your academic advisor or academic office (see below).

<table>
<thead>
<tr>
<th>Washington Square</th>
<th>Rockland</th>
<th>Westchester</th>
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</thead>
<tbody>
<tr>
<td>MSW Program Services</td>
<td>Dr. Maryellen Noonan</td>
<td>Dr. Susan Gerbino</td>
</tr>
<tr>
<td><a href="mailto:ssw.msw@nyu.edu">ssw.msw@nyu.edu</a> or</td>
<td><a href="mailto:maryellen.noonan@nyu.edu">maryellen.noonan@nyu.edu</a></td>
<td><a href="mailto:susan.gerbino@nyu.edu">susan.gerbino@nyu.edu</a></td>
</tr>
<tr>
<td>mailbox in Room 212A</td>
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SECTION 1: STUDENT INFORMATION

I am requesting an incomplete grade for this semester. I understand that incompletes may only be granted because of an extraordinary personal hardship which makes completion of the assignment very difficult. I understand that I can receive an “F” for “Fail” if I do not submit my final assignment by the revised deadline.

Student Name: ___________________________  Student ID #: ________________________

Email Address: __________________________

Semester: __________________________  Year: __________________________

Reason for Incomplete: 

________________________________________________________________________

________________________________________________________________________

Course Name: ____________  Course Number: ____________  Instructor: __________________

Student Signature: ___________________________  Date: ____________

SECTION 2: INSTRUCTOR INFORMATION

Instructor Name: ____________________________

Revised deadline (all work must be completed and received no later than this date): ________________

TO THE INSTRUCTOR: I approve an “I” grade for this student. After I receive the assignment, I will submit an online grade change.

Instructor Signature: ___________________________  Date: ____________
APPENDIX I: INDEPENDENT STUDY FORM

Name: _______________________________        UID#: N____________________________

Semester (circle one): Spring        Summer        Fall        Year: ______

Circle One: 1 credit (pass/fail)    3 credits (graded)
MSWEL-GS 2023    MSWEL-GS 2024

Instructions:

To obtain permission to complete an independent study, you must be sponsored by a full-time faculty member. Upon receipt of a completed form, you will be registered for an independent study and charged for the appropriate amount of credits. Please allow up to two weeks for the credits to appear on your schedule and bill.

SPONSOR:

Name of Faculty Sponsor: ________________________________________________

I approve of this student’s proposal and agree to supervise his/her work pertaining to this project. The student has agreed to submit his/her final project by

Date: __________________

Signature: ___________________________________        Date: __________________

STUDENT:

I certify that I have read and understood all of the above instructions and agree to abide by the plans I have made with my faculty sponsor. I understand that deviation from my approved proposal may result in no credit being awarded for the study.

Signature: ______________________________________   Date: __________________

Completed applications may be submitted to NYU School of Social Work, Office of Registration Services, 1 Washington Square North, New York, NY 10003.
NO FAXES. Phone: (212) 998-5960

FOR OFFICE USE ONLY:

Received by: ______________________________        Date: __________________

______________________________        File as PCF.
APPENDIX J: RESEARCH INDEPENDENT STUDY APPLICATION
2017-2018

1. Your Name: ________________________________________________________

2. Your Email Address: _________________________________________________

3. Which of the following research experiences do you think you would like to receive? (Please check all that apply):
   ___ Recruitment of participants
   ___ Sample selection
   ___ Literature review
   ___ Abstract development
   ___ Data collection
   ___ Measurement instrument construction/development
   ___ Measurement instrument administration
   ___ Interviewing
   ___ Data coding
   ___ Data analysis
   ___ Other (please specify): _______________________________________________

PLEASE SUBMIT THIS APPLICATION ALONG WITH YOUR RESUMÉ TO DR. TRUDY FESTINGER, ASSOCIATE DEAN FOR RESEARCH, AT trudy.festinger@nyu.edu.
APPENDIX K: ADVANCED CREDIT APPLICATION

Advance and Waiver Credit Policies
You may be eligible to receive credit for courses taken at a CSWE accredited program of social work or graduate degree program in a field related to social work. You can apply for a maximum of 12 advance or waiver credits (6 can be from electives). The following criteria must be met in order for advance or waiver credit to be considered:

- You must have received a grade of B or higher;
- The course must have been taken in the past five years;
- The course is not a Field Instruction or required social work practice course.

We strongly suggest that you read the course descriptions on our website (www.socialwork.nyu.edu) to determine if your courses are similar. Courses at NYU most frequently granted advance or waiver credit include the following: Human Behavior in the Social Environment I; Human Behavior in the Social Environment II; Social Welfare Programs and Policies I; and Social Work Research I.

You can apply for Advance Credit if you have completed comparable graduate coursework in a similar social science discipline or Council on Social Work Education (CSWE) accredited social work program and the course taken at another school was not used towards receipt of another degree. Advance credit allows you to replace required NYU MSW coursework with coursework taken at another school.

You can apply for Waiver Credit if you have completed comparable graduate coursework in a similar social science discipline and the course taken at another school was used towards receipt of another degree. Waiver credit allows you to replace a required NYU MSW coursework with an NYU elective course.

Application Process
Include the following with your application for advance or waiver credit:

- Official transcript with grades;
- Syllabus and reading list for each course.

Please submit your application and supporting documents to the Admissions Office. Syllabi and application can be submitted via email to: ssw.advancedcredit@nyu.edu. Incomplete applications will not be reviewed. The Advance Credit and Waiver Committee requires applications to be submitted at least 6 weeks prior to the beginning of the semester you would take the course for which the advance credit or waiver is being sought. Please note that you should submit a complete application before the end of your first semester.
Exceptions and Specific Policies

- Advance Credit Policy for Undergraduate Social Work Majors Not Enrolled in our Advanced Standing Program:
  - If you earned an undergraduate degree at a CSWE accredited social work program, you can apply for 12 advance credits using courses earned towards your undergraduate degree. The above criteria apply.

- Waiver Credit for Research Courses: Waiver credit for a required MSW research course allows students to choose a more advanced research course as an alternative. Options include approved electives in the MSW program, research methods courses in our School's PhD program, and other graduate research courses at NYU.

Blanket Credit Policy for Advanced Standing Students

Admitted students to NYU’s Advanced Standing Program automatically receive 33 blanket credits. However, enrolled students who were admitted conditionally need to submit an official final transcript during their first semester that confirms their undergraduate social work degree in order to receive blanket credits.

Students who have taken courses at NYU Silver School of Social Work as a Non-matriculated Student

If you earned a grade of ‘B’ or better in our MSW courses taken within the past five years, the credits automatically transfer to the MSW degree. Paperwork is not required.

Contact the Office of Admissions & Enrollment at (212) 998-5910 or e-mail ssw.advancedcredit@nyu.edu if you have any questions.
## Application Contents:
1. Syllabus and reading list for each course
2. Official transcript containing grades
3. Supportive documentation when necessary

### Date: ____________________ Name: ____________________ UID#: ____________________

### Phone: ____________________ NYU E-Mail: ____________________ Alternate E-Mail: ____________________

### Campus: WASH SQ SL STAQ

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<thead>
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<th>Course Completed Elsewhere</th>
<th>NYU Silver Course Credit Requested</th>
<th>Official Use Only</th>
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