



Department of Social Work

**Student Handbook**  
of  
**Policies and Procedures**

Master of Social Work Program

**Academic Year 2024-25**

September 1, 2024

Dear Social Work Graduate Students and Colleagues:

We are pleased to present to you the 2024-2025 Student Handbook of Policies and Procedures on behalf of the faculty and administration of the Master of Social Work program. The Handbook includes twelve sections:

Section I	The Master of Social Work Program
Section II	Academic and Professional Standards
Section III	Students' Rights and Responsibilities
Section IV	General Information
Section V	Forms
Section VI	MSW Course Descriptions
Section VII	National Association of Social Workers Code of Ethics
Section VIII	Springfield College Master of Social Work Student Organization Constitution
Section IX	The Phi Alpha Honor Society By-Laws and Constitution
Section X	The Council on Social Work Education's Educational Policy and Accreditation Standards

The Handbook is a supplement to the Springfield College Graduate Catalog and to curriculum materials. It has been developed with input from faculty, agency supervisors, and students. The Handbook provides important information regarding the graduate social work program for students, faculty, and agency supervisors.

We look forward to the year ahead. Your input into subsequent editions of the Student Handbook of Policies and Procedures is welcome. Best wishes and regards to each of you as you begin the new academic year.

Sincerely,

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Chair & Associate Professor  
Department of Social Work  
School of Social Work and Behavioral Sciences

## **ACCREDITATION**

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Collegiate Authority of the Commonwealth of Massachusetts and is accredited by the New England Association of Colleges and Secondary Schools, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Since 1989, the Master of Social Work program has been continuously accredited by the Council on Social Work Education (CSWE), the official accrediting body for social work programs in the United States. Accreditation by the CSWE enables graduates to take social work licensure examinations in all 50 states.

The Western New England University School of Law, Springfield College's partner in the joint MSW/JD combined degree program, is accredited by the American Bar Association (ABA) and is a member of the Association of American Law Schools (AALS).

### **COUNCIL ON SOCIAL WORK EDUCATION (CSWE) 2022 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)**

CSWE employs the 2022 Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. The 2022 EPAS is available at:

<https://www.cswe.org/accreditation/standards/2022-epas/>.

## TABLE OF CONTENTS

<b>LETTER FROM THE CHAIR</b>	i
<b>ACCREDITATION</b>	ii
<b>COUNCIL ON SOCIAL WORK EDUCATION POLICY AND ACCREDITATION STANDARDS (EPAS)</b>	ii
<b>I. THE MASTER OF SOCIAL WORK PROGRAM</b>	
A. Introduction	1
B. Springfield College Mission	2
C. Master of Social Work Mission	2
D. Master of Social Work Program Goals	3
E. MSW Program Curriculum Competencies	3
F. Program Options	10
1. Full-time Weekday Program	11
2. Full-time Weekday Evening Program	11
3. Part-time Program (Weekday and Weekend)	11
4. Advanced Standing Program (Weekday and Weekend)	11
5. Master of Social Work/Juris Doctor (MSW/JD) Combined Degree Program	12
6. Spring Start Weekday Program	12
7. Spring Start Weekend Program	12
G. Curriculum	12
1. Curriculum Sequence Advising Check Sheets	13
2. Law Electives Approved for Transfer to the Master of Social Work Program	13
H. Academic and Practicum Advisement	15
I. Program Planning and Registration	16
J. Graduate Commencement	17
K. Independent Study	17
<b>II. ACADEMIC AND PROFESSIONAL STANDARDS</b>	
A. MSW Academic and Professional Standards	18
1. MSW Student Advancement Policy	18
2. MSW Advancement Requirements	18
B. Evaluation of Student Performance	19
1. Advisement	19
2. Written Assignments and APA Format	19
3. Grading System and Guidelines	19
4. Incompletes	23
5. Probation Status	24
C. MSW Advancement Process and Procedure	25
1. Advancement	25
2. Letter of Information, Faculty Advisor/Student Conference, and Educational Advisory Committee	25
3. Faculty Concern	25
D. Educational Advisory Committee Procedures	26
1. Educational Advisory Committee	26
2. Educational Appeals Committee	27
3. Appeal to Dean of the School of Social Work and Behavioral Sciences	29
E. Students Leaving Before Graduation	29

1. Leave of Absence	29
2. Withdrawal from Program	29
F. Termination of Student's Enrollment in MSW Program Due to Concerns About Performance	29
G. Transfer Credits	29
1. Policy	29
2. Procedures for Transfer of Credits	30
H. Time Limits	31
I. Taking Courses in a Different MSW Program Option	31
J. Request to Change MSW Program Option	31
K. Transcript Request Policy	31
L. Discrimination/Harassment Policy	31
M. Non-Discrimination Policy	31
N. Confidentiality Policy	32
O. Policy on Electronic Devices in the Classroom	32
<b>III. STUDENTS' RIGHTS AND RESPONSIBILITIES</b>	
A. Rights and Responsibilities	32
B. Student Organization	33
C. Student Participation and Representation	33
D. Phi Alpha National Honor Society: Nu Tau Chapter	33
E. Resolution of Conflict, Grievances, and Appeals	33
F. Communications/Student Mailboxes	34
G. NASW Code of Ethics	34
<b>IV. GENERAL INFORMATION</b>	
A. Academic Success Center	35
B. AmeriCorps	36
C. Dining Services	36
D. Student Accounts Office	37
E. Campus Recreation	37
F. Career Center	38
G. Center for Service and Leadership	39
H. Child Development Center	39
I. Counseling Center	39
J. Financial Aid	40
K. Health Center	40
L. Health Insurance and Immunization Requirements	40
M. Housing and Residence Life	41
N. Identification Cards	42
O. Information Technology Services	42
P. International Center	42
Q. Library Services at the Learning Commons	42
R. Office of Diversity, Equity, and Inclusion	43
S. Public Safety	43
1. Emergency Information	44
2. Parking Facilities	44
T. Springfield College Bookstore	44
<b>V. FORMS</b>	
A. Graduate Transfer Credit Approval Form	46

B. Leave of Absence Request Form Graduate/Doctoral	47
C. Remediation Plan	48
<b>VI. MSW COURSE DESCRIPTIONS</b>	49
<b>VII. NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS</b>	56
<b>VIII. SPRINGFIELD COLLEGE MASTER OF SOCIAL WORK STUDENT ORGANIZATION CONSTITUTION</b>	78
<b>IX. PHI ALPHA HONOR SOCIETY BY-LAWS AND CONSTITUTION</b>	80

## I. THE MASTER OF SOCIAL WORK PROGRAM

### A. INTRODUCTION

Springfield College is an independent, comprehensive, coeducational institution, founded in 1885, whose mission is *to educate the whole person in spirit, mind, and body, for leadership in service to humanity*. The Master of Social Work program is proud to be part of Springfield College and its rich tradition of preparing leaders for service to others and traces its earliest history at the college to 1890. Since 1989, the Master of Social Work program has been continuously accredited by the Council on Social Work Education. Currently, the program enrolls a diverse population of graduate social work students in full-time and part-time graduate programs. The Master of Social Work program prepares social work students for practice with individuals, families, groups, organizations, and communities in a variety of areas such as adult mental health, child welfare, children's behavioral health care, school social work, and gerontology and for direct practice, supervision, administration, and public policy-making activities. Six characteristics distinguish the Springfield College Master of Social Work program:

1. A concentration in Advanced Generalist Practice;
2. Full-time, two-year, weekday MSW program offered in Springfield;
3. Part-time, three-year, weekend MSW program offered in Springfield and online;
4. An advanced standing program for graduates of CSWE-accredited BSW programs with an option to choose a four-semester weekend or a three-semester weekday plan of study;
5. An MSW/JD dual degree program in partnership with Western New England University School of Law completed in four years, full-time.

The school offers a variety of practicum internship assignments, completed weekdays during regular business hours, at agencies throughout New England and New York. The practicum education program is structured around four areas of learning to ensure that students develop a full range of Advanced Generalist social work skills including direct service with individuals, group work, community development and organization, and administration and organizational development.

The Springfield College Master of Social Work program is diverse, student-centered, community-focused, and promotes continuous learning. Faculty members are passionate about teaching and are actively engaged in social work practice, community services, and scholarly work that they bring to the classroom. Faculty members are recognized locally, nationally, and internationally for their expertise.

An important focus of our work in recent years is implementing our Strategic Plan for Outcomes Assessment in accordance with the 2022 CSWE Educational and Policy Accreditation Standards. This work provides the foundation for a highly integrated teaching approach and curriculum which is excellent preparation for contemporary social work practice and entry into the workforce.

## **B. SPRINGFIELD COLLEGE MISSION**

*The mission of Springfield College is to educate the whole person in spirit, mind, and body for leadership in service to others.*

Springfield College is guided by the Humanics philosophy, focusing on the development and integration of spirit, mind, and body in service to others. The college is committed to the preparation of future leaders in both private and public sectors who will improve the quality of life worldwide. The Springfield College mission is values focused. The college's professional and liberal arts academic programs, student life, and athletic opportunities attract students who seek to improve the quality of life in our society. Springfield College emphasizes the education of leaders for the allied health, human services, psychology, education, and physical education fields while building upon the Humanics philosophy and anticipating and responding to society's changing needs.

Springfield College will build upon the Humanics philosophy, anticipating and responding to society's changing needs by offering programs that have a broad-based education and the training and skills needed for graduates to enter their chosen professions. Future academic programs will be designed to prepare practitioners who will be helping others. In addition to educating those who will enter the human-helping professions, the College will continue to emphasize health-related programs.

Springfield College has a unique history of educating students in developing a sense of social responsibility, consonant with the values of the social work profession. This is readily evident in the College's historical role in the preparation of students for work with such venerable social work institutions as the Settlement House and Charitable agencies. In recent times, this is evident through the College's focus on the explicit preparation of students for the human helping professions.

## **C. MASTER OF SOCIAL WORK MISSION**

*Through the teaching of social work practice and knowledge, informed by research and wisdom, the Springfield College Master of Social Work Program prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, locally, regionally, nationally, and globally, with respect for diversity and enhancement of quality of life for all, based on principles of economic and social justice, dignity, and human rights.*

The mission of Springfield College Master of Social Work program reflects the profession's history, purposes, and philosophy. The program's overriding objective is to prepare competent and effective professionals who will provide leadership in practice, social policy, empirical research, and administration of service delivery systems. The program's curriculum, with a single concentration in Advanced Generalist practice, teaches students the knowledge and skills relevant to competent practice at micro, mezzo, and macro levels, guided by the values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence consistent with the National Association of Social Workers' Code of Ethics.



## **D. MASTER OF SOCIAL WORK PROGRAM GOALS**

The mission of the school flows naturally from the mission of Springfield College and fundamental social work values and ethics. Our Advanced Generalist specialization embraces balance and wholeness in practice. We have identified six goals to achieve our mission:

Goal #1: Graduates demonstrate complex and critical thinking that utilize a wide range of theoretical knowledge and analytical skills in micro, mezzo, and macro levels of practice.

