MSW Student Manual
2013–2014
Welcome to the Silver School of Social Work Student Manual

The purpose of this manual is to acquaint you with the resources, educational opportunities, procedures, and requirements of the Silver School of Social Work (School) and New York University (NYU), and as such is an important resource for all faculty, faculty advisors, field instructors, agency educational coordinators, students, and colleagues.

Most of the information will be especially helpful in the beginning weeks of the graduate experience; the rest will become pertinent as the year progresses. In addition, the NYU Student’s Guide articulates the code of conduct expected at NYU and the School. All students are subject to this code and the disciplinary sanctions that accompany any infractions.

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

Silver School of Social Work Mission Statement

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

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

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

MSW Program Goals & Objectives

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

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

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

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

4. To prepare students to contribute to the realization of the goal of a just society.
Students will demonstrate:

a) the ability to recognize and address individual prejudice and institutional oppression and discrimination;

b) the ability to apply strategies of advocacy and social change to advance social and economic justice; and

c) the ability to use their skills for the good of the client systems and for society at large.

**Pathways to the MSW Degree**

Please see sample curricula for each program in Appendix B.

**Two Year Program**

The traditional path to the MSW degree, this program attracts the greatest number of students. The period of study for this option is four semesters: fall-spring-fall-spring, including 1,200 hours of field learning. The curriculum consists of a professional foundation year followed by an advanced concentration year in clinical practice with individuals, families, and groups. Students spend two semesters each in two different field instruction agencies. These centers are selected from among the more than 500 social service agencies affiliated with the School throughout the metropolitan area. The Two Year Program permits, but does not require, study during the summer term.

**16 Month Accelerated Program**

An accelerated route to the master's degree, the 16 month sequence of courses is identical to the Two Year Program. This program enables students to begin study in the spring semester and to complete the requirements for the master's degree in four consecutive semesters. The period of study is spring-summer-fall-spring, with 1,200 hours of field learning.

**Advanced Standing Program**

This program is an option for graduates of a CSWE accredited undergraduate social work program within the past five years. Enrollment is in the advanced concentration (second year) of the Two Year Program and the period of study is two semesters: fall-spring, including 600 hours of field learning. Study during the summer term is not required. There is an option to complete class work on a schedule of one evening and one Saturday each week.

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

For employed social workers, this option combines 37 credits of part-time study with one year of full-time study (two semesters with a minimum of 10 credits each), including one field placement of 900 hours. A work-study plan 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 three to four years, including two semesters of field instruction.

**Extended Program**

This flexible program enables each student to complete a study plan arranged with a program advisor. One year of full-time study (two semesters of 10 credits each, including field instruction) is required. The period of study ranges from three to four years, including four...
semesters of field instruction. Most students in this program take advantage of the option for study during the summer term.

32 Month Program
Designed for those who work full time, this unique option allows you to earn an MSW degree over a thirty-two month period through evening, weekend and summer study. This program is open only to new first-year MSW students. Students will complete their 65 credits within a learning community cohort that remains the same over the first year of the program. Field placements will be arranged primarily during evening, weekend and summer time periods. The program option features a specially coordinated advisement system in which your practice instructor is also your faculty advisor. You will also participate in a special practice lab over your first 2 semesters designed to prepare you for the field agency placement you will begin in your 3rd semester. The period of study for this option is 8 semesters including summer study, with 1,100 hours of field learning. As in our Two Year Program, the curriculum consists of a professional foundation curriculum followed by an advanced concentration curriculum in clinical practice with individuals and families.

Non-Matriculated Program
This is an exploratory option for people interested in the field of social work but who have not been admitted to the MSW degree program. One or two courses a semester may be taken without making a commitment to a degree program (maximum of 12 credits or four courses). Students later admitted to the master's program may receive credit for as many as four courses (12 credits) provided that they earn a grade of ‘B’ or better from the following:

* 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 off-site campuses, non-matriculated students can also take Social Work Research I.

Dual-Degree Programs
MSW/MA 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. Ninety-five credits (instead of 113) are required, including a thesis for the master’s in Child Development (10 credits).

All classes in Child Development are held at Sarah Lawrence College in Bronxville, New York, Westchester County. 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.
The dual degree program will combine the theoretical knowledge bases of clinical social work and developmental psychology. Its goals include:

- to educate social work clinicians for advanced practice in the treatment of children;
- to develop social work clinicians with an in-depth understanding of the life of the child as the interaction of intellectual, emotional, social and imaginative streams;
- to provide an appropriate balance between academic study in the theoretical and empirical aspects of the child development/child treatment fields and direct practice with children;
- to prepare social work clinicians/child development experts to meet the diverse needs of at-risk children, particularly those in the urban setting.

**MSW/JD**
The School and the School of Law sponsor a program in which a student 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 each of the schools involved and through careful course planning, the dual degree student can complete both degrees within a four-year period.

The School of Law requires 82 credits of study; however, 12 credits for courses taken at the School will be applied in satisfaction of requirements for the JD degree. Similarly, the MSW program requires a minimum of 65 credits; however, 13 credits for courses taken at the School of Law will be applied toward the MSW degree. Instead of taking the required 147 credits for both degrees if done separately, with the crossover of credits from the schools, students will complete 123 credits for both degrees. Admission to both programs is required.

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

The MSW/Executive MPA program will enable students to complete their clinical social work training while also securing a master's degree from the Robert F. Wagner Graduate School of Public Service. Students have flexibility to take courses in both Wagner's Public and Nonprofit Management and Policy and Health Policy and Management programs. The combined course of study will incorporate the 10 courses required for the Executive MPA degree (36 credits), in addition to the 65 credits required for the MSW degree (16 courses and four semesters of field learning). Two electives taken at Wagner (6 credits) will be applied to the MSW degree. Three classes (12 credits) taken at the School will be applied to the Executive MPA degree.

**MSW/Global MPH**
This interdisciplinary, three-year program with the NYU Global Institute for 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 professors drawn from relevant programs across five schools at
NYU, including the Silver School of Social Work; the Robert F. Wagner Graduate School of Public Service; the School of Medicine; the College of Dentistry (including the College of Nursing), and the Steinhardt School of Culture, Education and Human Development.

The dual degree is designed to provide the necessary skill set for graduating students to pursue professional careers in both social work and public health, and prepare them for leadership roles in community healthcare settings, government agencies, and non-profit organizations in the United States and internationally. Students in the MSW/MPH dual degree program would enroll as full-time students taking courses within each program concurrently.

**MSW Curriculum**

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

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

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

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

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

**MSW Curriculum Content**

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

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

**The Professional Foundation Level**

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

- Social Work Practice I and II
- Field Instruction I and II (Integrated Practice/Field Curriculum)
- Human Behavior in the Social Environment I and II (HBSE)
- Diversity, Racism, Oppression and Privilege
- Social Welfare Programs and Policies I
- Social Work Research I
- Clinical Practice with Groups

The order in which these courses are taken depends on the prerequisite system (e.g., HBSE I must precede HBSE II, and Practice courses must be taken concurrently with Field Instruction).
Professional Foundation – Social Work Practice
The Social Work Practice curriculum area has five required courses: at the foundation level Social Work Practice I and II and Clinical Practice with Groups; at the advanced concentration level, Social Work Practice III and IV.

Integrated Social Work Practice/Field Curriculum I and II
Offered to most MSW students, the integrated Social Work Practice I and II and Field Instruction I and II courses are taught concurrently by the practice instructor and the faculty advisor(s). Students remain with the same practice instructor and faculty advisor for both semesters in the foundation year. Students wishing to change their Practice/Field class between the fall and spring semesters must first obtain approval from the Chair of the Practice Area as well as the Assistant Dean of Field Learning.

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

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

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

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

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

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

One Year Residency students (OYRS) have a slightly different Practice format whereby their practice instructor is also their academic advisor in the first year of the MSW Program. In the 16 Month and Advanced Standing Programs the practice instructor also serves as the student’s faculty advisor.

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

The project is designed to facilitate the integration of a generalist social work perspective with a change project conducted at the field learning site. With this project the student is encouraged to reach beyond the provision of direct services to individuals, families, and small groups and become actively involved in working for change or growth within the agency and/or community.

The overarching goal for the project is to:

- Conduct an organizational assessment to identify areas where service delivery might be enhanced or where there are gaps in services.
- Design and implement an innovative and creative change that will contribute to service provision at the agency and/or community and the population served.

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

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

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

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

Human Behavior in the Social Environment II

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

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

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

Diversity, Racism, Oppression and Privilege

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

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

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

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

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

**Professional Foundation-Social Welfare Programs and Policies**

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

**Social Welfare Programs and Policies I**

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

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

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

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

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

**The Advanced Concentration Level**

As stated there is only one advanced concentration at the School: clinical or direct social work practice. The advanced concentration level includes required courses in Social Work Practice, Human Behavior in the Social Environment, Social Welfare Programs and Policies, and Social Work Research, as well as a 600 hour Field Instruction placement. Students also choose three elective courses in an area of their own interest from a wide array of offerings. Students may also choose three one-credit intensives in place of an elective. In addition, the Advanced Policy course is offered in sections specialized by fields of practice as well as in a generic version, offering those students who wish to do so another way to individualize their courses to their own specific interests. In the advanced concentration year there are additional opportunities for students to choose from a variety of Focused Learning Opportunities. And finally, there is an opportunity for a limited number of students to enroll in a Research Project Seminar, which is a two semester, six-credit course that is taken instead of Research II.

- Social Work Practice III and IV
- Human Behavior in the Social Environment III
- Social Work Research II
- Advanced Social Policy
- Field Learning III and IV
- Electives (3) or 3 one-credit intensives and 2 electives

**Advanced Concentration-Practice**

*Social Work Practice III*

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

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

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

The course begins with revisiting issues examined in Practice and Policy in the foundation year, namely, students’ motivation for seeking training at a graduate school of social work and the nature of this profession, including the distinctiveness of the social work profession with its dual commitment to direct practice and to affecting social justice in work with poor, diverse and oppressed populations. Students will engage in more intensive review of the Code of Ethics with readings and class presentations on ethical issues and dilemmas, and will engage in efforts to resolve them using guidelines for ethical decision making.

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

**Advanced Concentration-Human Behavior in the Social Environment**

Human Behavior in the Social Environment III (HBSEIII) is designed to expand and deepen the theoretical and empirical knowledge base of the biopsychosocial factors underlying our concepts of mental health and illness. Students will be introduced to the multiaxial system of symptoms diagnosis and the methods and criteria used in making differential decisions about psychiatric diagnoses. They will be expected to be aware of the multiple problems that signal areas of concern regarding individual and family functioning and the centrality of culture, race, ethnicity, and gender in the diagnostic process. Each diagnostic category will include manifestations of the disorder as reflected in the life cycle.

The main diagnostic entities that will be explored include schizophrenia, other psychotic disorders, major mood disorders, anxiety and somatoform disorders, post-traumatic stress disorders, substance-related disorders, eating disorders, delirium, dementia, dissociative disorders and major personality disorders. The significance of labeling, stigma, and bias with regard to the diagnostic process will be critically appraised and critiqued throughout the course in keeping with the values and ethics of social work practice and issues of social justice. This course’s bibliography contains suggested further readings on childhood diagnostic components.
**Advanced Concentration-Advanced Policy**
This advanced concentration course examines urban social problems from the perspective of their impact on individuals, families, and communities, focusing on at-risk populations in the context of an urban environment. The course builds on the policy content offered in the foundation year and links policy to practice and research skills that have been developed. Emphasis is placed on the link between social and economic justice and issues relating to diversity. The first part of the course is an examination of the policy-making cycle, inclusive of social problem definition, policy formulation, implementation and critical analysis of policy. A detailed section on evaluation of policies as they affect societal structures, communities, agencies, clients and practitioners is then discussed. Finally, the course presents theories related to organizational change and strategies for practitioners to influence policies and promote change at the client level, the agency level, the community level and the broader society.

**Advanced Concentration-Research II**
The overall goal of Research II is to provide students with an understanding of how research is used to evaluate social work practice and programs. The course is designed to provide students with an overview of the methods, concepts, and principles of practice and program evaluation research in order to become practitioners who can engage in self-directed evaluation of their own practice and to make meaningful contributions to program evaluation efforts. The course focuses on what constitutes a “program”; identifying the mission, goals, and social work role within a program; understanding the implications of the organizational history and context of a program; the types and purposes of practice and program evaluation designs, measurement and data collection options, ethical and cultural considerations in the design and implementation of program and practice evaluation, anticipating the possibly diverse interests of various stakeholders in evaluation; and assessing whether a program can be evaluated. Students are expected to apply previously acquired knowledge of the scientific approach and research methods to the evaluation of social work practice and programs. Emphasis will be placed upon extending research mindedness and critical thinking skills to the design, implementation, and assessment of evaluations of individual clients and programs.

**Advanced Concentration-Field Learning**
Field Instruction III and IV build on the objectives achieved in the professional foundation integrated Practice/Field I and II courses. Students move from a generalist perspective to advanced clinical practice with complex individual, families, group and larger communities/organizational client systems. The courses strive to deepen knowledge and skills and further the level of mastery in direct practice with individuals, families, and groups. Finally, the purpose of Field Instruction III and IV is to facilitate the development of the student as a professional social worker who can enter the practice arena in any setting of practice, be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values.

During the advanced concentration 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. The faculty advisor serves as the school’s liaison to the
field agency and works with the field instructor and the student to ensure the educational integrity of the field experience. In this role, faculty advisors monitor important aspects of the placement including assignments given to the student, the student/field instructor working relationship, and student progress in mastery of learning objectives for the course. The faculty advisor can assist with any challenges that arise in maintaining the educational integrity of the placement throughout the placement year.

Students are not allowed to progress into advanced concentration placement without the completion of all professional foundation requirements. In addition, Field III must be taken concurrently with Social Work Practice III. Field IV must be taken concurrently with Social Work Practice IV. Should extended placement hours be required, a practice elective must be taken concurrently.
II. ACADEMIC ADVISEMENT

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

Washington Square
Takako Kono takako.kono@nyu.edu Two Year, Advanced Standing, 16 Month, Non-Matriculated, Dual-Degree, International, and Probationary
Susan Egert susan.egert@nyu.edu Extended & OYR
Anne Dempsey anne.dempsey@nyu.edu 32 Month

St. Thomas Aquinas
Dr. Maryellen Noonan maryellen.noonan@nyu.edu All SQ MSW Students

Sarah Lawrence
Dr. Susan Gerbino susan.gerbino@nyu.edu All SL MSW Students

Students are encouraged to make an appointment to meet with their academic advisor as needed. In most cases, academic advisement is not mandated but students may wish to meet with their academic advisors to discuss issues such as:

Academic plans
Course selection and sequencing
Course credit loads
Leaves of absence
Program change
Cross school registration
Referrals to School & University resources
Concerns related to academic expectations

These are only some areas in which advisors can provide assistance. If you have any other academic questions or concerns please feel free to contact your advisor. Below are important links to the SSSW website that will be helpful to you throughout your degree progress:

MSW Curriculum Guide:
http://socialwork.nyu.edu/content/dam/sssw/students/pdf/CurriculumGuide.pdf

MSW Course Descriptions:
http://socialwork.nyu.edu/academics/msw/course-descriptions.html

Registration:
http://socialwork.nyu.edu/students/services-resources/registration.html
**Probation Advisement**

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

**Cross-School Registration**

Students who wish to take elective courses at other schools within New York University and apply those credits toward their MSW degree must receive prior approval from their academic advisor. Students must complete the Cross-School Registration Form. The completion of this form does not constitute registration for the desired class. It is the student’s responsibility to contact the appropriate offices to complete registration. Even with the permission of the School students are not guaranteed registration approval from any other school. Academic advisors may require the submission of course descriptions and syllabi for elective credit approval. 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. Please see Cross School Registration Form in the Appendix.

**Independent Study**

Students who wish to obtain permission to complete an independent study must be sponsored by a full-time faculty member. Students must then complete the MSW Independent Study Form. Both the student and sponsoring professor must sign the completed form. Once the completed form is received by the Office of Enrollment Services (located at 1WSN Room 102), the student will be registered for an independent study and charged for the appropriate amount of credits. Please allow up to two weeks for the credits to appear on your schedule and bill. Please see Independent Study Form in the Appendix.

Students seeking to do an Independent Study Abroad, should contact Associate Dean, Tazuko Shibusawa, to arrange an appointment to discuss their plans to study abroad.

**Withdrawal from Class**

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

**Withdrawals from School**

1. When students are considering withdrawal from the School, they should contact their faculty advisor and the Assistant Director for MSW Program Services.
2. If students decide to withdraw, they are required to set up an exit interview with the Assistant Director for MSW Program Services and submit an online withdrawal form via Albert. Students are required to turn in their University ID Card at the time of their exit interview.
3. Students who are in field placement and decide to withdraw also need to have a field exit interview with the Assistant Dean for Field Learning and Community Partnerships.
4. Students must contact and notify the Financial Aid Office if they have been receiving financial aid. Students should also consult the Refund Schedule for Complete Withdrawals.
5. Students may also contact the Office of Enrollment Services to obtain information with respect to grades, classes, and refunds policies.
6. When students leave the School, the faculty advisor should write a final summary of the student’s educational experience. Students will receive a copy of the final summary. A copy of this material should be sent to Office of Enrollment Services for inclusion in students’ folder.
7. When students withdraw from the School students have the responsibility of notifying the field and classroom instructors, as well as applicable University offices (housing, etc).
8. If students who have withdrawn from the School decide they would like to return, a new application for admissions must be initiated.

Guidelines for Student Leaves of Absence

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

1. Students schedule an evaluation interview with Counseling and Wellness Services (CWS) at the Student Health Center.
2. If appropriate, a CWS clinician recommends psychological medical leave (orally and in writing) to the Assistant Director for MSW Program Services and informs students (orally and in writing) of conditions for return from medical leave.
3. Students complete and sign a Student Leave of Absence Request Form (Appendix A) and submit it to the Assistant Director for MSW Program Services. (A Student Leave of Absence Request Form may be completed by a School administrator when accompanied by student correspondence.)
4. The Assistant Director for MSW Program Services will review all documentation and authorize the leave.
5. The Assistant Director for MSW Program Services notifies the Office of the Vice President for Student Affairs. Copies of this notification are sent to the School’s Enrollment Services and Field Learning Offices. Course withdrawals and leave of absence registration forms are then processed.
6. The Office of the Vice President for Student Affairs notifies the University Registrar, Housing, and other pertinent offices.
7. A full tuition refund is granted for the semester the student is authorized for a psychological medical leave of absence.

**Returning from Psychological 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 (or 2 semesters). If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

1. Students must fulfill certain conditions: (a) sufficient time away from 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 CWS; and (d) an evaluation with CWS.
2. Based on the fulfillment of these conditions, CWS makes a recommendation to the University Office of the Vice President for Student Affairs, the Assistant Director for MSW Program Services, and other pertinent offices that the student is approved to return.
3. The student will meet with the MSW Program Director and Assistant Deans of Field Learning & Community Partnerships and Student & Alumni Affairs to confirm that the student is prepared to return to classes and Field Instruction. If the student is allowed to return, the Assistant Director for MSW Program Services processes a return from leave of absence memo.
4. Students should then contact the Assistant Director for MSW Program Services and the School’s Office of Enrollment Services to make sure that they are cleared to register for the following semester.

**Physical Medical Leave of Absence**
Criteria: 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 a letter/note from a physician.

1. Students provide a) medical documentation that confirms that necessity to take a physical medical leave of absence to the Assistant Director for MSW Program Services and b) a signed Student Leave Request Form (Appendix A). (A Student Leave Request Form may be completed by a School administrator when accompanied by student correspondence.)
2. The Assistant Director for MSW Program Services will review all documentation and authorize leave.
3. The Assistant Director for MSW Program Services notifies the Office of the Vice President for Student Affairs. Copies of this notification are sent to the School’s Enrollment Services and Field Learning Offices. Course withdrawals and leave of absence registration forms are then processed.
4. The Office of the Vice President for Student Affairs notifies the University Registrar, Housing, and other pertinent offices.
5. A full tuition refund is granted for the semester the student is authorized for a physical medical leave of absence.
**Returning 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 (or 2 semesters). If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

1. Students must submit medical documentation that confirms they are able to return.
2. The Assistant Director for MSW Program Services processes a return from leave of absence memo.
3. Students should then contact the Assistant Director for MSW Program Services and the School’s Office of Enrollment Services to make sure that they are cleared to register for the following semester.

**Maintenance of Matriculation or Personal Leave of Absence**

Students may be experiencing personal or family problems and may not be able to function at the School as a result. Depending on the nature of these issues, students may request Maintenance of Matriculation (MoM) or a personal leave of absence.

1. The student should talk with his/her faculty advisor and the Assistant Director for MSW Program Services when considering MoM or a personal leave of absence.
2. If the student decides to go on MoM or a personal leave of absence, he/she should submit a Student Leave Request Form to the Assistant Director for MSW Program Services. (A Student Leave Request Form may be completed by a School administrator when accompanied by student correspondence.)
3. The Assistant Director for MSW Program Services will submit the approved Student Leave Request Form with a request that the student be placed on MoM or personal leave of absence to the School’s Enrollment Services Office.
4. The Office of Enrollment Services will register the student for MoM or personal leave of absence.
5. Students must follow the procedure for MoM or personal leave of absence for each semester of absence. There is MoM fee that is determined by the NYU Office of the Bursar.
6. Refunds for course withdrawal will occur automatically if done within the University refund period as stipulated by the Office of the Bursar. Appeals to the standard refund policy can be made to the Refund Committee by emailing Enrollment Services at ssw.registration@nyu.edu.

**Return from Maintenance of Matriculation or Personal 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 (or 2 semesters). If students need to extend their leave, they must formally request an extension by repeating the original request procedure.

1. The student must notify the Assistant Director for MSW Program Services that he/she plans to return.
2. The Assistant Director for MSW Program Services sends out a return from MoM or personal leave of absence memo to Enrollment Services so the student can be term-activated.
Leave of Absence: Frequently Asked Questions
What about Housing and Financial Aid?
Students are responsible for making all arrangements for their Financial Aid and Housing needs, both upon their departure and on their return. (Financial Aid (212) 998-4444; Housing Office (212) 998-4600).

How long is my leave of absence approved for?
A LOA is granted for the term stated in the signed from (typically the term the student requested). The limit for consecutive leaves of absence is 1 academic year (or 2 semesters). If students exceed their approved leave time period, the School reserves the right to require that they re-apply for admission to the program.

Can I take classes somewhere else while I'm on a leave of absence?
Students who are granted a leave of absence are not allowed to take courses at another academic institution. Any students wishing to register elsewhere must contact the Director of their Program (BS, MSW, or PhD).

Who is my advisor while I'm on leave of absence?
Because of the special circumstances and requirements surrounding a leave of absence, students on leave are advised by the Assistant Director for MSW Program Services.