Goal #2: Graduates integrate social work values, ethical principles, and standards relative to clients, agencies, and organizations, the social work profession, and society in general.

Goal #3: Graduates commit and respond to the unique challenges of vulnerable and marginalized populations through valuing the dignity and worth of every individual, recognizing the importance of human relationships, countering the dynamics of oppression, and elevating equity and inclusion, cultural diversity, and difference.

Goal #4: Graduates engage in policy practice, advocacy to champion the rights of others, and leadership roles in public and private social service organizations.

Goal #5: Graduates employ both qualitative and quantitative research to increase the effectiveness of social work practice, policies and programs.

Goal #6: Graduates commit to and engage in practice that works toward a socially just society by dismantling systemic racism, oppression, and promoting social, economic, and environmental justice.

## **E. MSW PROGRAM CURRICULUM COMPETENCIES**

The Springfield College Master of Social Work program organizes its generalist and specialization curricula to directly reflect the 2022 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE). Students who successfully complete the generalist curriculum are prepared to engage in more challenging learning experiences in the advanced generalist practice specialization courses, including practicum.

### **GENERALIST CURRICULUM COMPETENCIES**

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and

are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

#### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships.

Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how

bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations,

and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## **ADVANCED GENERALIST YEAR CURRICULUM COMPETENCIES**

The Advanced Generalist curriculum at Springfield College was developed based on the nine Educational Policy core competencies, which are tied directly to the specialization courses and second-year practicum. The behaviors are consistent with each of the nine core competencies and reflect the unique elements of the Advanced Generalist curriculum. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

At the specialized level, social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

Social workers:

- a. Employ and model conscious use of self, self-reflection, self-monitoring, and self-correction in practice;
- b. Articulate the mission of social work to multiple constituencies;
- c. Consistently adhere to and models' professional roles and boundaries;
- d. Articulate and advocate social work values and ethics among interdisciplinary situations and settings;
- e. Conduct themselves ethically and engages in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice;
- f. Apply appropriate social work values to resolve ethical issues; and
- g. Analyze and communicate professional judgments, reasoning, and process in practice.

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

At the specialized level, social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers are prepared to take action in dismantling systematic forms of oppression

and discrimination, and embrace and engage in practice that advance human rights at the individual, organizational, community, and global levels.

Social workers:

- a. Take action to dismantle mechanisms of oppression and discrimination;
- b. Incorporate an understanding of regional and global interconnections of oppression and applies these principles in social work practice;
- c. Embrace the obligation to advance human rights and fosters social, economic, and environmental justice; and
- d. Engage in practices that advance social, economic, and environmental justice in agencies and organizations;
- e. Engage in community collaborations that foster social, economic, and environmental justice, and social change.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

At the specialized level, social workers understand how diversity, racism, and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of racism and difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers not only recognize clients as the experts of their own lives, but highlight and strengthen clients' experience to facilitate outcomes and foster inclusion. Social workers adapt both their own behaviors and models of practice to incorporate and promote diverse ways of knowing, in recognition of existing power and privilege structures.

Social workers:

- a. Transform their behavior in response to a recognition of one's biases based on difference and culture;
- b. Applies an understanding of privilege and power within an anti-oppressive practice;
- c. Consistently recognize and describe the impact of culture and diversity on one's personal and professional behavior;
- d. Modify and adapt interventions to meet needs of diverse populations and that challenge oppression; and
- e. Actively promote opportunities for diverse perspectives and participation of diverse constituents.

### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

In the specialized year, social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers evaluate multiple both proactive and reactive levels of policy, such as agency and public, as well as various forms of program evaluation, such as formative and summative evaluation. Students use their practice skills and wisdom to inform a qualitative research project that will demonstrate utility for further research, policy, and practice.

Social workers:

- a. Use evidence-based research findings to inform practice;

- b. Use practice to inform research;
- c. Evaluate social policies and programs; and
- d. Work collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches.

### **Competency 5: Engage in Policy Practice**

At the specialized level, social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.

Social workers:

- a. Articulate the impact of policies on service delivery;
- b. Develop and promote agency policies and professional behavior that affect change; and
- c. Identify gaps in policies at varied levels, e.g., agency policies, public policies, regulations.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

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

Social workers:

- a. Understand and apply how client engagement may be impacted by issues such as race, culture, and oppression for marginalized populations.
- b. Implement a mutually agreed upon focus of work and desired outcome.

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

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

Social workers:

- a. Collect, organize, and interpret client data;
- b. Develop mutually agreed upon intervention goals and objectives;
- c. Assess complex problems with systems of all sizes and types; and
- d. Identify the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.

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

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

Social workers:

- a. Implement prevention strategies that enhance client capacities;
- b. Select appropriate intervention strategies;
- c. Assist clients to resolve problems;
- d. Intervene in complex problems with systems of all sizes and types;
- e. Negotiate, mediate, and advocate for client systems; and
- f. Demonstrate ability to move a client system through the practice intervention process.

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

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

Social workers:

- a. Facilitate transitions and endings;
- b. Evaluate complex problems with systems of all sizes and types;
- c. Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice; and
- d. Evaluate the utility, effectiveness, and applicability of practice models and theories for diverse populations, taking into consideration factors such as race, culture, and power structures.

## **F. PROGRAM OPTIONS**

The Master of Social Work (MSW) program is 60 credits and is offered in two formats: a weekday option (full-time) with courses offered either during the day or in the evening in Springfield and a weekend



option (part-time) offered in Springfield and online. The content and quality of the program is the same for all options. In consultation with their faculty advisors, students may also develop personalized schedules that extend the program or incorporate classes from both formats.

1. MSW Full-time Weekday Program – This program option is completed in two academic years or four semesters (September - May). In the weekday option, classes meet during the week on Tuesdays and Thursdays. In addition to classroom work, a practicum of fifteen hours per week (for a minimum of 450 hours) is required in the first year and twenty hours per week (for a minimum of 600 hours) in the second year. As part of the practicum, participation in a seminar and practicum class are required. The practicum is completed during regular business hours. Very limited placements are available on weekends or after 5pm on weekdays. Employment-based internships are possible and subject to approval by the Office of Practicum Education per CSWE guidelines.

As part of the practicum, participation in a seminar and practicum class are required.

2. MSW Full-time Weekday Evening Program – This program option is completed in two academic years or four semesters (September - May). In the weekday option, classes meet during the week on Tuesdays and Thursdays in person with a Brightspace Learning Management asynchronous component. In addition to work, a practicum of fifteen hours per week (for a minimum of 450 hours) is required in the first year and twenty hours per week (for a minimum of 600 hours) in the second year. The practicum is completed during regular business hours. Very limited placements are available on weekends or after 5pm on weekdays. Employment-based internships are possible and subject to approval of the Office of Practicum Education per CSWE guidelines. As part of the practicum, participation in a seminar and practicum class are required.

3. MSW Part-time Weekend Program - In the extended degree program, this program option is completed in three calendar years or eight semesters (September - August). In the weekend option classes meet two weekends per month. Fifteen hours of practicum is required per week (for a minimum of 450 hours) in the second year and twenty hours per week (for a minimum of 600 hours) in the third year. Practicum is completed during regular business hours. Very limited placements are available on weekends or after 5pm on weekdays. Employment-based internships are possible and subject to approval of the Office of Practicum Education per CSWE guidelines. As part of the practicum, participation in a seminar and practicum class are required.

4. Advanced Standing MSW Program for qualified graduates of Bachelor of Social Work (BSW) programs - Students from CSWE-accredited BSW programs who demonstrate a mastery of course content and human service practice experience are eligible to apply for advanced standing. This program requires completion of a supplemental application. This 33-credit program can be completed in the Weekday (summer and two full-time semesters) or Weekend (four part-time semesters) option. The program begins in May. Twenty hours of practicum is required per week (for a minimum of 600 hours) in the Advanced Standing year. Employment-based internships are possible and subject to approval of the Office of Practicum Education per CSWE guidelines. As part of the practicum, participation in a seminar and practicum class are required.

5. Master of Social Work/Juris Doctor (MSW/JD) Dual Degree Program - Offered in partnership with Western New England University (WNEU) School of Law, the MSW/JD dual degree program offers students the distinct advantage of being able to complete the program full-time within four years, rather than the typical five years if each degree were pursued separately. This program is only available in the Weekday Program. Students must be accepted to the Western New England University School of

Law concurrently with acceptance to the MSW program or within the first academic year of attending the MSW program.

Having both a social and legal perspective effectively prepares graduates to meet the social work and legal challenges in many areas of practice, such as child welfare, education, mental health, individual and family practice, family mediation, services to the disabled, legal aid, criminal and juvenile justice, consumer protection, advocacy, employment, housing, community development, human rights, and evaluation of social service programs.

To be awarded both the social work and law degrees, the student must successfully complete the academic requirements of each institution, totaling 122 credits. For the Master of Social Work program, sixty credits are required, twelve of which are taken at the School of Law. For the School of Law, eighty-six credits must be earned, twelve of which are taken in the Department of Social Work. Relevant courses completed with a grade of B or better in the Master of Social Work program are eligible for transfer to the School of Law. In return, the Master of Social Work program accepts transfer credit from the School of Law for those courses completed with a grade of 70 or higher (the equivalent of the average necessary to maintain good academic standing).

To officially transfer the twelve credits from the School of Law to the Master of Social Work program, the student must formally petition the Chair of the Springfield College Department of Social Work. At the WNEU School of Law, the student must obtain permission from the Associate Dean to have the twelve credits transferred from the Master of Social Work program. A student who commences but fails to complete the MSW/JD combined program cannot credit courses completed at one school toward the degree granted at the other school.

6. Spring Start Weekday Program – This option allows students to begin the MSW program in the spring semester. All students must begin part-time their first spring semester, and then take courses full-time during the subsequent fall and spring semesters, and classes part-time over two summers. The program takes seven semesters to complete over 2.5 years.

7. Spring Start Weekend Program – This option allows students to begin the MSW program in the spring semester. All students must begin part-time their first spring semester, and then continue the program for seven semesters, including summer, for a total of 2.5 years.

*It is expected that students will follow one of these options. However, because of prior graduate social work courses resulting in transfer of credits or course waivers, or other individual circumstances, the standard scheduling of courses may be adjusted for a particular student. Any adjustment should be discussed with the student's faculty advisor and the Department Chair.*

## **G. CURRICULUM**

The 60 credits in the MSW program are distributed as follows:

- Human Behavior in the Social Environment sequence (three courses, nine credits)
- Social Work Practice sequence (four courses, twelve credits)
- Social Work Research sequence (two courses, six credits)
- Social Welfare Policy and Services sequence (three courses, nine credits)
- Generalist Practicum and Seminar (7.5 credits, 450 practicum hours)

- Advanced Generalist Practicum and Seminar (7.5 credits, 600 practicum hours)
- Electives (nine credit hours)

### **Generalist Curriculum:**

The competencies and behaviors emphasized in generalist year courses are listed in each syllabus. In the generalist curriculum, students are introduced to the elements of the Advanced Generalist practice approach: a model of assessment, theoretical understanding, and intervention. The generalist curriculum provides students with a theoretical perspective across all four sequences, as well as a grounding in fundamental skills in practice with individuals, families, groups, organizations, and communities.