Do I qualify for health insurance coverage while I'm on leave of absence?
Students on an approved leave of absence may be eligible for enrollment in a NYU-sponsored Student Health Insurance Plan. Spring term applicants must have been enrolled in the plan during the immediately preceding fall term to be eligible. Students may visit the health insurance website for further information: [http://www.nyu.edu/life/safety-health-wellness/student-health-center/insurance-patient-accounts.html](http://www.nyu.edu/life/safety-health-wellness/student-health-center/insurance-patient-accounts.html).
III. ACADEMIC GUIDELINES

Degree Requirements
The MSW program requires successful completion of the approved 65 credit curriculum. The curriculum comprises both class and field instruction. To qualify for the MSW, the student must complete classroom requirements with at least a 3.0 GPA.

Students have a total of 5 years from the point of matriculation to complete the MSW requirements. Students have the final responsibility for ensuring that all degree requirements are met. Consultation with the student’s academic advisor is highly recommended.

Requirements for Good Standing in the MSW Program
Students enrolled in the MSW are expected to maintain good academic standing:

- A 3.0 Grade Point Average (GPA). A GPA below a 3.0 will automatically place a student on probation.
- Regardless of GPA, a student earning an “F” grade will be on probation automatically. A student who receives an “F” grade for a required course must repeat the course at his/her expense.
- The work for an approved IP and IF grade/s must be completed within the following semester, (i.e., fall semester for spring courses, spring semester for fall courses, fall semester for summer courses).
- Students are responsible for the removal of Bursar and/or Health Services blocks, which would impede registration.
- Registration for appropriate classes in proper sequence. Please see Curriculum Guide in the Appendix B.
- No student can move into the advanced concentration year until all foundation level courses, including Field Instruction requirements (including hours and POPS Project), are met.

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

Student Guide for Writing Papers
Below are some comments on format and style to help you write papers for your course work. Please consult the Publication Manual of the American Psychological Association, 6th Edition (2010) for precise directions on style. This publication was adopted by the School as the style
Writing the Paper
Before you begin to write, think and plan what you want to say. Asking yourself a series of questions is helpful. For example (a) What do you think the assignment asks for? (b) Why did you select that question to answer? (c) What do you think the professor expects as a response to this assignment? Some students find it helpful to complete an outline or preliminary remarks. Once you have completed a first draft it is sometimes helpful to put it away for several hours and return to it when your thinking is clear. At this point you may be better prepared to spot errors, omissions or the need to rewrite. In revising, scrutinize the content and structure of your paper. Ask yourself can the reader understand what I am saying? Are my thoughts clear, concise and informative?

If you note problems in your writing you may wish to consult the New York University Writing Center at 411 Lafayette Street, 3rd Floor. This is a free service of the University for all students. You may call 212.998.8866 for an appointment.

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

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

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

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

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

Preface
The attached guidelines, adopted by the faculty, are the culmination of a lengthy process aimed at objectifying the basis for grading. The guidelines do not mandate a rigid formula for grading students but rather offer some guidance to faculty members in determining the various grade levels. Individual faculty 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.

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

Guidelines for Course Grading

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.

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

N
- No grade or credit given because the student never attended.

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 forAppealing a Grade

A student who wishes to appeal a grade must first contact his/her professor. If an agreement is not reached the student may then contact the Chair of the curriculum area for consultation. The Chair may then consult with the professor separately or with the student concerning the grade. The final decision on the grade appeal will be made by the professor.

<table>
<thead>
<tr>
<th>Department</th>
<th>Name of Chair</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Learning (Interim)</td>
<td>Dr. Peggy Morton</td>
<td>109</td>
<td>(212) 998-5916</td>
</tr>
<tr>
<td>Human Behavior and the Social Environment</td>
<td>Dr. Judith Siegel</td>
<td>204</td>
<td>(212) 998-5949</td>
</tr>
<tr>
<td>Practice</td>
<td>Dr. Diane Grodney</td>
<td>410</td>
<td>(212) 998-5918</td>
</tr>
<tr>
<td>Research</td>
<td>Dr. James Martin</td>
<td>G03</td>
<td>(212) 998-9095</td>
</tr>
<tr>
<td>Social Welfare Programs &amp; Policies</td>
<td>Dr. Wen-Jui Han</td>
<td>418</td>
<td>(212) 992-9706</td>
</tr>
</tbody>
</table>

Policy on Late Assignments and Incomplete Grades

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

Incomplete Grades

Students who are unable to complete all of the assignments for a course by the time the course has ended must request an incomplete grade from the instructor. The instructor is under no obligation to grant a request for an incomplete grade.

If the instructor grants the request for an incomplete, the student will receive a grade of IP (Incomplete Pass) or IF (Incomplete Fail) as determined by the instructor. The student and instructor should then complete a Request for Incomplete Grade form. It is the obligation of the student who has received a grade of IP or IF for a course to fulfill the requirements agreed to in the Request for Incomplete Grade form. Once the requirements are fulfilled, the instructor will issue a change of grade for the student.

If the instructor denies the request, the student will receive a grade of F (Fail). Under no circumstances will the instructor delay the submission of grades to accommodate a late assignment from a student.

As per University policy, students who do not fulfill the agreed-upon requirements of the incomplete grade will have their grades automatically convert at the end of one semester in the following manner: an IP will convert to an N (No credit) and an IF will convert to an F (Fail).

Incomplete grades are to be used infrequently and only for extraordinary circumstances. Please see a copy of the Incomplete Grade Request Form in the Appendix.
Policy on Repetition of Courses

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

Registration Important Dates
September 3rd: Fall classes begin.
September 17th: Last day of active waitlists.
September 17th: Fall Registration Deadline.

Please view the University Academic Calendar for more important dates.

Our registration system is online-only, so please familiarize yourself with the Albert Registration system, as you will be using it every semester. If you have any questions after reading the information below, please call the School’s Enrollment Services at 212-998-5960. If you have not already done so, please activate your NYU Home account at http://start.nyu.edu.

To complete your registration
1. Consult the Curriculum Guide to get a list of courses you should be taking in the upcoming semester. If you have questions about taking courses out of sequence, please contact your academic advisor.
2. Once you know the courses you will be taking, you can look up times and days they are offered on Albert, which is accessible through NYUHome.
3. Once you have logged into your Student Center in Albert, use the "SEARCH FOR CLASSES" function to find available courses.
4. Look for and record the CLASS # listed for the courses you want to add on the COURSE SEARCH page. You will need to enter these to register when you are on the Enroll screen.
5. Once you register for classes your schedule should appear under the Academics heading in your Student Center in Albert.

You may wish to use the Albert Training Guide to walk you through the registration process.

Remember:
• If you are closed out of your first-choice section of a course, the most important thing to do is immediately sign up for an open section that you can attend. Once you have done so, call the University Registration Helpline at (212) 998-4290 if you wish to waitlist yourself for the preferred section. Waitlists are processed automatically once students officially drop the class, so keep checking back on Albert to determine your status.
• Practice I and Practice II are consecutive semesters of the same class. This means that you will be enrolled in Practice II automatically, and will have the same professor and class time for Practice II as you had for Practice I.
• If you are registering for Practice you also need to register for the corresponding co-requisite of Field Instruction. Please see sample curricula in Appendix B.
Waitlist Procedures

- Should your first choice section be closed, you must register for an alternate section of that same course to ensure yourself a seat.
- If your first choice section has an active waitlist, you can place yourself on the waitlist by using the SWAP function. The SWAP ensures that the alternate section is not dropped until you are successfully enrolled into your first choice section. To use the SWAP function, click on the SWAP tab and select the section that can be dropped. Then enter the Class Number of the first choice section, select the Wait List checkbox, and Finish Swapping.
- The system will only enroll you for courses within your credit limit. The system will not enroll you if there are registration holds on your account or if there is a meeting pattern conflict with another class in which you are currently enrolled. You must also meet requisites for the course. Please see the Albert Training Guide for additional information.
- If you are trying to enroll and waitlist in different sections of the same course without using the SWAP functionality then the system will automatically drop you from your waitlisted section when you enroll yourself into the available alternate section.
- Registering through the waitlist is an automatic procedure. This means that Albert will roll the next person on the waitlist into the class if and only if an enrolled student drops out.
- Students may only attend classes in which they are officially enrolled.
- Permission to enroll in a closed course cannot be granted by professors.
- If you do not register appropriately, you may find yourself without a seat in a required class.

Official Transcripts/RD Block

An 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 admits or by March 1st for spring admits. Students who do not have all official transcripts submitted by this date will have an RD block placed on their account which will prevent them from registering for the upcoming term. Once the official transcripts have been received by the Admissions Office, the RD block will be removed.

Transfer Students and Transferring Credits

The Silver School accepts transfer students who have completed their first year at an accredited graduate social work program.

How to Transfer Credits

Students may transfer up to 12 credits of coursework completed at a CSWE accredited program of social work or related graduate program. These courses must have been taken within the past five years and completed with a grade of ‘B’ or higher. Social work field instruction or practice courses may 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, course syllabus, and reading list to the Admissions Office.

Please see Appendix K for the Advanced and Waiver Credit Application
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. For the Fall 2013 semester, payment is due on September 19, 2013.

Refunds
Refund schedule for course withdrawals
- Courses dropped during the first two weeks of the semester entitle the student to a 100% refund of tuition and fees
- No refund is given for courses dropped after the first two weeks of the semester

Refund schedule for complete withdrawals
- Classes dropped before the first day of class entitle the student to a 100% refund of tuition and fees
- Classes dropped after the first day of class but within the first week entitle the student to 100% refund of tuition only
- Classes dropped during the second week of classes entitle the student to a 70% refund of tuition only
- Classes dropped during the third week of classes entitle the student to a 55% refund of tuition only
- Classes dropped during the fourth week of classes entitle the student to a 25% refund of tuition only
- No refund is given for classes dropped after the fourth week of classes

Please see the Refund Schedule for Course Withdrawals and the Refund Schedule for Complete Withdrawals for the 2013-2014 academic year for more information.

Students who seek refunds for medical issues outside the time period specific by the refund schedule may submit an appeal to the Refund Committee ssw.msw@nyu.edu. Students are expected to provide documentation to support all refund appeals.

One-Credit Intensive Drop/Withdrawal and Refund Policy
Students must drop their one-credit intensive a minimum of 48 hours prior to the day of the course (including weekends) in order to receive a refund. NO REFUNDS (PARTIAL OR OTHERWISE) WILL BE GRANTED AFTER THIS PERIOD. Any student dropping a One-Credit Intensive on the first day of class or thereafter will be issued a grade of “W” which stands for Withdrawal.
V. 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.

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

Advanced Concentration Curriculum
Field Instruction III builds on the objectives achieved in the Field Instruction courses in the foundation year. Students move from a generalist perspective to advanced clinical practice with complex individual, family, group and larger community/organizational client systems. (See syllabus for Field Instruction III).
Field Instruction IV builds on the objectives achieved in Field Instruction III. Students move to increasingly complex advanced clinical practice with individual, family, group and larger community/organizational client systems, developing as 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 foundation year Field Instruction courses are integrated with Practice I and II. In the advanced concentration year, the students take Field Instruction II and IV. Different from 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 performance criteria outlined in this manual specific to the program year; by adhering to the National Association of Social Workers’ Code of Ethics; by participating in faculty advisement and by demonstrating the Essential Abilities and Attributes for Performance in the School of Social Work.

**Field Learning’s Goals and Objectives**

The goals and objectives of the field learning curriculum prepare the students to demonstrate core competencies in social work practice. Core competencies are developed over four semesters of field learning (Field Instruction I (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 Pass, Incomplete Fail) are given at the end of each semester. The Field Instruction course grade is given by the Faculty Advisor and is based on the student’s professional conduct and full participation in Field Learning at the agency placement, submission of process recordings, project assignments, reflective recordings, participation in individual meetings with the Faculty Advisor, as well as the Initial Educational Statement and Final Semester Evaluation (mid-year evaluation) completed by the field instructor. The faculty advisor is the course instructor and is responsible for your 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 submitted to field.learning@nyu.edu, emailed, 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.

**Final Semester Evaluation (Mid-year Evaluation)**

A Final Semester Evaluation is completed at the end of the first semester of either the Foundation Year or the Advanced Concentration Year and after the student has finished the 300 hours required for Field Instruction. The evaluation is completed by the field instructor in collaboration with the student, and signed by both. The signed evaluation is submitted to field.learning@nyu.edu, emailed, faxed, or hand-delivered prior to the date that grades for the semester are due; the Field Learning office then forwards it to the Faculty Advisor. The Faculty Advisor reviews the Final Semester 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 Semester Evaluation (Final Evaluation)**

The Final Evaluation is completed at the end of the second semester of either the Foundation or Advanced Concentration placement, after the student has finished the 300 hours required for Field Instruction (and a total of 600 hours for each of the Foundation and Advanced Concentration placements). The evaluation is completed by the field instructor in collaboration with the student, and signed by both. The signed evaluation is submitted to field.learning@nyu.edu, emailed, faxed, or hand-delivered prior to the date that grades for the semester are due; the Field Learning office then forwards it to the Faculty Advisor. 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 foundation and advanced concentration years and as per agency requirements (schedule to be worked out with the field instructor at the beginning of each semester with final approval of the Faculty Advisor).

NOTE: Students are expected to contact both the field instructor and the Faculty Advisor immediately (via e-mail or phone) if, for some reason, they are not able to 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). In case the student has not completed the required hours at the end of the semester, or has not fulfilled all the requirements for Field Instruction, the student must request an IP (Incomplete Pass 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. All professional foundation students are required to submit at least three process recordings per week. Advanced concentration students should submit at least two verbatim process recordings and one summary per week in the third semester. During the fourth semester, advanced concentration students are expected to complete at least one verbatim process recording and two summaries each week.

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

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

**Structure and Function of Field Learning and Community Partnerships**

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

**Field Learning Faculty**

Faculty in the Field Learning office oversees field 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 Advanced Concentration placement, the clinical faculty also consults with the student’s classroom instructors and Faculty Advisor to make the best possible match.

**Faculty Advisor**

A Faculty Advisor is assigned to the student at the beginning of each academic year. The advisor, who is employed by the Silver School of Social Work, 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 Professional Foundation Year Student**

The Integrated Social Work Practice I and II and Field Instruction I and II courses are taught concurrently by the Practice Instructor and the Faculty Advisor. Students remain with the same Practice Instructor and Faculty Advisor for both semesters in the Foundation 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 Course I and II is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities, 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 Practice Instructor is the primary Instructor, while the Faculty Advisor will co-teach portions of the classroom instruction pertaining to field learning.

The Field Instruction course is comprised of four aspects: classroom participation focusing on field assignment, professional conduct, participation in faculty advisement and in field placement. In addition to the classroom participation, students are required to complete 300 hours in field learning during the semester. Students are placed in a field learning site by the Field Learning Office. At the field learning site students will receive field instruction from their primary field instructor (supervisor) who will assign students to work with individuals, groups, families or larger organizations 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 Advanced Concentration Student
During the advanced concentration year, all students enrolled in field instruction are assigned to advisors who guide students in field matters. Contact is primarily on an individual basis, but may also occur in small group meetings and seminars. Advanced concentration advisors are assigned at the beginning of the academic year and serve as a guide and resource for students. Faculty Advisors meet with each student individually at least once each semester to establish the learning goals and objectives, and assist the student with professional and career development. The Faculty Advisor is available for additional individual conferences upon request. The Faculty Advisor reviews the initial educational statement and the mid-year and final evaluations and gives the Field Learning grade at the end of each semester. The Faculty Advisor is familiar with the agency and the student’s assignments, initiates early telephone contact with the field instructor, and visits the agency 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 16 Month and 32 Month Students in the Foundation Year
The instructors who teach Practice I and II serve as their students’ Faculty Advisor. The advisor meets individually with students as needed and performs the other advisement duties described above.

The Faculty Advisor and the Advanced Standing Student
To facilitate the transition of BS/BSW graduates to the advanced concentration, advanced standing program, students at the Washington Square campus enroll in an enhanced section of
the required practice course, 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 St. Thomas Aquinas and Sarah Lawrence 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 employed by the agency in which the student will do their field learning. The agency has a formal agreement with our school to have student(s) as social work interns. Field instructors have at least three years of post-master’s experience and have successfully completed a Seminar in Field Instruction (SIFI). Field instructors commit to carrying out the learning goals set forth by SSSW’s curriculum guidelines.

**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>
<th>Date</th>
<th>Field Instructor Comments</th>
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<tbody>
<tr>
<td>1 Mission &amp; Vision</td>
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<tr>
<td>2 Organizational structure</td>
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<td>3 Agency Practice model(s)</td>
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  **Role of Social Worker/Social Work Intern**

<p>| 1 Introduction to key staff   |      |                          |
| 2 Introduction to the role of social work |  |                          |
| 3 Social Work scope of practice within the |  |                          |</p>
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<tr>
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<th>agency</th>
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<tbody>
<tr>
<td>4</td>
<td>Tour of agency and student’s work space</td>
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<tr>
<td>5</td>
<td>Review of assignments</td>
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<td>6</td>
<td>Expectations about client contacts</td>
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<td>7</td>
<td>Schedule of meetings</td>
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<tr>
<td>8</td>
<td>Applicable State/Federal regulations guiding the agency</td>
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<td></td>
<td><strong>Policies and procedures</strong></td>
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<td>1</td>
<td>Frequency and time requirements of documentation</td>
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<td>2</td>
<td>Guidelines for social media and electronic communications</td>
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<td>3</td>
<td>Safety Policies and Procedures</td>
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<td>4</td>
<td>Sexual Harassment Policy</td>
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<td>5</td>
<td>Confidentiality - HIPPAA</td>
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<tr>
<td>6</td>
<td>Child abuse reporting process</td>
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<tr>
<td>7</td>
<td>Suicidal and homicidal reporting process</td>
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- Formulate a beginning assessment of appropriate assignments relative to the learning style, cognitive and emotional level of functioning of the student
- Provide appropriate constructive feedback to the student through supervisory conferences and initial, mid-year and final evaluations
- Employ an array of teaching methods and techniques tailored to the specific needs of the student
- Demonstrate an ability to meet the administrative tasks inherent in field instruction, including but not limited to reading and reviewing process recordings, writing accurate and appropriate evaluations in a timely manner according to school standards
- Read, review and provide feedback to students on process recordings:
  1. At least three process recordings per week for professional foundation students.
  2. At least two verbatim process recordings and one summary per week for advanced concentration students, first semester.
  3. At least one verbatim process recording and two summaries each week for advanced concentration students, second semester.
- Teach skills necessary for students to become competent and ethical 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 conflict around diversity.

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

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

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

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

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

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

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

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

Selection and Approval of Agencies for Field Learning
Potential agencies are identified in a number of ways. Field learning faculty will reach out to agencies and inquire about their interest in partnering with us in social work education. Agencies may request students, or a student, faculty member, alumnus, or community representative may suggest the agency. After verifying the presence of appropriate assignments and the availability of a qualified field instructor, the Field Learning office will email a letter acknowledging interest along with several forms for the agency to fill out (forms can be found on our website). After the agency completes and returns the material to SSSW-NYU, the agency will be assigned to the Faculty in the Field office responsible for the 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 an SSSW-NYU field placement site, a student will be matched with the agency. If the field instructor has not attended a seminar in field instruction, he/she will be invited to one of the seminars offered at the school.

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

**Fields of Practice**

Field Learning is organized along fields of practice. In the Foundation Year, a member of the Faculty in the Field Learning office assigns the student to an agency, based on the student’s program, past experience, requirement of the field learning site, and where they live. In the Advanced Concentration year, it is possible for the student to concentrate his or her graduate education on specific aspects of social work within the NYU Fields of Practice.

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<th>Fields of Practice</th>
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<tbody>
<tr>
<td><strong>Contemporary Social Issues for Children and Adolescents</strong></td>
</tr>
<tr>
<td>• Childhood Trauma (ACS, Protective Service, Foster Care, Family Reunification)</td>
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<td>• Community Mental Health</td>
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<td>• LGBTQ</td>
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<td>• <strong>Focused Learning Opportunity</strong></td>
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<td>o Social Work Practice with Children and Families</td>
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<td><strong>Contemporary Social Issues for Adults</strong></td>
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<td>• Domestic Violence</td>
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<td>• Community Violence</td>
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**Matching Students to the Agency: The Placement Process**

*Foundation Year*

In the Foundation 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 Foundation Year are described in the course syllabi for the Integrative Practice/Field Instruction I and II courses.
Upon receipt of the student’s Field Learning Placement Questionnaire 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

**Advanced Concentration Year**

At the beginning of the second semester of the Foundation Year, the student will meet with his/her Faculty Advisor to plan for the Advanced Concentration year. In the Advanced Concentration year, it is possible for the student to focus his or her graduate education on specific aspects of social work within specific fields of practice. The Faculty Advisor, in the capacity of educational consultant, assists the student with the development of educational goals and objectives for the Advanced Concentration year that will facilitate the individual student’s professional development and growth. Students may also elect to participate in one of the Focused Learning Opportunities in the Advanced Concentration 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.pdf

The student will complete the Placement Questionnaire for the Advanced Concentration 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 professional foundation 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 advanced concentration year, the Extended Program student is required to complete 21 hours per week. Students completing the 15-hour Extended Program schedule will remain in the field learning site until mid-summer to complete the required 600 hours. Students must be available at least one weekday for their field learning site. Placements with evening and weekend hours are limited and cannot be guaranteed.
4. In the 32 Month Program, the student will complete 65 credits within a learning community cohort that remains the same over the course of the program option. The student is placed in field learning sites during evenings and weekends with 3-4 hours during any weekday arranged with the agency. The purpose of the weekday schedule is for the student to be able to participate in critical agency meetings. The student’s Faculty Advisor is also the Practice instructor.

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

6. On field learning days, students will observe the agency’s calendar in addition to the NYU holidays with the exception of students placed in school settings. In this instance, the students will observe the public school recess rather than the NYU spring break.

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

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

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

The 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 Advanced Concentration Year students are also excused from field learning 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) 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
1. The student’s status in the agency should be made clear at all times (i.e., graduate social work student/social work intern).
2. In the event of a strike involving the agency’s social work staff, students should report to the Director of Field Learning for substitute assignments, instead of going to the agency.

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

4. The student is expected to pay costs related to travel to 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.

5. Students should observe professional confidentiality by disguising any identifying data in agency material used for class assignment and process recording. Video tapes, audio tapes, cameras, or other material should not be used unless express permission is given by the agency for such use.

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

**Handling Questions, Concerns and Difficulties in Field**

If the student has questions, concerns or difficulties at the agency, the field learning site, the student may first discuss this with the field instructor. If the student is uncertain how to handle the particular issue, he/she may contact the Faculty Advisor for consultation, guidance and advice. In 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 Foundation Year or the Advanced Concentration Year. If, upon review and reflection, the student and Faculty Advisor feel that the learning needs are not being met, a plan will be developed to address the situation. The student, the Faculty Advisor and field instructor and/or a member of the Faculty in Field Learning will collaborate to find a solution.