The Practicum and Seminar afford students the opportunity to develop competency in knowledge, values, and skills as used in human service agencies. It is within the practicum that students develop beginning practice competencies to intervene with clients. The development of the professional use of self, knowledge and application of social work ethics, and respect for human diversity is a part of each generalist course and the practicum experience. Both the practicum and generalist courses require critical thinking and the scholarly pursuit of knowledge essential to attaining a beginning level of proficiency in social work.

In the generalist curriculum, students take courses in each of the four social work sequences and two semesters of practicum: six credits in Practice, six credits in Human Behavior in the Social Environment (HBSE), six credits in Social Welfare Policy and Services, three credits in Social Work Research, and 7.5 credits of practicum and Seminar. Practice courses and the practica are essential to the development of students' competency in integrating models of assessment and problem resolution with a range of populations.

### **Advanced Generalist Specialization:**

The competencies and behaviors emphasized in advanced generalist specialization courses are listed in each syllabus. The specialization curriculum provides students with an opportunity to develop advanced assessment and intervention competencies as well as supervisory and administrative competencies. It also provides students with an opportunity to apply the Advanced Generalist practice perspective to the understanding of mental health. In addition, in the specialization courses students learn complex social action skills and are expected to demonstrate competency in several research methodologies.

Similar to the generalist courses, Practicum and Seminar in the specialization curriculum serve to build student competency, but at a more advanced level. Students develop intervention skills aimed at resolving more complex client problems, while maintaining knowledge about professional values and ethics learned in the generalist curriculum. The specialization practicum enhances the development of the professional use of self and respect for human diversity. Both the specialization practicum and courses require critical thinking and the scholarly pursuit of knowledge essential to attaining advanced social work practice skills.

In the specialization curriculum, students take six credits of Practice, three credits of Human Behavior in the Social Environment (HBSE), three credits of Social Welfare Policy and Services, three credits of Social Work Research, nine credits of electives, and 7.5 credits of Practicum and Seminar.

The most up-to-date advising sheets that outline the plans of study for each program option can be found on our website: <https://springfield.edu/academics/departments-of-social-work/resources>

### **1. Curriculum Sequence Advising Check Sheets:**

- [Full-time Program](#)

- [Part-time Online and Weekend Program](#)
- [Advanced Standing Full-time Program](#)
- [Advanced Standing Part-time Program](#)
- [MSW/JD Program \(Full-time\)](#)
- [Spring Start Full-time Program](#)
- [Spring Start Part-time Program](#)

## **2. MSW/JD COMBINED DEGREE PROGRAM**

### **LAW ELECTIVES APPROVED FOR TRANSFER TO THE MASTER OF SOCIAL WORK**

The law courses available for credit in the MSW program are listed in Appendix II of the Memorandum of Agreement between Springfield College and Western New England University. Because the curriculum changes, the deans of the respective programs review the courses available for cross-credit and revise the list as necessary.

Administrative Law	International Human Rights
Advanced Research in Law	International Law
Alternative Reproduction Technology	Interviewing and Counseling
Consumer Protection	Jurisprudence: Survey
Criminal Pre-Trial Practice	Juvenile Justice
Criminal Procedure Adjudication	Labor Law
Criminal Procedure Investigation	Landlord and Tenant
Criminal Procedure Simulation	Law and Education
Critical Race Theory	Law and Social Change
Disability Law	Law and Social Services
Divorce and the Family	Legal Services Clinic
Domestic Violence	Legislative Advocacy and Lobbying
Employment Discrimination	Managed Care Law
Family Law	Non-Profit Law
Federal Criminal Law	Parent, Child and State
Formation of Families	Post-Conviction Rights and Procedures
Gender and Criminal Law	Public Sector Labor Law
Gender and the Law	Representing Children
Health and the Law	Sexual Orient. Gender Ident. and Law
Health Law: The Phys-Patient Rel.	Trusts and Estates
Immigration Law Mediation	Workers' Compensation
Insurance Law	

## **H. ACADEMIC AND PRACTICUM ADVISEMENT**

Each student is assigned a faculty member as an advisor for academic and professional advising. Students are notified of their faculty advisor assignment at the beginning of their first semester. Students are encouraged to meet with their advisor at least twice a semester for academic planning, once at the beginning of the semester to plan the semester and in the middle of the semester to review current progress and to plan courses for the subsequent semester. Students should seek out their advisor to arrange these meetings. An opportunity to meet with the faculty advisor is typically possible on scheduled advising times. In addition, full-time faculty maintain regular office hours during which time advising meetings may also be scheduled.

### **Responsibilities of the Advisor:**

1. Provide information about the student's initial involvement in the educational environment.
2. Review the student's academic performance each semester and work closely with the advisee in the event of academic difficulty or probation.
3. Provide consultation concerning issues that may arise related to the student's participation in the program.
4. Provide guidance about academic, professional, and career matters. For example, confer with students in the selection of courses and review and grant clearance for registration.
5. Provide information and recommendations to the practicum office concerning the selection of settings that will best meet the student's stated goals and career plan in relation to their educational program.

### **Responsibilities of the Advisee:**

1. Initiate meetings with their advisor each semester prior to registration and during the course of the academic year.
2. Confer with their advisor about program and course selection and secure their advisor's approval of the plan according to their program track Advising Check Sheet.
3. Inform their advisor of academic progress and standing (includes course and field work).

### **Possible Discussion Items for Meetings with an Advisor:**

- Guidance on course selection
- Dropping and adding courses
- Academic or field work progress challenges or questions
- Requests to transfer or waive credit(s)

When students are in their practicum years, site visits take place at least once each academic year, though most often two times in each academic year. These visits are conducted by the students' practicum faculty instructor, occur either virtually or on-site at the field agency, and provides the opportunity for the student, practicum supervisor, and practicum instructor to assess and evaluate the student's progress in the field practicum experience. Use of Zoom technology for meetings may also take place when warranted. Further information concerning practicum is included in the [Practicum Manual](#).

### **Responsibilities of the Practicum Instructor:**

1. Hold monthly classes to facilitate learning and integration of coursework and practicum.

2. Provide overall assessment of the practicum placement experience by making a minimum of one visit each year, preferably two, to the placement agency, reviewing progress and the learning contract and grading the practicum.
3. meet the student's stated goals and career plan in relation to their educational program.
4. Perform other placement advising responsibilities as described in the Practicum Manual.
5. Conduct regular seminars with advisees as a group to help facilitate learning in practicum.

**Responsibilities of the Student:**

1. Attend scheduled practicum classes.
2. Maintain communication with practicum instructor about any issues or challenges that arise in practicum.
3. Maintain necessary copies of documentation and materials in their practicum file.

**I. PROGRAM PLANNING AND REGISTRATION**

The [Advising Sheets](#) should be used by the student and faculty advisor as an outline of a standard schedule that the student will follow in completing degree requirements. Modifications to the standard schedule may be possible, in consultation with the faculty advisor. This is particularly important for students whose schedule of courses varies from the standard schedule. It is important for the student to maintain close contact with their faculty advisor regarding academic planning and progress in the program. The advisor must be consulted on such matters as schedule planning, waiver of courses, and leaves of absence, etc. The student is responsible for contacting the faculty advisor each semester prior to registration, typically during the designated advising period.

Online registration for courses occurs in the following sequence:

1. Registration for Fall Courses takes place in late Spring Semester.
  - a. Incoming students are registered for Fall courses in the Summer months.
2. Registration for Spring Courses takes place in the late Fall Semester.
3. Registration for Summer Courses takes place in late Spring Semester, concurrent with fall registration.

Students' accounts must have no holds (financial, health, or otherwise), in order to register.

In the event that online registration has concluded and students need to register, students should follow the procedures below:

1. Add/Drop Forms must be completed in full, signed by the faculty advisor and returned to the student services coordinator in the Department of Social Work.
2. The student services coordinator will complete the registration process with the Registrar's Office.
3. The Registrar's Office will confirm course selections via mail and finalize registration for each student.
4. All steps in the registration process must be completed by posted dates in order to avoid a late fee.

Students are expected to make payment arrangements with the Student Accounts Office prior to registration. Once all financial issues have been resolved by the Student Accounts Office, registration steps as listed above may be followed.

**J. GRADUATE COMMENCEMENT**

Degrees are conferred by Springfield College three times per calendar year (May, August, and December). The commencement ceremony occurs once a year in May. Students who have completed requirements for a Master's degree, during the spring semester or the previous summer or fall sessions are eligible to participate in the annual commencement ceremony. All students must complete a Degree Application and submit it to the Registrar's Office in order to participate in the May commencement ceremony. Degree applications for the May ceremony are generally due to the Registrar by the beginning of the preceding December. Students who are expected to complete their degree requirements in the summer following the spring semester may participate in the graduation ceremony, but their degree will be conferred after they complete requirements for the degree and at the scheduled times for alternative graduation: August or December.

All students are advised that, even after completing all academic requirements for any degree, the College reserves the right to withhold the granting of the degree in the event that any disciplinary proceedings have been or are being commenced against the student.

#### **K. INDEPENDENT STUDY (SWRK 692, 1-4 Credits)**

Independent study should provide the student who has demonstrated exceptional aptitude with an opportunity to pursue learning which expands upon the curriculum provided as part of the Master's degree program. When a student has demonstrated ability and has identified a topic for study, the following guidelines should be helpful in determining approval of the Independent Study. Only one independent study may be taken during the program.

1. The student has prepared a proposal and has presented it to both their faculty advisor and the faculty member who will be overseeing the independent study in the semester before the planned semester of study.
2. The proposal shall include:
  - a. A rationale for inclusion of the course of independent study in the student's academic program.
  - b. The relevant CSWE 2022 EPAS competencies and practice behaviors addressed through engagement in the independent study.
  - c. A bibliography of relevant literature which will be used as the basis of the study.
  - d. An outline of the method of study as well as the method through which learning will be demonstrated (for example, a major paper, a research report, etc.).
  - e. An outline of the faculty member's responsibilities.
3. Proposed courses of independent study must:
  - a. Fit within the generalist model of social work education.
  - b. Not duplicate existing courses within the program.
4. Students register for SWRK 692 for 1-4 credit hours using the Guided Individual Study/Research Form (available at [springfieldcollege.edu/registrar/downloadable-forms](http://springfieldcollege.edu/registrar/downloadable-forms)). Students secure signatures from their faculty advisor, the faculty member to supervise Independent Study, and the Chair of the Social Work department.
5. Except in unusual circumstances approved by the Departmental Chair, independent study is undertaken with full-time faculty members of the Master of Social Work program.