Field Instruction (Supervision) Definitions and Expectations

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

- The agency-based primary field instructor is responsible for assessing and reviewing the student’s educational plan. The primary social work field instructor is also responsible for coordinating additional aspects of field education, such as task assignments by other field learning designees. MSW students may not contract for or arrange private consultation on agency cases.
- The primary field instructor must set aside individual and dedicated time with the student to review assignments as well as in-depth review of process recordings, logs and/or reflective learning logs. The student is responsible for preparing an agenda for each conference and for submitting process recordings prior to the scheduled meeting. The field instructor is
responsible for reviewing and commenting on the process recordings prior to the scheduled meeting.

- The primary field instructor is responsible for ensuring that the student receives 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 SSSW immediately.

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

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

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

Student Assignments

- Where possible, several assignments appropriate to the student’s level of learning should be prepared prior to his/her arrival at the agency.

- In the professional foundation year, students should have a range of assignments reflecting professional social work practice with different systems allowing the student to gain competency in the learning objectives listed above. In the advanced concentration year, the student’s time should be spent in face-to-face interviews and/or phone contacts with individual clients, families, groups, and collateral contacts. Again, assignments should enable the student to gain competency in the learning objectives listed above.

- In the first three weeks actual practice assignments may vary depending on the agency workload and the field instructor’s assessment of the student’s skill and to develop an educational plan. Within the first four to six weeks, the student should be meeting the requirement in order to learn to implement the values, knowledge, skills and behaviors of social work practice as outlined in the Field Evaluation Forms. (Refer to the Initial Educational Assessment, Mid-year and Final Evaluations for Foundation and the Advanced Concentration Year on the school’s website).
Safety Guidelines (Refer here to the PowerPoint presentation on Safety in field learning for more detailed information)
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.
  - 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 SSSW, 1 Washington Square North (Room 212) or by calling (212) 998-9189 for guidance. Students may discuss the circumstances of their complaint confidentially.

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

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

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

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

Registration for Field Instruction
You must register for Field Instruction each semester that you will be in the field. Please find your program below and follow the instructions. Further instructions and Class Numbers for registration for Field Instruction may be found on the School’s website.

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 your second semester of field). The section number (the last three digits after the course number) should match the section number of your Social Work Practice I course. So, for example, if you register for SW Practice I, MSWPF-GS 2001 005, then you should register for
Field Instruction I, MSWFD-GS 2100 005. The Field Learning office may sort you 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 your second semester of field). The section number (the last three digits after the course number) should match the section number of your Social Work Practice III course. So, for example, if you register for Practice III, MSWAC-GS 2002 010, then you 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 your second semester of field), section 001. The Field Learning office may sort you into a different section at the start of the semester.

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

**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 your last semester of field). The Field Learning office will sort you into your Faculty Advisor’s section at the start of the semester.

**32 Month Program**
Register for MSWFD-GS 3200 001 in your second semester of field, MSWFD-GS 3300 001 in your third semester, MSWFD-GS 3400 001 in your fourth semester, MSWFD-GS 3500 001 in your fifth semester, and MSWFD-GS 3600 001 in your 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 field.learning@nyu.edu if you have any question about the coverage.
VI. 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.

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. On-line 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).
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 – p. 92 ff).

Policy on Academic Probation and Dismissal
MSW students will be placed on automatic probation if their academic performance reflects any of the following:
- Less than a 3.0 cumulative GPA
- An “F” grade
- An Incomplete (IP or IF) grade that lasts for more than one semester.

If a student’s academic performance does not improve sufficiently to meet the minimum criteria for remaining in good standing after a semester, he/she will be dismissed. These criteria are: a GPA of at least 3.0; no Incomplete grades’ no “F” grades; and completion of all course credits for which students are registered, meaning no “W” grades or withdrawal from courses during the probationary semester.

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

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

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

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

The Academic and Professional Review (APR)
Purpose
The purpose of the Student Academic and Professional Review (APR) process is to review and provide a disposition of problems or issues concerning students enrolled in professional degree programs (BS, MSW) at the School. The problems or issues include matters related to academic and field learning performance, and professional practice ethics and behavior (except those that go to the Committee for Academic Integrity (CAI)). If the decision regarding location is not clear the chairs of the CAI and APR will consult in order to arrive at the location.

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

Procedures
1. Referrals of concerns that fall within the purview of the APR are to be made to the student’s faculty advisor who, in turn, notifies and consults with the appropriate program and site directors and the referring faculty member about the referral.
2. The result of the consultation will be a determination as to whether to initiate the APR process. The individual making the original referral will be notified of that decision.
3. When the decision is to initiate the APR process, the faculty advisor contacts the APR Chair and the student to inform them that an APR hearing will be convened.
4. The APR Chair will meet with the student and provide information regarding the APR process, what to expect from a hearing, and who will attend. The Chair will inform the student that he or she has the right to exclude the student member from the hearing and that the exercise of that right must be made in writing to the Chair. In addition, the Chair will inform the student that support is available through the Graduate Student Association (GSA) and the Assistant Dean for Student and Alumni Affairs.
5. The hearing will be convened by the Chair as soon as it can be arranged. The Hearing Panel will consist of the Chair, two faculty panelists, and one student panelist (unless the student undergoing review requests that a student panelist not be included). In addition to the panelists, participating parties shall include the faculty advisor, the field instructor if it is a field learning performance issue, and/or the course instructor if it is a classroom or course performance concern. The Chair may invite additional relevant participants as necessary.

Appointment of APR Chair and Panelist Pool
- The Dean will appoint the APR Chair from among the tenure-line or clinical faculty. The Chair will serve for a two-year term with the possibility of reappointment. The panelist pool, consisting of 10 faculty members and 10 students, shall be appointed by the Dean. The faculty appointments will be for two years with the possibility of reappointment. Student nominations for the panelist pool will be made to the Dean by the GSA on an annual basis. Hearing panels for individual cases will be drawn from the panelist pool as needed.
- Prior to the hearing, the Panel will review all submitted materials. At the hearing, the Panel will hear oral presentations from the participating parties, deliberate in private, and arrive at a decision. Once a decision has been made, the participating parties will be reconvened and provided with an oral report of the findings and disposition. In the event that it is not
possible to arrive at a decision at the time of the hearing, the Panel will be reconvened within 5 working days.

- Based on the results of the hearing, the APR Panel will decide on a course of action. A course of action may include, but is not limited to: placement on probationary status, a change in field placement, a leave of absence or dismissal from the program.
- Within 5 working days, a written summary of the hearing will be prepared and distributed to the Dean, appropriate program and site directors, registration services, admissions, the faculty members and Chair of the Hearing Panel, the student’s faculty advisor, the Assistant Dean for Student and Alumni Affairs, and the student. A copy of the written summary will also be included in the student’s permanent file.

Submission of Materials in Preparation for the Hearing

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

**Appeals of the Academic and Professional Review Decisions (Appeals)**

**Purpose**

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

**Procedures**

1. A student may make a written request for an appeal to the Dean via the Executive Assistant to the Dean within 5 working days of the APR Panel decision. The request must state the basis of the appeal and contain a summary of the evidence supporting the claim. The basis of the appeal must be a claim of one of the following:
   a. the APR procedures were not followed
   b. the APR decision was arbitrary or unfair

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

2. The following materials are to be submitted to the Appeals Officer:
   a. the student’s written request for an appeal
   b. the report of the findings from the APR Panel
3. The Appeals Officer will review the Request for Appeal to determine whether it is being made on at least one of the above-stated bases and whether sufficient evidence for the claim is presented.
4. If the Appeals Officer determines that the Request for Appeal does not meet the stated criteria, he or she will inform the Dean that the request for appeal is denied. The Dean will then inform the student that the appeal is denied.
5. If the Appeals Officer determines that the Request for Appeal meets the stated criteria, he or she will select two faculty members from the APR pool for the purpose of considering the appeal. After reviewing the appeal, they will render a decision within 10 working days of receipt of the written request for an appeal.
6. The appeals process will result in one of the following outcomes:
   a. affirm the decision of the APR Panel
   b. remand the case to the original APR Panel for further consideration of specific issues
   c. vacate the decision of the original APR Panel and remand to a new panel for de novo review
7. A written summary of the decision will be prepared and distributed to the Dean, the appropriate program and site directors, registration services, admissions, the faculty members and Chair of the APR Panel that heard the case, the student’s faculty advisor, the Assistant Dean for Student and Alumni Affairs, and the student. A copy of the written summary will also be included in the student’s permanent file.

Student Grievance Procedures
1. Application. These grievance procedures are available to any New York University student registered at the Silver School of Social Work to resolve any grievance involving an alleged violation directly affecting that student, by any member of the School community, of any of the written policies of the University or the School. Complaints of sexual harassment should be filed under the provisions of the formal procedure in such cases as set forth in the University Policy on Sexual Harassment and referenced in this manual (p.44).
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.

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 grievant or the respondent may appeal the decision of the School's Judicial Board following the University's Student Grievance Procedure, Section IV “University Judicial Board”, outlined in the New York University Student's Guide.

**University Policies**

**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 Anti-Harassment Policy**
New York University (“NYU” or the “University”) is committed to maintaining an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the University is committed to enforcing this Non-Discrimination and Anti-Harassment Policy and Complaint Procedures at all levels in order to create an environment free from discrimination, harassment, retaliation and/or sexual assault. Discrimination or harassment based on race, gender and/or gender identity or expression, color, creed, religion, age, national origin, ethnicity, disability, veteran or military status, sex, sexual orientation, pregnancy, genetic information, marital status, citizenship status, or on any other legally prohibited basis is unlawful and undermines the character and purpose of the University. Such discrimination or harassment violates University policy and will not be tolerated.

Any form of retaliation against anyone who has complained of or formally reported discrimination, harassment, or sexual assault, or has participated in an investigation of such a
complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated, and violates both this policy and applicable law.

The University prohibits discrimination, harassment, retaliation, and sexual assault. The University expects management level personnel to serve as models of appropriate conduct for other employees, and will hold them to a higher standard of accountability. Management personnel must not only refrain from actions that violate this policy, but also refrain from any activity that would give the appearance of impropriety.

This policy applies to all employees of the University, and applies regardless of whether the alleged wrongdoer is an employee. Employees represented by a labor organization retain all rights under their collective bargaining agreements and labor law including the right to use the grievance process. This policy does not override any provisions of those collective bargaining agreements. Other policies apply to other members of the University community.

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

To learn more about the policy including definitions of prohibited harassment, confidentiality, etc., visit http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/anti-harassment-policy-and-complaint-procedures.html.

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.
VII. STUDENT SERVICES

Silver School of Social Work Office of Student and 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
- counseling & student support
- international student support
- housing
- orientation and transitions
- accommodations for students with disabilities
- student community development
- student leaves
- 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 to speak to someone about your interests, concerns, or questions. 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 Silver School of Social Work experience.

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 as well as their field placement (if in field). These course evaluations are extremely important in the shaping and restructuring of courses and professional development of professors. Because of the invaluable nature of student feedback, the School strongly encourages students to complete these evaluations. They are completely anonymous and confidential, and results are not released until all grades have been submitted.
Students wanting to review course ratings can go to the Online Course Evaluation website, www.onlinecourseevaluations.com/nyusocial. Once on the site, students can click on the link that says “If you are an incoming Freshman” to search professors/course ratings.