## II. ACADEMIC AND PROFESSIONAL STANDARDS

### A. MSW ACADEMIC AND PROFESSIONAL STANDARDS

#### 1. MSW Student Advancement Policy

The goal of the program is to prepare students for the professional practice of social work, and therefore has an interest in the students' academic performance, skills, and competencies for successful social work practice. The faculty of professional schools have responsibility for determining whether students have demonstrated the required level of achievement, classroom performance, professional behavior, and ethical behavior sufficient to interact positively with client systems. Advancement is a means by which faculty ensure that students who graduate from the Master of Social Work program has adequate skills, knowledge, and judgment to assume the responsibilities of a professional social worker.

#### 2. MSW Advancement Requirements

Advancement of students from one term to the next is contingent upon satisfactory progress. Evaluation of student progress in classroom courses and in practicum is based on assessments established by course and practicum instructors and on skills, competencies, and personal behaviors as listed below.

Students must maintain satisfactory progress toward meeting the following expectations:

- Students must comply with the grade point requirements which include: minimum of a "B" average (3.0) on a 4.0 scale and a "pass" grade for practicum.
- Adherence to the NASW Code of Ethics (1996, revised 2021), the social work professional's guide for professional behavior. Social workers in training must demonstrate behavior that complies with the Code of Ethics.
- Because of the professional stature and social service function of the social work profession, this behavior is part of academic requirements and standards. Student conduct that is potentially dangerous to current or future clients constitutes a violation of social work academic standards. The faculty or administrators shall follow academic procedures for restriction or dismissal of such students.

Student misconduct, on or off campus and directed toward other students, faculty, or school staff, at the discretion of the dean or the faculty, may result in either academic or nonacademic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients, but the behavior violates the mission, process, or function of the school, proceedings will follow the department's procedures for nonacademic misconduct.

The following behaviors are examples, but not a complete list, of misconduct that may result in dismissal on academic grounds:

- a. Forced or coerced sexual behavior.
- b. Any sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
- c. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
- d. Physical or emotional threats directed toward clients, students, faculty, or staff.
- e. The acceptance of gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or practicum setting; students shall neither ask for nor accept gifts from clients.



- f. Illegal or unethical behavior that limits or takes away the clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.
- g. Plagiarism and or other forms of academic dishonesty.
- h. Failure to comply with practicum policies and requirements as outlined in the practicum manual.
- i. Evidence of discriminatory behaviors toward clients, students, faculty, or staff.
- j. Disruptive classroom behavior which impedes another student's ability to meet the requirements of the program.
- k. Attendance at class or practicum while under the influence of drugs and/or alcohol.
- l. Failure to adhere to the Student Conduct Code of Springfield College Rules of Professional Conduct.

## **B. EVALUATION OF STUDENT PERFORMANCE**

### **1. Advisement**

Advisement by the student's faculty advisor serves the functions outlined in Section I of this manual. In addition, the faculty advisor communicates academic and professional standards and evaluates students' adherence to these.

### **2. Written Assignments and APA Format**

Written assignments are intended to provide each student with an opportunity to demonstrate acquired knowledge and reflect the integration of assigned and supplemental reading for the course. The assignments help ensure that all students have a working understanding of the subject being taught. They also allow the instructors to help improve or validate a student's demonstrated knowledge. Instructors are able to identify students who have a need for additional help. The instructor may choose to lower the grade for late assignments.

A student who is dissatisfied with a grade on any written assignment may, at the instructor's discretion, negotiate to rewrite the paper and submit it for a better grade. Deadlines for rewriting are set by the instructor. Production of scholarly written material is a fundamental part of an academic training program whose mission is to prepare students for professional work. One of the significant contributions we make as social workers is to share information through our professional literature. We also use this literature to enhance our practice. Therefore, it is expected that papers will be written in a way that demonstrates understanding of, and competence in, the form that is generally accepted and used by professional social work journals. APA (the style generally accepted by the American Psychological Association) is the commonly accepted form.

### **3. Grading System and Guidelines**

With the exception of practicum and seminars that are graded on a Pass/Fail system, traditional grades and grade point averages are provided. Students are provided with written comments and letter grades which are recorded on a transcript. Grades are based on the student's work, grades achieved throughout the semester from assignments, and class participation or other measures as identified by the instructor.

In order to assess progress and to continue development, students need feedback on the quality of their performance. To meet this need, faculty members provide each student with written comments on each paper. These comments are a useful index of the student's work, both in a given course and in the program as a whole.

Students may also need an externally accepted representation of the quality of their work for purposes of reimbursement, transfer of credits or other graduate school admissions. Transcripts are available for these purposes.

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

- a. Clarity about the weighting of attributes included in the guidelines.
- b. Clarity about the basis for demonstrating performance (in other words, what evidence will be utilized related to attributes).
- c. Clarity about the process used by the instructor for offering feedback on performance.

#### Guidelines for Course Grading

<u>Grade</u>	<u>Guidelines</u>
A (100 to 93)	<ol style="list-style-type: none"> <li>a. Excellence in integrating conceptual learning with practice situations.</li> <li>b. Consistently superior performance in dealing with conceptual material.</li> <li>c. Excellence in written expression and scholarship.</li> <li>d. Evidence of self-direction in learning with substantial reading activity in depth and breadth.</li> <li>e. Resourceful, intelligent participation in class discussion. This might include leadership in class projects.</li> </ol>
A- (92 to 90)	Attributes would be similar to the above, but to a lesser degree. There might be somewhat more unevenness than in the A performance.
B+ (89 to 87)	Performance on attributes would be somewhat above B level, but less than in an otherwise good level of functioning.
B (86 to 83)	Expectations for graduate level of work acceptable in terms of self-direction, reading activity dealing with conceptual-practice dimensions of learning, class participation, and oral and written expression. Stress would be on acceptable performance.
B- (82 to 80)	Barely acceptable performance in attributes described in A and B categories. Some area(s) might be below expectation.
C+ (79 to 77)	The work has been done, but there are a number of gaps and some superficiality in grasp of material.

C (76 to 73)	There is minimal grasp of concepts and minimal integration of conceptual and practice learning. Student might repeat some content areas on a mechanical, rote basis, but the student's understanding is unclear or questionable. The grade is "passing", but the student is considered marginal in important areas of learning. The gaps in learning are more extensive than in the case of a B- grade. The grade of C should serve to alert the student that his/her work is borderline and should improve. The course instructor must inform the student's faculty advisor of any C grades.
C- (72 - 70)	The latter in turn should initiate a conference with the C student focused on the circumstances related to receiving such a borderline grade. A faculty concern form will be filed. A student with two C's is required to be referred to the Educational Advisory Committee.
D	Grades of a D cannot be awarded at the graduate level.
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. There may be failure to submit assignments or materials submitted are clearly unacceptable. The course instructor will then inform the student's faculty advisor when a grade of F is given. The latter, in turn, should initiate a conference with the student receiving an F, focusing on the circumstances related to receiving this failing grade. The faculty advisor will file a faculty concern form and will refer the student to the Educational Advisory Committee.
Pass/Fail	Practicum is graded Pass/Fail and is accompanied by a narrative evaluation. For further information, please refer to the Practicum Manual.

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

**Professionalism/Class Participation:**

Professional values and ethics are defined in the National Association of Social Workers Code of Ethics. Social work is a profession that requires practitioners to use a disciplined approach in work with individuals, groups, communities, and organizations. The profession is based on positive interpersonal dynamics of trust and respect. Similarly, the same professionalism is required for all social work students in their classroom participation. Professionalism is evaluated by the instructor as a percentage of the student's grade in each class based on the following:

- Kindness and generosity of spirit and sharing the responsibility for creating a strong and positive learning environment.
- Attending every class, arriving on time and remaining in class
- Being prepared for class, demonstrating that the reading and other assignments have been done
- Full participation that includes speaking and offering comments that facilitate one another's learning.

- Volunteering for group activities or role plays
- Acknowledging that the use of cell phones and other technology could negatively influence the learning environment.
- Communicating with the professor about any issue that might interfere with classwork.
- Respecting the opinions and points of view of all professors and students even when they differ from one's own. Learning to air differences with honesty, consideration and intelligence.

Behavior such as passing notes, sub-grouping, whispering while someone else is speaking, sleeping, and speaking out of turn are disrespectful and may result in points being deducted from the final course grade. A consistent pattern of disrespectful and/or unprofessional behavior may result in a "Letter of Concern" and referral to the Educational Advisory Committee as described in the Student Handbook.

### **Attendance**

#### **The Department of Social Work Attendance Expectations:**

If a student is absent from two (2) weekend or four (4) weekday classes during the fall and spring terms, the student is expected to repeat the course the next time it is offered.

Because summer classes are offered on a more intensive learning schedule with limited meeting dates, students are expected to attend all class meetings. If a class is missed, the student may be required to submit a make-up assignment, which will be determined by the instructor. Any student who misses more than one (1) weekend summer class or more than two (2) evening summer classes will be required to repeat the class the next time it is offered.

#### **Excerpts from the Springfield College Attendance Policy:**

In the event of an absence due to illness or emergency, students should notify their professors as soon as possible via email and/or telephone. In the event of an extended illness or emergency, students should notify the course professor and the faculty advisor. The following situations should be recognized as College excused absences from class, providing the student follows the guidelines listed below.

- Participation in intercollegiate athletic contest (including travel time) approved by the athletic director and posted on the Springfield College Athletic website.
- Participation in a scheduled curricular or co-curricular activity approved by the appropriate dean or vice-president and on file in the dean of student's office.
- Observation of religious holidays.

### **Use of Electronic Devices in the Classroom:**

In some classes, as determined by the class instructor, computers and other electronic devices may be used to support learning activities in the classroom. These include such activities as taking notes, accessing course readings or internet searches that are assigned by the instructor. The non-academic use of laptops and other devices may be distracting and may disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for activities that are not part of the class. This includes emailing, texting, social networking, and unassigned use of the internet. The use of cell phones during class time is prohibited. Cell phones should be set on silent or vibrate before class begins. In the case of an emergency, students should step out of the classroom to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

### **Academic Honesty:**

The academic honesty policy of the Department of Social Work is consistent with the academic honesty policy of Springfield College, which may be found on the college webpage at [http://catalog.springfield.edu/content.php?catoid=71&navoid=1829#acad\\_hone\\_and\\_inte\\_poli](http://catalog.springfield.edu/content.php?catoid=71&navoid=1829#acad_hone_and_inte_poli)

The following is an excerpt from that policy:

“Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy. Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.”

**Plagiarism:** The University of Oxford, England, UK, defines plagiarism as: “presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. The necessity to acknowledge others’ work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs, etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students’ essays. You must also attribute text, data, or other resources downloaded from websites.”  
([www.ox.ac.uk/students/academic/guidance/skills/plagiarism](http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism))

All work submitted must be students’ own original work, including in course exercises, examinations, quizzes, and tests, and projects and papers. Sources of information must be appropriately attributed in a document’s text and bibliography/reference section.

Faculty members are expected to act upon suspected academic dishonesty.

#### 4. **Incompletes**

The Springfield College policy regarding Incomplete grades is as follows:

A student may request from the instructor a grade of incomplete (I) in situations where exceptional circumstances beyond his or her control (such as incapacitating illness or a death in the family) prevent him or her from completing course requirements. In order to be eligible for an incomplete, the student must have completed the majority of the coursework (e.g., 75 percent or more) with passing grades. The decision to grant an incomplete is at the discretion of the instructor. If he or she agrees, a Contract for Incomplete Grade must be completed and submitted to the Registrar. The contract will specify what the student must complete and by when (no later than the conclusion of the next term - see the deadline for grade submission below).

The faculty must submit a final grade to the Registrar’s Office by the last day to submit grades in the term following the term in which the incomplete grade (I) was received. If no grade is submitted by that date, the Registrar will automatically change the ‘I’ grade to the alternate final grade designated by the instructor on the contract, or an ‘F’, if an alternate grade is not designated. Of course, all incompletes must be completed, or alternate grades assigned, prior to a student’s graduation.

*A contract for Incomplete grades must be completed.* A copy of this contract will remain with the student, the instructor, the registrar, and the academic department offering the course.

**If the student does not meet the conditions of the contract for the completion of the Incomplete by the time specified or prior to graduation, the registrar will automatically change the "I" grade to an "F" grade or an alternate grade designated by the instructor that is based on work completed.** This policy applies to all students enrolled at Springfield College effective fall, 1999. It does not affect "I" grades issued prior to this date.

In all cases involving a grade of "I," it is the responsibility of the student to communicate with the instructor about the conditions for removal of the Incomplete.

Students in the Master of Social Work program are expected to provide their instructor with a signed written proposal concerning the student's plan and timeline for completing the course. Students are expected to comply with the following deadlines: November 2nd for Incompletes from the previous Spring or Summer and April 1st for Incompletes from the previous Fall. Incomplete Contract Forms are available from the academic advisor and from the Registrar's Office. Faculty members issuing the Incomplete must complete the Incomplete Contract Form.

### *Three Incompletes*

If a student acquires three Incompletes, it is the responsibility of the Faculty Advisor to write a Letter of Information stating the departmental policy that the student cannot register for any additional classes until the Incompletes are completed. This Letter of Information is sent to the student, the Student Services Coordinator, and the Chair of the Department, and a copy is placed in the student's file. If any of the Incompletes are not completed within the guidelines and due dates established by the instructor issuing the Incomplete, as stated in the *required* Incomplete Contract and in the College Policy on Incompletes, the Faculty Advisor must write a Letter of Concern, the next level of concern regarding students' performance.

### 5. Probation Status

The probation policies of the Department of Social Work are the same as those for all graduate programs at Springfield College, and which are detailed in the Springfield College Graduate Catalogue.

When determining admission, students may be considered for probationary status when they have less than a grade point average of 2.5, but not less than a grade point average of 2.00, and when there is convincing evidence in examining their undergraduate academic record that they will meet the academic standards of Springfield College.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete 10 credits of graduate credit in the Master of Social Work program. If their grade point average is 3.00 or better, they will be removed from probation and notified to that effect. If the grade point average is between 2.5 and 3.00, they will remain on probation through the semester in which they complete 20 semester credit hours of graduate credit at which time the grade point average must be at least 3.00 or they will be removed as degree candidates. All graduate students admitted on probation whose grade point average is below 2.5 following the semester in which they complete 10 credits of graduate credit will be removed as candidates for the master's degree.

## C. MSW ADVANCEMENT PROCESS AND PROCEDURE

Advancement is a process intended to *ensure* that each student maintains adequate progress in gaining the skills, competencies, and behaviors required for graduation with the MSW Degree. *The following procedures address issues related to student advancement. The components are not linear but are employed based on the unique circumstances.* For further information, contact the Chair of the Department of Social Work.

### 1. Advancement

Students automatically advance through the MSW Program and should consider themselves advanced unless they are informed otherwise.

### 2. Faculty Letter of Information and Faculty Advisor/Student Meeting

When members of the faculty, the Office of Practicum Education, and/or the agency supervisor become aware that a student is having difficulty meeting the standards of the MSW Program, that individual(s) may send a Letter of Information to the student's Faculty Advisor. The purpose of the Letter of Information is to provide timely performance information to the Faculty Advisor of the student of concern. The Faculty Advisor can either forward the Letter of Information directly to the student or can draft up a new Letter of Information summarizing the contents of the original letter. The Faculty Advisor then schedules a Faculty Advisor/Student Meeting to discuss the concerns raised in the Letter of Information and works together with the student to develop a plan to resolve the issues that have been brought forth. As follow-up to the Letter of Information and meeting, the student is responsible for completing a Remediation Plan form (found in the Forms section of this handbook) for review, possible revision, and approval by the Faculty Advisor. A copy of the approved form is sent to the initiating individual(s) and Department Chair, with a copy placed in the student's file.

a. The purpose of the Faculty Advisor/Student Meeting is to provide timely guidance to the student and resolution of the identified issues before they necessitate a Letter of Concern and possible full EAC involvement.

b. Faculty Meetings of the Department of Social Work provide monthly opportunities for faculty members to confer with faculty colleagues and discuss students of concern who may benefit from a Letter of Information and Faculty Advisor/Student Meeting.

c. In certain circumstances, it is appropriate for the Faculty Advisor with the Office of Practicum Education, if appropriate, to request a consultation meeting with an EAC Chairperson. This EAC consultation is NOT an EAC hearing and is intended solely to offer guidance to the Faculty Advisor assigned to assist a student confronting difficulty in any aspect of the program. Some student circumstances that might require an EAC consultation are: students returning from a leave of absence, students encountering difficulty in practicum, and students requiring additional guidance with previously developed academic plans meant to rectify a prior issue.

### 3. Faculty Letter of Concern

a. If the student performance issue has not been resolved through remediation with the Faculty Advisor who completed the process with the Letter of Information, the Faculty Advisor can prepare a Letter of Concern, which will specify in what ways the student is continuing to fail to meet the advancement requirements. A copy of this Letter of Concern will be sent to the student, Department Chair, EAC Chair, MSW Program

Director, any other faculty who may be directly aware of the performance issue, and if a practicum related issue, to the Director of Practicum Education, and placed in the student's file.

- b. In certain circumstances it may be deemed appropriate by the Faculty Advisor to bypass the Letter of Information and proceed with the Letter of Concern in consultation with the EAC.
- c. The Letter of Concern will initiate the EAC process.
- d. When a student has a GPA below 3.0 or an unresolved Letter of Concern is on file at the end of a term, the student will be notified by the Department Chair that he/she is advanced to the next term on a probationary basis. Students will not graduate if they have an unresolved Letter of Concern on file. It is the responsibility of the Faculty Advisor to remain current on the status of each of their advisees, including those on probation or with an unresolved Letter of Concern on file.

## **D. EDUCATIONAL ADVISORY COMMITTEE PROCEDURES**

### 1. Educational Advisory Committee (EAC)

#### a. Purpose

The purpose of the Educational Advisory Committee (EAC) is to provide consultation when a student is in jeopardy of not completing the academic or practicum requirements of the MSW Program. The committee makes recommendations regarding how and whether or not students may complete the requirements of the program. Faculty Advisors can refer students of concern to the EAC following the procedures set forth in Section C 3.

The EAC is available to assist students with issues related both to academic and practicum performance. Except in extraordinary circumstances, students should be referred to the EAC in as timely a manner as possible. Any EAC member who identifies a conflict of interest in their role as an EAC member will be replaced by an alternate.

#### b. Composition

The EAC is co-chaired by full-time faculty members who alternate responsibilities for chairing an EAC hearing. The typical EAC shall consist of the EAC Chair (full-time faculty member), one additional faculty member (*who will be the faculty advisor or another faculty member*) and a practicum education representative, as appropriate. Each member shall be appointed on an annual basis by the Department Chair. During the summer semester (or in another circumstance when the EAC Chair is unavailable), or if an initial EAC matter has not been satisfactorily resolved, the Department Chair may join the EAC.

#### c. Materials to be Submitted

Written material may be submitted to the EAC Chair by the Faculty Advisor, the Office of Practicum Education, as well as by classroom instructors and the student. If materials are to be submitted, they must be submitted to all attendees at least 3 days in advance of the EAC meeting.



d. Hearing Process

The EAC hearing is intended to bring forth for discussion all facts pertinent to the concerns that have been raised within the context of the Department of Social Work's standards for academic, ethical and professional student work and conduct as outlined in the Student Handbook. During the hearing, the EAC Chair will present the concerns as they have been reported and documented. The student will be given the opportunity to speak to each of the concerns and these will be noted in the hearing notes maintained by the EAC Chair. Additional information and context may be provided by the Faculty Advisor and the Director of Practicum Education either in support of the concerns that have been brought forth or, in refutation of these concerns.

Following the hearing, members of the EAC may determine that the student's performance is satisfactory and does not warrant action. If no action is warranted, the EAC Chair will send a letter to the Department Chair, with a copy to the Faculty Advisor, indicating so. If action is warranted, the EAC members will determine an appropriate plan of action which will be presented in a letter written by the EAC Chair. Upon the discretion of the EAC Chair, the draft letter may be sent to the Department Chair within a week of the hearing, for review.

The EAC Chair will send out a final letter under his/her/their signature, with a copy to the Department Chair, Faculty Advisor, and other individuals copied on the initial Letter of Concern, indicating either no action is warranted or details of steps that need to be taken. The letter will be emailed and/or sent by certified mail to the student. It will be the responsibility of the Faculty Advisor to follow the student's progress and compliance with the action plan outlined in the EAC letter. If the EAC has recommended any alteration to the student's practicum placement, the Faculty Advisor is responsible for collaborating with the Director of Practicum Education to ensure that the recommended changes are implemented and followed.

The proceedings of the Committee are confidential and may not be released to anyone outside of the college.

2. Educational Appeals Committee

a. Purpose

The Educational Appeals Committee is the body which considers appeals from students regarding decisions made by the Educational Advisory Committee. The Committee can only be convened upon written request to the Educational Appeals Committee Chair from a student about a matter that has been subject to the Educational Advisory Committee process.

The Educational Appeals Committee Chair must receive such a request within two weeks after a student has received a letter from the Educational Advisory Committee Chair, and the Educational Appeals Committee shall convene within two weeks of receipt of such a request.

Copies of written requests for an Educational Appeals Committee meeting should be sent by the Educational Appeals Committee Chair to the other parties directly involved.

b. Composition of Appeals Committee

The Educational Appeals Committee shall consist of three standing members: An Appeals Committee Chair (full-time faculty) and two full-time faculty members, appointed by the Department Chair on an annual basis.