**Student Activities**

The Graduate Student Association  
Phone: 212.998.5888  
Email: ssw.gsa@nyu.edu  
Office Location: One Washington Square North, Room G10

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

**Student Groups**

The School of Social Work has various student groups, listed below. You can always find the most updated list of NYU Silver 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/student.affairs/students.guide](http://www.nyu.edu/student.affairs/students.guide).

**Animal Assisted Therapy in Social Work**

The Animal Assisted Therapy in Social Work group provides a forum for students to discuss and explore the variety of animal assisted interventions in the context of social work - from clinical applications and programs, to evidence based research in the field. Activities will include guest speakers from programs currently incorporating animal assisted therapy (AAT), to peer led discussions of current research regarding efficacy of AAT. In addition, this group will hold monthly meetings to facilitate networking and information sharing to raise awareness of local and national lectures, events, and conferences, as well as volunteer opportunities. To contact this group, please email ssw.aatsw@nyu.edu.

**Chinese Student Support Group (CSSG)**

The Chinese Student Support group is an organization created to help international Chinese students with the transition to NYU and the U.S through community and multicultural exploration. The CSSG holds weekly or bi-weekly support group meet ups for its members and they invite you to inquire for more information. To contact this group, contact ssw.chinesesupport@nyu.edu.
**Latino Social Work Student Organization**
The Latino Social Work Student Organization provides support and guidance to Latino students attending NYU Silver School of Social Work. The Latino Social Work Student Organization helps students deepen their understanding of health and social welfare issues facing the Latino community within NYC, broader United States and globally. Our focus is to provide students and the NYU Silver School of Social Work community with greater opportunities to increase cultural competency and effectiveness in providing services to this diverse and multifaceted community.

**Gerontology Student Collective (GSC)**
The GSC is dedicated to promoting awareness of the increasing need for social workers in the field of gerontology and advocating for better preparation of students to meet the demographic realities of our aging society. The GSC seeks to accomplish this mission by: encouraging the infusion of aging content and social work competencies in aging in the core curriculum, advocating for opportunities to specialize in gerontology, supporting the recruitment and retention of faculty experts in aging, developing and maintaining geriatric field learning placements, and advocating for financial incentives and scholarships for students to concentrate in aging. To contact this group, please email ssw.gsc@nyu.edu.

**NextSteppers: Silver Non-Traditional Students Association**
The Next Steppers - Silver Non-Traditional Students Association is an organization that supports the needs of students who are changing careers and/or returning to school after several years. Activities will include social events as well as monthly group discussions about topics of interest such as: financial aid, new technologies, using what you've learned at work to succeed as a student, how your current skill set translates to social work, balancing family and schoolwork, and much more. In addition, we will pool our unique skills and talents in service to all our fellow students as well as the wider community through volunteer activities and workshops. All students are welcome to join. To contact this group, please email ssw.ntsa@nyu.edu.

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

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

**Social Workers on Public Policy (SWOPP)**
Social Workers on Public Policy (SWOPP) works to empower and educate social workers on issues within local, state, and federal government as it relates to the NASW Code of Ethics. SWOPP works to engage social workers and disadvantaged communities through educational events and community activism that reflects issues of the current political climate. SWOPP offers discussion groups, lectures, distributes literature on voter registration and promotes empowerment through political action and awareness. To contact this group, please email ssw.swopp@nyu.edu.

*Student Collective for Global Social Work*

The Student Collective for Global Social Work serves as a forum to discuss the roles of social workers internationally and the ethical and cultural issues in pursuing an international career in direct practice and policy. We also share resources about events, conferences, and workshops that discuss international human rights and social welfare issues, expand students' knowledge of career paths in international social work by bringing in professionals from the field, work in collaboration with faculty in advancing an international social work focus, and serve as a voice in the community in establishing a social workers' perspective in human rights and social justice issues on an international level.

*Students of Color Collective (SOCC)*

The Students of Color Collective (SOCC) works to provide a safe space for self-identified students of color at the Silver School to come together for peer support. SOCC also works with the larger School to create programming and educational opportunities related to racial diversity issues. To contact this group, please email ssw.socc@nyu.edu.

*The Student Lounge*

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

*Student Affairs E-Newsletter*

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

*NASW*

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

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

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

**Blogs**
The Office of Student and Alumni affairs coordinates three blogs to update the Silver School community on current events and happenings at the School, as well as to provide resources to students and alumni.

- Student Affairs Blog - http://blogs.nyu.edu/socialwork/student.affairs
- Alumni Affairs Blog - http://blogs.nyu.edu/socialwork/alumni.affairs

**Silver Social Media Team**
The Silver School of Social Work is home to a vibrant and varied student body comprised of individuals with many different interests, talents and stories. Our Social Media Team shares their stories with the world at large through a variety of social networks.

Learn more about the social media team online: [http://socialwork.nyu.edu/students/student-life/social-media-team.html](http://socialwork.nyu.edu/students/student-life/social-media-team.html)

**Graduation**
When nearing completion of coursework required for graduation, the University will inform students of their eligibility to register for graduation. This is completed via ALBERT. During this period it is crucial for students to check their NYU email accounts for ongoing graduation updates from the University and from the NYU Silver 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.
**Licensing**

To become a Licensed Master Social Worker (LMSW) you must:

1. File the application for the LMSW (called the Application for Licensure) and pay the fee of $270. Note: LMSW Application forms are available at the Office of the Professions at [http://www.op.nysed.gov/prof/sw/swfaqlicapp.htm](http://www.op.nysed.gov/prof/sw/swfaqlicapp.htm).
2. Have your social work graduate program verify receipt of the MSW degree using the Certification of Professional Education.* Note: NYU students should mail this form upon completion of 65 credits, after their degree is posted on their transcript to: University Office of Degree Verification, 726 Broadway, 8th Floor, NY, NY 10003 or deliver by hand to 25 West 4th Street.
3. Complete the two-hour Department-approved course in child abuse identification and reporting and receive a certificate or the exemption (Form 1CE).
4. Pass the ASWB master's examination.

* In order to take the ASWB master's examination, students must have the NYU Registrar's Office verify receipt of the MSW degree using the Certification of Professional Education. Receipt of the MSW degree can only be verified after all course requirements are satisfied. Students completing courses during the summer semester cannot have their MSW degree verified until all grades have been entered at the end of the summer session. Please contact the Associate Dean’s office via ssw.msw@nyu.edu if you complete your courses in June or July and need your degree verified before the end of the summer session.

If you have met the education requirement for licensure as an LMSW but are waiting to pass the examination, you must apply for a limited permit (Form 5) and pay the fee ($70), in addition to the application and fee for licensure, in order to practice licensed master social work prior to passing the examination. Please note that:

1. The limited permit is valid for one year and may not be renewed.
2. You must complete the two-hour Department approved course in the identification and reporting of suspected child abuse and neglect or file an exemption using Form 1CE (available on the web) before a permit or license will be issued.
3. You must be under the general supervision of an LMSW or LCSW, who is in the same facility and accessible to you.
4. You can take the ASWB examination every 90 days if you do not pass the first time. If you are at risk of losing your job, the ASWB will waive the 90-day waiting period upon written request.
5. If you have not passed the exam when the limited permit expires you may not practice as a licensed master social worker unless you work in an exempt setting.

**Applying for Social Work Licensure in New York State:**

Information and answers to frequent questions about applying for Social Work Licensure in New York State can be found at: [http://www.op.nysed.gov/prof/sw/swfaqlicapp.htm](http://www.op.nysed.gov/prof/sw/swfaqlicapp.htm).
Out of State Licensing Requirements
Information about requirements for licensure in other states can be found through links on the ASWB Web site: http://www.aswb.org.

The Association of Social Work Boards (ASWB) exam information
ASWB develops and maintains four categories of social work licensure examinations: Bachelors, Masters, Advanced Generalist, and Clinical. Not every jurisdiction uses all four categories, so candidates must be sure to check with individual boards to find out which examinations are appropriate for the jurisdiction in which they are seeking licensure.

Each examination contains 170 four-option multiple-choice questions designed to measure minimum competencies at four categories of practice. Only 150 of the 170 items are scored; the remaining 20 questions are "pretest" items included to measure their effectiveness as items on future examinations. These pretest items are scattered randomly throughout the examination. Candidates have four hours to complete the test, which is administered electronically.

Examinations are administered by appointment at ACT test centers throughout the U.S. There are no fixed administration dates; instead, registered candidates schedule a time to take the test. Special accommodations are available for candidates with disabilities. Additionally, many jurisdictions offer arrangements for candidates whose first language is not English. New York State does not.

ASWB Study Guide
The study guide that the School of Social Work suggests for the ASWB Exam is the ASWB Master's Examination Study Guide 5th Edition. The cost is $30 plus shipping and handling. You can order it by calling: (800) 225-6880 or online at: http://www.aswb.org/SWLE/studyguides.asp.

Further information about the ASWB Exam can be found at the ASWB Web site: http://www.aswb.org/SWLE/faqs.asp

NYU students graduating in September or December:
After all requirements for the MSW are met and your degree is posted on your transcript, send the Certification of Professional Education to the New York University Office of Degree Verification, by mail to:
    New York University Office of Degree Verification, 726 Broadway, 8th Floor New York, NY 10003

Or deliver by hand to:
    25 West 4th St., New York, NY 10003

Career Development
The Wasserman Center for Career Development
133 E. 13th Street, 2nd Floor
http://www.nyu.edu/careerdevelopment
The Wasserman Center for Career Development facilitates the career development of NYU students and alumni in a supportive and innovative environment. They are committed to providing quality programs and resources that empower individuals and connect the NYU community with diverse learning experiences and career opportunities.

**The Social Work Job Blog**

SSSW students and alumni are invited to look through social work-related job listings sent to us by employers. You can view the most recent listings submitted by employers on the Social Work job Blog, which includes archives and job listings organized by category.

blogs.nyu.edu/socialwork/jobblog

**Workshops: The Job Search for Social Workers**

Each semester, SSSW Student Affairs and the Wasserman Center for Career Development team up to offer workshops for students about writing effective cover letters and resumes, improving their interviewing strategies and learning general job-hunting tips.

**University Services**

**Student ID**

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

**Writing Assistance**

411 Lafayette Street, 3rd Floor
www.nyu.edu/cas/ewp/html/writing_center.html
212.998.8866

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

**Computing Services**

**Computer Store**

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

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

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

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

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

**NYU Classes**
NYU Classes is a course management software system that allows access to and administration of course content (e.g. course syllabus, assignments, etc.). It also provides access to numerous interactive tools such as discussion boards, e-mail lists, and online assessments. Students may access NYU Classes through their NYU Home account. NYU Classes trainings are provided in the beginning of the fall and spring semesters for new students.

**NYU Bookstore**
726 Broadway
www.bookstores.nyu.edu/
212.998.4667

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

Bobst Library and Study Center at Washington Square
70 Washington Square South
www.nyu.edu/library
212.998.2500

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

There are regularly scheduled library orientation talks and tours during the first few weeks of the fall semester. All students are advised to participate. In addition, our School’s faculty (Dr. Carol Tosone, Dr. Ellen Tuchman and Dr. Gary Holden) serve as liaisons to the library’s Professional Schools Advisory Committee and are available to help with any School-wide problems with library services.

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

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

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

University Health Services and Health Insurance
University Counseling Services (UCS)
726 Broadway, 4th Floor
www.nyu.edu/shc/counseling/
212.998.4780
All NYU students enrolled in any degree program are entitled to UCS services. UCS is sensitive to racial, cultural and language concerns, and is LGBT affirmative. Students may call to make an appointment or visit during the walk-in hours.

**Wellness Exchange**
726 Broadway, 4th Floor
www.nyu.edu/999/
212.443.9999

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

**Health Insurance**

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

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

**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.

The NYU Office of Financial Aid will send you your financial aid offer and you may use NetPartner (via the NYU Financial Aid website) 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 SSSW building.
**Student Records**

The ALBERT computer 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.
VIII. THE SCHOOL

The Building

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

Regarding building operations, please note the following guidelines:

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

Lynn Videka, M.A., Ph.D.
Dean and Professor
212.998.5959
Room 213
lynn.videka@nyu.edu

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

Tazuko Shibusawa, M.S.W, Ph.D.
Associate Dean for Professional Programs/MSW Program Director
212.998.5943
Room 211
tazuko.shibusawa@nyu.edu

Peggy Morton, M.S.W., D.S.W.
Interim Assistant Dean, Field Learning & Community Partnerships; Coordinator, BS Practicum and Undergraduate Service Learning Programs
212.998.5916
Room 109
peggy.morton@nyu.edu

Courtney O’Mealley, M.S.W.
Assistant Dean, Student and Alumni Affairs
212.998.9189
Room 212
courtney.omealley@nyu.edu

Dina J. Rosenfeld, M.S., D.S.W.
Assistant Dean for Undergraduate Programs/BS Program Director
212.998.5944
Room 304
dina.rosenfeld@nyu.edu

Robert Sommo, M.A., M.A.
Assistant Dean, Enrollment Services
212.998.5910
Room 102
robert.sommo@nyu.edu

Andrew Davis, M.A.
Director, Research Development & Planning
Chief of Staff, Dean's Office
212.998.5955
Room 214
andrew.davis@nyu.edu

Maria DiPompo, M.S.
Director, Administration and Finance
212.998.5982
Room G07
maria.dipompo@nyu.edu

Sheryl Goldfarb, M.S., LCSW
Director of Enrollment Services
212.998.5910
Room 103
sheryl.goldfarb@nyu.edu

Vincent Guilamo-Ramos, M.S., MSW, Ph.D.
Director, Doctoral Program
212.998.5981
Room 320
vincent.ramos@nyu.edu

Eileen Wolkstein, M.A., Ph.D.
Director, Office of Global and Lifelong Learning
212.998.9099
Room G08
eileen.wolkstein@nyu.edu

Elizabeth Jenkins
Associate Director, Communications
212.998.5956
Room 209
elizabeth.jenkins@nyu.edu

Deborah Manning
Associate Director, Data Assessment & Field Learning Operations
212.998.5913
Room 108
deborah.manning@nyu.edu

Lesley Heffel, M.A.
Assistant Director, Assistant Director for Student Professional Development & Alumni Engagement
212.998.5946
lesley.heffel@nyu.edu

Takako Kono, M.P.A.
Assistant Director, MSW Program Services
212.998.5962
Room 313
takako.kono@nyu.edu

Michael McCaw
Assistant Director, Doctoral Program
212.998.5929
Room 318
mike.mccaw@nyu.edu

Dominick Usher, M.A.
Assistant Director, Enrollment Services
212.998.5905
Room 104
dominick.usher@nyu.edu

Susan Egert, M.S.W.
Coordinator, Alternative Pathways
212.998.5938
Room G09
susan.egert@nyu.edu

Susan Gerbino, M.S.W., Ph.D.
Coordinator, Sarah Lawrence College
914.323.6201
Room 412
susan.gerbino@nyu.edu

Maryellen Noonan, M.A., Ph.D.
Coordinator, St. Thomas Aquinas College
845.398.4120
maryellen.noonan@nyu.edu

Anita Dwyer
Executive Assistant to the Dean
Room 213
212.992.9709
anita.dwyer@nyu.edu

**Curriculum Area Offices and Chairs**
Judith Siegel, M.S.W., Ph.D.
Chair, Human Behavior in the Social Environment (HBSE) Curriculum Area
212.998.5949
Room 204
judith.siegel@nyu.edu

Wen-Jui Han, M.S.W., Ph.D.
Chair, Social Welfare Programs and Policies (SWPP) Curriculum Area
212.992.9706
Room 418
wjh3@nyu.edu

Diane Grodney, M.S.W., Ph.D.
Chair, Social Work Practice Curriculum Area
212.998.5920
Room 410
diane.grodney@nyu.edu

James Martin, M.S.W., Ph.D.
Chair, Social Work Research Curriculum Area
212.998.9095
Room G03
james.martin@nyu.edu

Peggy Morton, M.S.W., D.S.W.
Interim Assistant Dean, Field Learning & Community Partnerships
212.998.5916
Room 109
peggy.morton@nyu.edu
Faculty Responsibilities and Committee Organizations

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

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

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

Main Campus
NYU Silver School of Social Work
1 Washington Square North
New York, NY 10003

T: 212.998.5900
F: 212.995.4172
E: ssw.msw@nyu.edu

At Washington Square we have a variety of full-time and part-time programs. We offer the Two Year, the 16 Month and the Advanced Standing programs, which can be completed on a full-time basis. The Extended program, the Extended One-Year Residence program, and the 32 Month program can be completed on a part-time/full-time basis. We also offer a part-time Non-Matriculated program.

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

Contact:
Tazuko Shibusawa, M.S.W., Ph.D.
Associate Dean for Professional Programs and MSW Program Director
tazuko.shibusawa@nyu.edu

Takako Kono, M.P.A.
Assistant Director, MSW Program Services
takako.kono@nyu.edu

Susan Egert, M.S.W.
Coordinator, Alternative Pathways
susan.egert@nyu.edu
The Branch Campus at St. Thomas Aquinas offers the Two Year, Advanced Standing, Extended One-Year Residence, Extended Program and part-time non-degree programs. The campus is located in Sparkill, New York, four miles southwest of the Tappan Zee Bridge in Rockland County. At the Rockland Campus, a student can earn a fully accredited Master’s Degree in Social Work (MSW) from New York University. All required classes for the MSW, which are taught by NYU faculty, along with appropriate resources and facilities, are available at the St. Thomas Aquinas College site. Students at the Branch Campus can learn about upcoming events by visiting the Branch Campus administrative office located at Maguire Hall, Room 229. This is also where students can pick up their mail when it is not distributed to them in the class. In addition, students should check the School’s website and their NYU e-mail account regularly. The Branch Campus also offers an Accelerated MSW Program for undergraduate students graduating from St. Thomas Aquinas College and Fairleigh Dickinson University. The program allows accepted students from respective campuses to begin their MSW study while completing their senior year of undergraduate coursework.

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

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

Contact:
Susan Gerbino, M.S.W., Ph.D.
Clinical Associate Professor
Coordinator, Westchester Branch Campus
Director, Dual Degree Program in Child Development and Social Work
susan.gerbino@nyu.edu
# APPENDIC A: STUDENT LEAVE OF ABSENCE FORM

**STUDENT**: Please complete the section below, then read and sign the second page of this form. Your request will be invalid without your agreement to the terms on the second page. Please submit your completed request to Takako Kono (Room 313, 1 Washington Square North). Request may be submitted by a Silver School of Social Work administrator when accompanied by student correspondence.

<table>
<thead>
<tr>
<th>Student Name: _____________________________</th>
<th>Student UID #: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: M.S.W.</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Email Address: ______________________________</td>
<td></td>
</tr>
</tbody>
</table>

**Mailing Address:**

<table>
<thead>
<tr>
<th>Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
</tr>
</tbody>
</table>

**Permanent Address:**

<table>
<thead>
<tr>
<th>Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
</tr>
</tbody>
</table>

**Current Phone:** _____________________________

**Phone During Leave:** _____________________________

**Requested semester of leave:** Year: __________  
Fall  
Spring  
Summer

**Semester of expected return:** Year: __________  
Fall  
Spring  
Summer

**Reason for request:**

- Maintenance of Matriculation
- Personal Leave of Absence
- Physical Medical Leave of Absence *
- Psychological Medical Leave of Absence **

**Supporting Documents – attach if appropriate:**

- Physician’s Letter *
- Counseling and Wellness Center Approval **

* Request for a physical medical leave of absence must be accompanied by a physician’s letter specifying the date of onset of illness and medical evaluation and prognosis.
** Request for a psychological medical leave of absence requires approval from an NYU Counseling and Wellness Center counselor.

---

**ASSOCIATE DEAN’S OFFICE**  
Room 211, One Washington Square North

Confirmed Last Date of Attendance: _____________________________

<table>
<thead>
<tr>
<th>Student’s GPA: _____________________________</th>
<th>Credits Completed: _____________________________</th>
</tr>
</thead>
</table>
| Academic Standing: □ Good Standing  
  □ Academic Probation  
  □ Disciplinary Action |
| Requesting an extension of a current leave of absence? □ Yes  
  □ No |

______________________________  
Approval Signature  

______________________________  
Date

*Student Leave of Absence Request form will be forwarded to Field Learning, Enrollment Services, and University Student Affairs.*
PLEASE CAREFULLY READ THE FOLLOWING TERMS:

☐ I understand that a leave of absence from NYU precludes me from taking courses at another academic
institution.

☐ I understand that due to this leave, my academic plan may be out of sequence, and upon return I need to
develop a new plan to complete all coursework including field learning. I understand that I am not
 guaranteed a Field placement and/or concurrent Practice course the semester immediately following my
return from a leave.

☐ I understand that it is my responsibility to notify my classroom instructors, faculty advisor, and field
instructor at my placement site that it is my intention to take a leave of absence.

☐ I understand that a Maintenance of Matriculation fee may be charged for each semester that I am on leave
and that I must follow the procedure for Maintenance of Matriculation for each semester of my absence.

☐ I am aware that a leave of absence does not exempt me from student loan repayments and I must adhere to
all deadlines for future financial aid applications.

☐ If I live in a residence hall, I will contact the Housing Office regarding the change in my residential status as
well as adhere to payment and registration deadlines should I petition to live in housing upon my return to
NYU. I understand housing may not be guaranteed upon my return from a leave.

☐ I must inform the Silver School of Social Work Office of Enrollment Services prior to registration for the
semester of my return.

☐ If on medical leave, I will obtain a recommendation for return from my care provider. This documentation
should be sent to:

Takako Kono, Assistant Director for MSW Program Services
Silver School of Social Work, New York University
One Washington Square North, Room 313
New York, NY 10003

☐ If I am taking a psychological medical leave of absence, I must receive approval from a NYU Counseling
and Wellness Center counselor before taking the leave as well as upon my return. If I am a MSW student, I
must meet with the MSW Program Director, Assistant Dean of Field Learning & Community Partnerships,
and Assistant Dean of Student & Alumni Affairs to receive approval for return.

☐ If I am not a United States citizen, I must contact the Office of International Students & Scholars and review
the status and requirements pertaining to my matriculation while on leave from NYU.

☐ I understand that I will not have access to NYU Facilities (i.e. Bobst Library, gym, dorms, etc.) while I am on
a leave of absence.

☐ I understand that I must notify NYU and the Silver School of Social Work (Assistant Dean of Student &
Alumni Affairs) six weeks prior to the start of classes to ensure time for proper planning for coursework,
including field learning.

I have read and understand the above terms pertaining to request.