The persons attending the Appeals Committee meeting will include the Committee members, the Educational Advisory Committee Chair, the Faculty Advisor, the student, and, if desired by the student, an informal student advocate who is a student in good standing in the Department of Social Work.

No more than two additional persons may be called to provide information by any other participant. The Educational Appeals Committee Chair shall determine the appropriateness of all such requests for additional persons to be in attendance on the basis of whether such persons can in fact make a valid educational contribution to the meeting. These additional persons will not participate in the Committee's subsequent deliberations or vote on recommendations.

c. Appeals Committee Process

The Committee meeting provides the student requesting the appeal an opportunity to present the basis for their appeal. This may be the same as was submitted in writing or may be an additional oral statement. Following the student's presentation, the other participants will have an opportunity to join the discussion. This Committee meeting is followed by an executive session of the standing members of the Committee in which decisions will be determined by vote following discussion.

After a decision has been made, the Educational Advisory Committee Chair, student, and Faculty Advisor will immediately be informed of the decision in the presence of the Committee members.

In order to protect confidentiality, all materials used in the hearing shall be returned to the Educational Appeals Committee Chair by all participants including the student, with the exception that the student may retain his/her/their own appeal statement and notes. The Educational Appeals Committee Chair will retain one set of all material used.

d. Letters

A summary of the Committee's decisions shall be sent to all concerned, including the Educational Advisory Committee Chair, student requesting consultation with the Committee, Committee members, Faculty Advisor, the Department Chair, and the Dean. A copy of this statement shall also be placed in the student's folder. This letter shall be prepared within one week following the day of the meeting.

The proceedings of the Appeals Committee are confidential and may not be released to anyone outside of the college.

3. Appeal to the Dean

If the student rejects the Educational Appeals Committee decision, the student can appeal to the Provost Office, whose decision is final.

**E. STUDENTS LEAVING BEFORE GRADUATION**

1. Leave of Absence

A student may request a leave of absence from the program before graduation is completed. The length and terms of the leave are negotiated at the discretion of the faculty advisor and the Department Chair, however, students who are inactive and not enrolled in any classes for more than twelve calendar months must reapply to the program. According to College policy, work for the degree must be completed within five years from the time of initial registration for graduate courses. If such is the case the student must discuss his/her situation with the advisor who has the responsibility to offer guidance to the student concerning his/her possible decision. A Leave of Absence form must be completed. At the conclusion of the leave, the student must send a letter to the faculty advisor and Department Chair requesting return and outlining plans to complete the degree. All incompletes must be completed prior to returning to the program.

2. Withdrawal from the Program

A student who requests a permanent leave from the program is expected to confer with the faculty advisor and to have an exit interview with the Department Chair. The necessary Withdrawal Request Form must be completed by the student.

**F. TERMINATION OF STUDENT'S ENROLLMENT IN THE MSW PROGRAM DUE TO CONCERNS ABOUT PERFORMANCE**

The selection of students for the graduate social work program is done with care, and it is anticipated that applicants accepted into the program will successfully complete the program. Dismissal from the program may occur due to nonacademic or academic consideration.

When a faculty member becomes concerned about a student's academic or professional performance or has reason to be concerned about the student's progress and readiness to engage in graduate study, the faculty member and advisor will discuss the concerns with the student as described in Section II, Academic and Professional Standards.

Matters of professional or academic concern that are not resolved by this discussion may be presented to the Educational Advisory Committee described in Section II, Academic and Professional Standards.

Occasionally there may be students who are not suited for the profession, or who act in a manner inconsistent with academic or professional standards. In these situations, it may be necessary to terminate the student's enrollment in the MSW Program.

**G. TRANSFER OF CREDITS**

1. Policy

a. Transfer of Credit Hours

Normally, all work for the Master's degree is completed at Springfield College. Students may transfer a maximum of 9 semester graduate credits earned in a CSWE accredited MSW program at a regionally accredited college or university provided the courses are:

- comparable graduate level courses in social work to those offered at Springfield College;
- completed with a grade of "B" (3.0) or better;
- approved by the transitional faculty advisor and the Department Chair or MSW Program Director; and
- completed within five years of projected completion date of MSW degree.

No course credits are granted for life experience or previous work experience.

The Master of Social Work program will not grant transfer credit for graduate courses that were previously used for another awarded graduate degree.

b. Transfer of Credits for Matriculated Students from Other Accredited Schools of Social Work

Normally, all work for the Master's degree is completed at Springfield College. Students who were matriculating students in accredited graduate social work programs may petition for transfer of no more than 28 semester credits; up to 20 semester credits may be transferred for course work and up to 8 semester credits for practicum and seminar. Only courses taken within 5 years of projected completion and in which the student has earned a grade of "B" (3.0) or better for an academic course, or a "P" (Pass) in courses from social work programs whose grading system is Pass/Fail and where a "P" is equivalent to a "B" or better, and "P" in Practicum/Seminar will be considered if:

- such courses were part of an accredited masters of social work degree in which the student was matriculating
- the courses meet degree requirements under the curriculum of the Springfield College MSW Program
- such action is approved by the transitional faculty advisor and the Department Chair or MSW Program Director.

To meet the requirements of the Springfield College School of Graduate Studies and the Master of Social Work program, the transcript must show a minimum of 32 credits of graduate work completed at Springfield College in order to receive the Master of Social Work degree.

2. Procedure for Transfer of Credits

Below is the procedure to request transfer of credit:

- The student's request to transfer is made in writing to the faculty advisor, Department Chair, or MSW Program Director; and should be accompanied by course descriptions, syllabi, reading lists and other relevant material. See form in Section VI.
- The faculty advisor, Department Chair, or MSW Program Director will review course syllabi, required readings, assignments, and other relevant material to determine if the course is equivalent to required courses in the social work program. The courses which are equivalent will be transferred. Those courses which are not equivalent to required courses may be accepted as elective courses.
- The student and the faculty advisor, Department Chair, or MSW Program Director

develop a plan for study based on degree requirements and the courses to be transferred.

- If agreed on, the plan becomes a permanent part of the student's file and serves as the basis for progress toward graduation with the MSW.
- Typically, no course credit will be transferred for courses a student enrolls in after admission to the Springfield College Master of Social Work program for courses taken at other schools which are already offered at the Springfield College Department of Social Work.

#### **H. TIME LIMITS**

The College requires that work for the degree be completed within five years from the time of initial registration for graduate courses. In exceptional cases, this may be extended upon the recommendation of the Faculty Advisor, the Chair of the Master of Social Work program, the Dean of the School of Social Work and Behavioral Sciences, and the Senior Associate Vice President for Academic Affairs following a written petition by the graduate student prior to the end of the five-year period. In such instances, the student's original program is subject to reexamination and additional requirements may be established.

#### **I. TAKING COURSES IN A DIFFERENT MSW PROGRAM OPTION**

Students typically take all the required courses in the MSW program option into which they are admitted, either Weekday or Weekend. Students may enroll in elective courses in either program as space permits. Weekend students, who are expected to register for courses during the summer term, receive priority registration for all summer courses. However, unique schedules may be developed as the need arises for individuals and individual circumstances.

#### **J. REQUESTS TO CHANGE MSW PROGRAM OPTION**

There are three program options: a full-time Weekday program, a part-time in-person Weekend program, and a part-time online Weekend program. Students are admitted to one or the other program. Students may request a change of program by submitting a written request and rationale to the faculty advisor six weeks before the end of the current semester. Each request will be reviewed by the faculty advisor who will make a recommendation to the Chair of the Department. At times, coursework may take place in both programs over the time period the student is pursuing the MSW degree, based on individual circumstances.

#### **K. TRANSCRIPT REQUEST POLICY**

Policies and procedures concerning request for a transcript are designed to comply with the provisions of the Federal Education Rights and Privacy Act. Except as provided by that act and in instances where a student consents to release a transcript to another party, the registrar's office will not furnish a transcript to anyone other than the person identified by name on the transcript.

Requests for a transcript can be made online, by mail, or in person. For procedures, delivery options, cost, and forms visit: <http://www.springfield.edu/registrar/request-a-transcript>.

#### **L. DISCRIMINATION/HARASSMENT POLICY**

Please refer to the following link: <https://springfield.edu/sites/default/files/inline-files/HarassmentPolicy.pdf>

#### **M. NON-DISCRIMINATION POLICY**

Springfield College does not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability,

veteran status, or any other legally protected basis in admission and access to, and employment and treatment in, its programs and activities.

## **N. CONFIDENTIALITY**

The faculty of the Department of Social Work respect each student's right to confidentiality. A student may request that specific information shared with a faculty member, agency supervisor, and/or academic administrator be held in confidence. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law, the Master of Social Work program and Springfield College policies (see Springfield College Student Handbook for a review of relevant college policy). However, students should note that faculty, faculty advisors, agency supervisors, and school administrators are members of each student's educational team and may be consulted to discuss student progress. Information shared confidentially by a student will be shared with other educational team members only when a team member deems it necessary to address a student's educational needs and to the extent allowed by law.

The faculty members of the Master of Social Work program value open classroom discussion in which students' express opinions and offer observations relevant to the course content. When sharing information regarding others (e.g., clients in their practice), students are expected to protect the confidentiality of comments shared in the classroom to the extent possible under the law and college /school policy. Students are expected to keep confidential information, shared within the classroom, within the classroom. The confidentiality of a classroom discussion cannot be guaranteed because of "duty to protect" and "mandatory reporting" laws and/or policies which may require disclosure. Student papers and classroom discussion should disguise identifying information about clients.

## **O. POLICY ON ELECTRONIC DEVICES IN THE CLASSROOM**

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

# **III. STUDENTS' RIGHTS AND RESPONSIBILITIES**

## **A. RIGHTS AND RESPONSIBILITIES**

Students are informed of their rights and responsibilities, the program's nondiscrimination and human diversity policy and other general information through this Master of Social Work Program Student Handbook of Policies and Procedures and Practicum Manual, the College's Graduate Catalogue and Graduate Student Handbook, all posted on the website and verbally in sessions with faculty advisors as well as faculty in general. The Handbook of Policies and Procedures informs students of the procedures to follow in situations when the student has concerns regarding academic decisions or the behavior of faculty or other students. All faculty advisors and field supervisors have access to the Master of Social Work Program Student Handbook of Policies and Procedures and Practicum Manual posted on the website.

Springfield College prohibits sexual harassment and discrimination of any kind including, but not limited to, that based on non-disqualifying disability and human diversity or status as a veteran. The Master of Social Work Program follows Springfield College policy. The College is in compliance with federal, state, and local laws and regulations regarding discrimination. The Master of Social Work program makes continuous efforts to ensure the enrichment of the educational experience we offer by reflecting racial, ethnic, and cultural diversity in all areas of programming. This includes, but is not limited to, decisions regarding admissions, employment, and academic activities. Inquiries concerning the Master of Social Work program's compliance with anti-discrimination laws may be addressed to the Springfield College Office of Human Resources.

#### **B. STUDENT ORGANIZATION**

All students enrolled in the Master of Social Work program are members of the Student Organization, which is represented by volunteer Student Organization Officers. The purposes of this organization are to unify and strengthen the student body in the Master of Social Work program by providing opportunities to promote students' interests and to develop student activities. The Student Organization Officers represent students in major decisions in the Master of Social Work program and establish connections to student life at Springfield College. Further information is available in the Student Organization Constitution (see Section VIII).

#### **C. STUDENT PARTICIPATION AND REPRESENTATION**

It is the practice of the faculty and the Chair of the Department of Social Work to be sensitive to students' needs and to seek their consultation on matters which affect their education. Students are surveyed, for instance, regarding elective course offerings and the scheduling of courses. They participate in the evaluation of the program through the course evaluation process that takes place according to the college policy at the end of each semester. Students provide yearly evaluations of practicum placements and faculty advisors.

Students are free to discuss any concerns with the Chair to engage in problem solving related to their concerns. The Student Organization is the mechanism through which students are encouraged to provide collective input to the MSW Program.

#### **D. PHI ALPHA NATIONAL HONOR SOCIETY: NU TAU CHAPTER**

Since 2005, the Department of Social Work has sponsored a chapter of Phi Alpha, the Social Work student Honor Society, named Nu Tau. The purpose of the honor society is to foster high standards of education for the social work profession and to invite into membership those students who have achieved excellence in scholarship and distinction in achievement as students of social work.

The academic standards for admission into the honor society are established by the national Phi Alpha Honor Society organization and the faculty of the Springfield College Department of Social Work. MSW students with an anticipated May or August graduation are notified in February of qualifications to become members and are invited to apply. Students are inducted into the Phi Alpha Honor Society in an annual ceremony held in April.

#### **E. RESOLUTION OF CONFLICT, GRIEVANCES, AND APPEALS**

Student concerns regarding academic decisions or the behavior of faculty or other students should be handled as promptly as possible. Whether the concern relates to a conflict, a grievance, or an appeal, the matter should be discussed first with the faculty members or students involved. If the issue is not resolved or if assistance is needed, the matter should be discussed

with the faculty advisor who may refer the matter to the Educational Advisory Committee and then with the Chair of the Department of Social Work, and, if necessary, the Dean of the School of Social Work and Behavioral Science.

The Academic Grievance Policy is published in the Springfield College Graduate Catalog.

**F. COMMUNICATION/STUDENT MAILBOXES**

All official electronic communications will be sent to the student's Springfield College email. Students should regularly check this email address.

Students have mailboxes located where the Department of Social Work is based, the Brennan Center. Students are encouraged to collect their mail on a regular basis. The Master of Social Work program announces important information and events on video monitors and bulletin boards in the Brennan Center.

**G. NASW CODE OF ETHICS**

A copy of the NASW Code of Ethics is included in Section VII. It is expected as a condition of acceptance into the MSW program that students will read the NASW Code of Ethics provided herein and will adhere to its provisions.



## IV. GENERAL INFORMATION

### A. ACADEMIC ASSISTANCE AT THE ACADEMIC SUCCESS CENTER

*Location:* Learning Commons, Suite 300 (3rd floor)

*Hours:* Monday-Thursday, 9am-9pm; Friday, 9am-3pm; and Sunday, 4-9pm

*Email:* [asc@springfield.edu](mailto:asc@springfield.edu)

#### Tutorial Services

- **Writing & Reading Support Services** offers students help with all aspects of the writing and reading processes.
- **Math and Science Support Services** provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- **The Content Tutorial Program** delivers support for course work that is outside what is covered by Writing; Reading Support Services and Math-Science Support Services.
- **The Conversation Partners Program** provides support for non-native speaking students wishing to improve conversation and comprehension skills.

#### Disability & Accessibility Services

- **Disability & Accessibility Services** works with students with disabilities to provide appropriate accommodations, auxiliary aids, and services that facilitate equal access and meaningful participation in their educational experiences at Springfield College.

Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic accommodations due to a disability or disabling condition (including temporary disabilities) please contact the ASC by calling 413-748-3389, emailing [ASC@springfield.edu](mailto:ASC@springfield.edu), or stopping by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

Please note: it is your responsibility to follow the procedures outlined by Disability & Accessibility Services for determining eligibility and requesting accommodations in advance each semester and/or as needed. Accommodations cannot be provided retroactively.

- **Assistance Technology Program and Adaptive Workstations** provides a range of assistive technology software.

#### Academic Coaching Program

- **The Academic Coaching Program** is available to help students improve time management and learning strategies.
- **The Academic Progress Program** provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

#### MTEL

- **The MTEL Assistance Program** provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

## **B. AMERICORPS**

*Hours:* Monday – Friday 8:30 – 4:30 p.m.

*Website:* <https://springfield.edu/directory/ Americorps>

The mission of Springfield College is to educate the whole person in spirit, mind, and body for leadership in service to others. Through service in Springfield College’s Student Success Corps and School Turnaround Initiative AmeriCorps programs, students and community members live and share this mission, engaging in service that meets the critical educational and social-emotional needs of Springfield youth.

AmeriCorps members are recruited to serve as Literacy Tutors, Academic Coaches, School Counselors, and Academic Support Specialists in high-need Springfield Public Schools. Members serve children in grades K through 12, where they implement targeted interventions based on risk factors related to dropping out of high school, including poor early literacy skills, low attendance, behavioral/disciplinary issues, and course failure in English and math.

Undergraduate and graduate students can apply for half-time (900 hours) or quarter-time (450 hours) positions and are placed based on their academic program, prior experiences, and skills. Non-Springfield College students can apply to complete a full-time term of service (1,700 hours) as an Academic Support Specialist. Members receive extensive training and support from the AmeriCorps staff and from experts in education, counseling, and literacy, resulting in an enriched educational experience and a lifelong commitment to community engagement.

## **C. SPRINGFIELD COLLEGE DINING SERVICES**

*Location:* Cheney Hall

*Website:* <https://scdining@springfieldcollege.edu>

“We work hard to offer the foods and variety you want. With vegetarian, vegan and made without gluten options, plus entrees inspired by home-style and international fare, we strive to serve delicious, health-conscious foods each and every day. We invite you to experience all we have to offer. Thank you for dining with us. Enjoy!”

### **THE TABLE @ CHENEY HALL**

At The Table you will find freshly made foods at a variety of stations including, made-to-order grill, sauté station, pizza, deli salad bar, soups, as well as our True Balance allergen-friendly area. Make sure you stop by our wildly popular Chobani Creations yogurt bar! This location provides creative options at an all-you-care-to-eat value. Daily menus can be found at: <https://dining.springfield.edu/locations/the-table-at-cheney/>

Monday – Friday 7 a.m. – 8 p.m.

Saturday – Sunday 10 a.m. – 8 p.m.

### **Pride's Place (Located in the lower level of the Richard B. Flynn Student Union)**

#### **SUBWAY**

Subway is the undisputed leader in providing you with choices, including many healthier meal options. Fast, fresh and healthy.

#### **LA SABROSA**

Introducing our newest concept, [La Sabrosa](#). We are bringing our culinary commitments to life with this brand new, first in the country, concept. La Sabrosa combines **scratchmade, locally**

**sourced, ingredients** to create a samba of flavors. Our culinarians carefully crafted this never-before-seen menu and are excited to bring it to Pride's Place. With La Sabrosa, we are bringing **transparent menus** to retail. All of our menu offerings for this restaurant have been **analyzed by our Registered Dietitian** and all nutritional and allergen information is available right here on our website.

### **ROASTED**

A wide selection of fresh vegetables roasted to perfection, combined with your choice of protein, make for a truly satisfying dining experience. Menu options include flatbread, grain bowl, or over pasta with garlic bread on the side, so you can create exactly what you're looking for. Now offering meal exchange! Click the PDF menu for details!

### **SUSHI WITH GUSTO**

Stop by for sushi rolled to order and a wide variety of grab and go options to give you exactly what you need while on the run. Brought to you by Sushi with Gusto.

### **DUNKIN'**

Dunkin Donuts provides quality coffee and tea beverages to keep you going throughout your busy day. Dunkin also has a selection of sandwiches, bagels and donuts available for a quick bite! Now offering meal exchange! Click the PDF menu for details!

### **STARBUCKS**

The commons cafe Starbucks features an expanded food and beverage menu designed to meet your needs throughout your busy day.

## **D. STUDENT ACCOUNTS OFFICE**

*Location:* Administration Building  
*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.  
*Email:* [studentaccountsoffice@springfield.edu](mailto:studentaccountsoffice@springfield.edu)  
*Website:* <https://springfield.edu/directory/business-office>

The Student Accounts Office is your source for information about bill payment, refunds, health insurance, and tax forms.

## **E. CAMPUS RECREATION**

*Location:* Wellness and Recreation Complex, Room 152  
*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.  
*Building:* Monday – Friday 6 a.m. – 11 p.m.  
Saturday – Sunday 9 a.m. – 11 p.m.  
*Website:* <https://springfield.edu/student-life/campus-recreation>

The Office of Campus Recreation encompasses intramurals, sport clubs, informal recreation, and the Wellness Center. The department plans and implements intentional recreational programs and services for the whole College community. The mission is to provide students, faculty, and staff participation opportunities which promote health, fitness, and wellness through a variety of structured and informal recreational activities emphasizing life-long wellness. These opportunities are purposeful in fostering the growth of one's spirit, mind, and body.

### **Program Highlights**

The Office of Campus Recreation boasts over an 80 percent participation rate of the student body

in its program. Student development is the underpinning of all programs, services and employment opportunities. Programs or services are offered between 6 am and Midnight daily. We offer 11 different sports clubs; 12 intramural events each semester; eight different wellness programs and seminars per semester; programs such as Yoga, aerobics, and several group exercise programs; and personal training services. A Health Educator available for students and faculty programming.

### **Wellness Facilities**

**The Wellness Center:** The 47,840-square-foot Wellness Center, located closest to Alden Street, offers cardio and weight training space, a climbing wall, four multi-purpose teaching/activity spaces, and a faculty office complex.

**The Field House:** The 93,820-square-foot Field House, located behind the Wellness Center, incorporates a six-lane running track, four multi-purpose courts, each with the ability to be closed off by a netting system, locker rooms, strength and conditioning facilities, storage, concessions, and restrooms.

Check the postings at the entrances to these fitness facilities for hours of operation. Questions about the Wellness and Recreation Complex can be answered by calling ext. 3421. Other facilities include a six lane fifty-meter pool, tennis courts, racquetball courts, multiple synthetic fields and 57 acres of forest ecosystem that provides a challenge course, winter and summer activities.

### **F. CAREER CENTER**

*Location:* Richard B. Flynn Campus Union, Room 229

*Hours:* Monday and Tuesday 8:30 a.m. – 6 p.m.  
Wednesday – Friday 8:30 a.m. – 4:30 p.m.