Student’s Signature

Date

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>MEDICAL LEAVES</th>
<th>NON-MEDICAL LEAVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ph.D.</strong></td>
<td><strong>M.S.W.</strong></td>
</tr>
<tr>
<td>Mike McCaw, Assistant Director, Ph.D. Program</td>
<td>Takako Kono, Assistant Director for MSW Program Services</td>
</tr>
<tr>
<td>212-998-5962</td>
<td>212-998-5962</td>
</tr>
<tr>
<td><a href="mailto:takako.kono@nyu.edu">takako.kono@nyu.edu</a></td>
<td><a href="mailto:takako.kono@nyu.edu">takako.kono@nyu.edu</a></td>
</tr>
</tbody>
</table>
## APPENDIX B: MSW PROGRAM CURRICULA

### TWO YEAR PROGRAM

#### YEAR 1: FALL
- Social Work Practice I: MSWPF-GS.2001 4
- Human Behav in Social Envir I: MSWPF-GS.2006 3
- Diversity, Racism, Oppression, Privilege: MSWPF-GS.2010 3
- Field Instruction I: MSWFD-GS.2100 4

Total Credits: 17

#### YEAR 1: SPRING
- Social Work Practice II: MSWPF-GS.2002 3
- Social Work Research I: MSWPF-GS.2009 3
- Human Behav in Social Envir II: MSWPF-GS.2007 3
- Clinical Practice with Groups: MSWPF-GS.2014 3
- Field Instruction II: MSWFD-GS.2200 4

Total Credits: 16

#### YEAR 2: FALL
- Social Work Practice III: MSWAC-GS.2002 3
- Social Work Research II: MSWAC-GS.2008 3
- Human Behav in Social Envir III: MSWAC-GS.2001 3
- Elective: MSWEL-GS.xxxx 3
- Field Instruction III: MSWFD-GS.2300 4

Total Credits: 16

#### YEAR 2: SPRING
- Social Work Practice IV: MSWAC-GS.2009 3
- Advanced Social Policy: MSWAC-GS.20xx 3
- Elective: MSWEL-GS.xxxx 3
- Elective: MSWEL-GS.xxxx 3
- Field Instruction IV: MSWFD-GS.2400 4

Total Credits: 16

**TOTAL PROGRAM CREDITS: 65**

### ADVANCED STANDING PROGRAM

#### YEAR 1: FALL
- Social Work Practice III: MSWAC-GS.2002 3
- Clinical Practice with Groups: MSWPF-GS.2014 3
- Social Work Research II: MSWAC-GS.2008 3
- Human Behav in Social Envir III: MSWAC-GS.2001 3
- Field Instruction III: MSWFD-GS.2300 4

Total Credits: 16

#### YEAR 1: SPRING
- Social Work Practice IV: MSWAC-GS.2009 3
- Advanced Social Policy: MSWAC-GS.20xx 3
- Elective: MSWEL-GS.xxxx 3
- Elective: MSWEL-GS.xxxx 3
- Field Instruction IV: MSWFD-GS.2400 4

Total Credits: 16

**TOTAL PROGRAM CREDITS: 32**

### 16 MONTH ACCELERATED PROGRAM

#### YEAR 1: SPRING
- Social Work Practice I: MSWPF-GS.2001 4
- Human Behav in Social Envir I: MSWPF-GS.2006 3
- Diversity, Racism, Oppression, Privilege: MSWPF-GS.2010 3
- Field Instruction I: MSWFD-GS.2100 4

Total Credits: 17

#### YEAR 1: SUMMER
- Social Work Practice II: MSWPF-GS.2002 3
- Social Work Research I: MSWPF-GS.2009 3
- Human Behav in Social Envir II: MSWPF-GS.2007 3
- Clinical Practice with Groups: MSWPF-GS.2014 3
- Field Instruction II: MSWFD-GS.2200 4

Total Credits: 16

#### YEAR 2: FALL
- Social Work Practice III: MSWAC-GS.2002 3
- Social Work Research II: MSWAC-GS.2008 3
- Human Behav in Social Envir III: MSWAC-GS.2001 3
- Elective: MSWEL-GS.xxxx 3
- Field Instruction III: MSWFD-GS.2300 4

Total Credits: 16

#### YEAR 2: SPRING
- Social Work Practice IV: MSWAC-GS.2009 3
- Advanced Social Policy: MSWAC-GS.20xx 3
- Elective: MSWEL-GS.xxxx 3
- Elective: MSWEL-GS.xxxx 3
- Field Instruction IV: MSWFD-GS.2400 4

Total Credits: 16

**TOTAL PROGRAM CREDITS: 65**
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<th>YEAR 1: SPRING</th>
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TOTAL PROGRAM CREDITS: 65

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**EXTENDED PROGRAM**

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<td>Social Work Research I</td>
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<td>Clinical Practice with Groups</td>
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<tr>
<td>Human Behav in Social Envir III</td>
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<tr>
<td>Elective</td>
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TOTAL PROGRAM CREDITS: 65
### 32 MONTH PROGRAM

#### YEAR 1: FALL
- Social Welfare Prog & Policies I: MSWPF-GS.2003, 3 Credits
- Human Behav in Social Envir I: MSWPF-GS.2006, 3 Credits
- Social Work Practice Lab I: MSWPF-GS.2012, 1 Credit

**Total Credits: 7**

#### YEAR 1: SPRING
- Human Behav in Social Envir II: MSWPF-GS.2007, 3 Credits
- Diversity, Racism, Oppression, Privilege: MSWPF-GS.2010, 3 Credits
- Social Work Practice Lab II: MSWPF-GS.2013, 2 Credits

**Total Credits: 8**

#### YEAR 1: SUMMER
- Social Work Research I: MSWPF-GS.2009, 3 Credits
- Social Work Practice I: MSWPF-GS.2001, 4 Credits
- Field Instruction 32 Month I: MSWFD-GS.3100, 3 Credits

**Total Credits: 10**

#### YEAR 2: FALL
- Clinical Practice with Groups: MSWPF-GS.2014, 3 Credits
- Social Work Practice II: MSWPF-GS.2002, 3 Credits
- Field Instruction 32 Month II: MSWFD-GS.3200, 2 Credits

**Total Credits: 8**

#### YEAR 2: SUMMER
- Social Work Practice III: MSWAC-GS.2002, 3 Credits
- Elective: MSWEL-GS.xxxx, 1 Credit
- Field Instruction 32 Month IV: MSWFD-GS.3400, 2 Credits

**Total Credits: 6**

#### YEAR 3: FALL
- Elective: MSWEL-GS.xxxx, 3 Credits
- Social Work Research II: MSWAC-GS.2008, 3 Credits
- Field Instruction 32 Month V: MSWFD-GS.3500, 3 Credits

**Total Credits: 9**

#### YEAR 3: SPRING
- Advanced Social Policy: MSWAC-GS.20xx, 3 Credits
- Social Work Practice IV: MSWAC-GS.2009, 3 Credits
- Field Instruction 32 Month VI: MSWFD-GS.3600, 2 Credits

**Total Credits: 8**

**TOTAL PROGRAM CREDITS: 65**
APPENDIX C: REQUIRED HOURS FORM

To: Dr. Peggy Morton, Interim Assistant Dean of Field Learning & Community Partnerships

From: ____________________________________________________

(Student)

Date: ____________________________________________________

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

Student Program: □ 2 Year □ Extended □ 16-Month □ Advanced Standing □ OYR □ 32-Month

Student Status: □ Prof. Foundation/1st Year □ Adv. Concentration/2nd Year □ Undergraduate

Field Placement Agency: ________________________________________________

Hours Per Week in Field Placement: _______ Number of Hours Missing: __________

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 Professional Foundation or Advanced Concentration Year:

___/___/____

MM DD YY

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, Field Learning and Community Partnerships
(Print Name) ____________________ Signature ____________________ Date __________
APPENDIX D: 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 E: REFLECTIVE LOGS AND/OR JOURNALS

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

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

Critical reflection questions:
1. Think about a time when you were the recipient of service, when you asked for, or someone offered you help. Describe the situation. How did you feel when you were in need? How did it feel to be helped?
2. Describe and discuss your initial impressions of your field experience: the setting, program, professionals and clients and any personal reactions to the experience thus far. Is there some experience that has already made an impact on you? If so, discuss that experience and reflect on your thoughts and feelings about it.
3. Describe and discuss how you are both similar to and different from the clients you are working with. What have you learned about the assumptions you might have had before you started your placement? How have these changed in your field experience thus far? Do you think you are making (can make) a difference in the lives of the people you are working with?
<table>
<thead>
<tr>
<th>DATA</th>
<th>YOUR THOUGHTS/FEELINGS</th>
<th>FY'S COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST:</td>
<td>Hi</td>
<td>You sound a little punitive here; let's talk about other ways to address his ambivalence.</td>
</tr>
<tr>
<td>AD:</td>
<td>Is this the right time and date? (Client is eating his lunch in the waiting area and seems harried)</td>
<td>I want to let him know that he has to be more responsible about keeping track of appointments but I want to do it in a way that's encouraging.</td>
</tr>
<tr>
<td>ST:</td>
<td>It is (we walk to office)</td>
<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>ST:</td>
<td>Do you have an appointment book?</td>
<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>
</tr>
<tr>
<td>AD:</td>
<td>I do but it's in my computer</td>
<td></td>
</tr>
<tr>
<td>ST:</td>
<td>It might be helpful for you to write things down in a place that's more accessible. How are you?</td>
<td></td>
</tr>
<tr>
<td>AD:</td>
<td>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>
<td></td>
</tr>
<tr>
<td>ST:</td>
<td>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? AD: ADAP Plus</td>
<td></td>
</tr>
<tr>
<td>ST:</td>
<td>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>
<td></td>
</tr>
<tr>
<td>AD:</td>
<td></td>
<td></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 ya... 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 a 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 helped. (I look at my watch and realize 40 minutes has passed)

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

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

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

AD: That would be great.

(ST make an app’t and I give him a card)

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

AD: Yes, I’ll keep it in my wallet.

ST: Good

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

ST: Are you feeling that way now?

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

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

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

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

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

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

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

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

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

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

Administration students, as well as Client-Centered Management students in their management and community work assignments, may be required to document their activities with written materials such as memos and reports in accordance with the agency protocols just as Foundation 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>
</tr>
</thead>
</table>

I. Begin with identifying information to set the stage:
   a. Title of meeting
   b. Location and time
   c. Numbers attending
   d. Who participants are
   e. Why they are there
   f. Specific purpose of the meeting
   g. Whether it is a regularly scheduled meeting or a one-time event
   h. Seating arrangements
   i. Who is chairing the meeting and any other formal positions

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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<tbody>
<tr>
<td>SUMMARY OF PROGRESS TO DATE</td>
<td>ASSESSMENT OF ACTIVITY</td>
<td>FEELINGS &amp; REFLECTIONS</td>
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</table>

**Briefly present your impression of the situation:**

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

**Plans for future action:**

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

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

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________
APPENDIX H: CROSS SCHOOL REGISTRATION FORM

Silver School of Social Work at NYU
Office of Registration Services
Cross-School Registration Form

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

Name: ___________________________     ID#: 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.

☐ 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 I: INDEPENDENT STUDY FORM

Silver School of Social Work at NYU
Office of Registration Services
MSW Independent Study Proposal Form

Name: _________________________________ UID#:N _____________________

Semester of Study (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: 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).

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: ______________

Washington Square

MSW Program Services
swing.msw@nyu.edu or
mailbox in Room 212A

Rockland

Dr. Maryellen Noonan
maryellen.noonan@nyu.edu

Westchester

Dr. Susan Gerbino
susan.gerbino@nyu.edu

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 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.

**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 Nonmatriculated 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.
<table>
<thead>
<tr>
<th>Course Completed Elsewhere</th>
<th>NYU Silver Course Credit Requested</th>
<th>Official Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. COURSE #</td>
<td>GRADE</td>
<td>CREDITS</td>
</tr>
<tr>
<td>2. COURSE #</td>
<td>GRADE</td>
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<td>3. COURSE #</td>
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