*Website:* <https://springfield.edu/career-center>

The mission of the Career Center is to assist students and alumni in making and managing career and life planning decisions. The professional staff guides students through the process by providing a variety of programs that challenge and support students in their personal and professional development. Services and programs are focused on helping individuals realize their potential and become well-informed individuals who are skilled and confident in presenting their credentials to employers. Resources and networking opportunities are available to assist students in identifying and securing on-campus employment, internships, summer, and full-time professional employment. Info sessions are offered weekly and cover a variety of topics, including resume and cover letter writing, interviewing, job search strategies, salary negotiation, selecting the right major, working a job fair, and creating a professional presence. Students are encouraged to explore their career interests by talking with a career counselor, using the computerized career guidance program FOCUS, taking the Myers Briggs assessment tool, shadowing, and attending annual career fairs. Job search skills can be sharpened by scheduling videotaped practice interviews, having resumes and cover letters critiqued, and using the Career Center library resources. The Career Center also provides guidance and both computerized and printed resources to assist students in making graduate school decisions and selecting/changing a major. Access to all Career Center services and schedules are available through the College home page at <https://springfield.edu/career-center>. Assistive technology is available in the Career Center.

## **G. CENTER FOR SERVICE & LEADERSHIP**

*Location:* Richard B. Flynn Campus Union, Room 350

*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.

*Website:* <https://springfield.edu/student-life/center-for-service-and-leadership>

The mission of the Center for Service & Leadership is to educate students through community-based learning experiences in preparation for lives as active citizens and community leaders in service to humanity. In an effort to realize this mission, the Center for Service & Leadership assists students in locating and organizing community service activities that further their educational experience.

The office provides the following services:

- Serves as a clearinghouse, providing information on service-learning and volunteer opportunities in our surrounding community
- Coordinates one-day service activities for large numbers of students and community members
- Facilitates the operation of ongoing, structured service programs
- Advises for student-led community service organizations
- Provides leadership opportunities for students to coordinate programs and develop outreach opportunities
- Advises and provides logistical support for Alternative Break Trips
- Acts as a resource for faculty in the exploration and utilization of service learning in their curriculum

## **H. CHILD DEVELOPMENT CENTER**

*Phone:* (413) 788-2451

*Location:* East Campus, 701 Wilbraham Road

*Hours:* Monday – Friday 7:30 a.m. – 5 p.m.

*Website:* <https://springfield.edu/child-development-center>

The Springfield College Child Development Center is designed for children between 15 months and 5 years old. Staffed with qualified professionals, the Center is open to everyone with priority given to the children of students, employees, and alumni of the College. It is licensed by the Massachusetts Office for Children and accredited by the National Association for the Education of Young Children.

The annual schedule and weekly attendance requirements are flexible to fit the active life of a student-parent. Applications are taken in March and April on a first-come first-served basis. Enrollment is limited, so early application is important.

## **I. COUNSELING CENTER**

*Location:* Towne Student Health Center

*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.

*Website:* <https://springfield.edu/student-life/counseling-center>

The Counseling Center provides a wide range of counseling services, without charge, to undergraduate and graduate students at Springfield College. A staff of professionals, including some advanced graduate students, counsel students who seek help for a variety of personal issues, including, but not limited, to anxiety, loss, eating and body concerns, family relationships and/or problems, depression, and trauma recovery. Because of the outstanding quality of

services, many students utilize the center at some point during their academic career. Although some students drop in, most schedule an appointment by calling extension 3345 between 8:30 a.m. – 4 p.m., Monday – Friday, as well as available after hours to respond to crises by contacting Public Safety. Come on over, you will be glad you did.

## **J. FINANCIAL AID**

*Location:* Administration Building  
*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.  
*Website:* <https://springfield.edu/admissions/financial-aid>

The Financial Aid Office has complete information on grants, loans, state scholarships, and part-time employment on campus. A financial aid award is not automatically renewed. Applications and financial aid forms must be submitted each year by every applicant.

## **K. HEALTH CENTER**

*Location:* Towne Student Health Center  
*Hours:* Monday – Friday 8 a.m. – 5 p.m.  
*Email:* [healthcenter@springfield.edu](mailto:healthcenter@springfield.edu)  
*Website:* <https://springfield.edu/student-life/health-center>

The Springfield College Health Center provides primary medical services to all fulltime undergraduate and graduate students through the delivery of patient care, health education, and wellness promotion. Specialty clinics are available for internal medicine, gynecology, and orthopedics and nutrition; however, off-campus medical referrals can be arranged as needed.

During the summer, the Health Center is open Monday – Friday, 8 a.m. – 4 p.m. for administrative services only. Patient visits are scheduled by appointment. Walk-in patients are accommodated depending upon the availability of staff while urgent care problems are seen immediately without an appointment. All full-time undergraduate and graduate students are eligible to receive medical services at the Health Center regardless of health insurance coverage. Students do not need to purchase the school health insurance in order to be seen at the Health Center. There is no charge to be evaluated by a health care provider at the Health Center, but there may be costs for laboratory tests, medications, x-rays, etc. Charges incurred for medical services are the responsibility of the individual student since the Health Center does not bill insurance directly.

The Springfield College Health Center is committed to protecting the privacy of protected health information (PHI) according to the standards established by the Health Insurance Portability and Accountability Act (HIPAA). Any protected health information will be kept confidential to the full extent required by HIPAA.

## **L. HEALTH INSURANCE AND IMMUNIZATION REQUIREMENTS**

The Commonwealth of Massachusetts requires that health insurance coverage be provided to all students attending Massachusetts Colleges and Universities who are registered for 75% of full-time curriculum. If you are registered for 75% of full-time curriculum, you will be automatically enrolled in the Springfield College Health Insurance Plan.

If you currently have comparable health insurance coverage that is issued by a U.S. based insurance carrier, you may waive the Springfield College Health Insurance by completing an online Springfield College Health Insurance waiver form. The waiver form must be completed

by September 15 in order for the insurance charge to be credited.

If at a later date it is determined that your insurance does not meet the minimum state requirements, your account will be billed for the full amount.

To accept or decline enrollment in the Springfield College Health Insurance plan, visit <https://www.gallagherstudent.com/students/student-home.php?idField=1331>. NOTE: The link will take you to the website of our insurance broker, Arthur J. Gallagher & Co.

The Commonwealth of Massachusetts also requires all educational institutions to maintain full records of immunization for all enrolled students. Students who fail to provide this information as required by state statute and College policy will not be permitted to remain enrolled at Springfield College.

All incoming students will be required to receive the Hepatitis B vaccination series. Students who chose to have private physicians administer the vaccine must provide the College with documentation of the three-part immunization series. Students may choose to have the injections administered by the staff at the Student Health Center. The charge for this vaccination will be placed on the students' bill. Whatever the choice, the Hepatitis B Vaccination Reply Form must be completed and returned to the Health Center. Students who fail to fulfill this requirement, do not complete the Health History Form and/or do not provide proof of immunization will be subject to immediate suspension from the College.

### **Springfield College Covid-19 Policies**

Springfield College follows guidelines shared by the Massachusetts Commissioner of Public Health and the Centers for Disease Control and Prevention. FAQs, community messages, safety precautions, and policies can be found on our website and will be updated regularly <https://springfield.edu/covid>.

Additional questions regarding the COVID-19 vaccine requirement can be sent to [studentaffairs@springfield.edu](mailto:studentaffairs@springfield.edu).

### **M. HOUSING AND RESIDENCE LIFE**

*Location:* Richard B. Flynn Campus Union, Room 331

*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.

*Website:* <https://springfield.edu/student-life/housing-and-residence-life/housing-options>

Springfield College encourages graduate students to live in College-owned housing and consider themselves “at home” in our vibrant campus community. We offer many options for graduate students, both on and off-campus. On campus, there are apartments in the Graduate Living Center and Graduate Annex. Off-campus, there are two apartment buildings adjoining the campus as well as various apartments and individual homes in the surrounding neighborhood. Eight houses clustered together just off campus comprise the Graduate Village.

Most students share living space with one or more roommates, each with their own bedroom. Accommodations may also be made for married students. On-campus residence units blend the independence of apartment-style living with regard for economy – heat, electricity, hot water, local phone service, and maintenance are all included in the occupancy fee.

## **N. IDENTIFICATION CARDS**

*Location:* Harold C. Smith Learning Commons

*Hours:* Monday – Friday 8:30 a.m. – 4 p.m.

*Website:* [https://pridenet.springfield.edu/ICS/TechHelp/Technology\\_Solutions\\_Center.jnz](https://pridenet.springfield.edu/ICS/TechHelp/Technology_Solutions_Center.jnz)

All students must obtain an ID card, which is used to access the Brennan Center, use College services, and receive student discounts in the community.

## **O. INFORMATION TECHNOLOGY SERVICES**

*Contact:* Technology Solutions Staff *Phone:* (413) 748-4872

*Location:* Harold C. Smith Learning Commons

*Hours:* Monday – Friday 8 a.m. – 5 p.m.

*Email:* [tscrequest@springfield.edu](mailto:tscrequest@springfield.edu)

*Website:* <https://springfield.edu/information-and-technology-services>

The Information and Technology Services (ITS) department maintains a student public access computer lab and several training and instructional computer labs in the Babson Library and the Brennan Center. All computer labs are connected to the campus data network and most provide printing services.

The Technology Solutions Center (TSC) provides walk-in, over the phone, and e-mail computer support for students currently enrolled at Springfield College. The TSC is available to help with virus/spyware problems, internet connection problems, general computer questions, hardware and software support.

## **P. INTERNATIONAL CENTER**

*Location:* Richard B. Flynn Campus Union, Room 309

*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.

*Website:* <https://springfield.edu/academics/international-center>

The mission of the International Center at Springfield College is to foster the international character of the institution by promoting, supporting and developing a wide range of international and intercultural opportunities for all members of the Springfield College community. The International Center provides support services for international students at Springfield College. Students are provided with an orientation program, opportunities to actively participate in the International Student Organization, and peer and faculty advisors. It is also responsible for providing information to all students who may wish to explore study abroad opportunities.

## **Q. LIBRARY SERVICES AT THE LEARNING COMMONS**

*Contact:* Alicia Hopkins *Phone:* (413) 748-3848

*Location:* Harold C. Smith Learning Commons, Second Floor LC207

*Hours:* <https://springfield.edu/library-services/about/hours>

*Email:* [ahopkins3@springfield.edu](mailto:ahopkins3@springfield.edu)

*Website:* <https://springfield.edu/library-services>

In today's rapidly changing world, Library Services, located in the Harold C. Smith Learning Commons, is the student's gateway to information services. The Library serves the students, faculty, and staff of Springfield College and the College's regional campuses. It is a repository of a rich collection of print and non-print materials, as well as featuring high-quality digital



resources. Library staff members are pleased to provide professional assistance to all library users.

The latest information about Library Services is available on the library's website at <https://springfield.edu/library-services>. The site includes access to the library's electronic resources, contact information, request forms, archival and special collections, and information about the library's staff and other services. The library hires many student employees each year and welcomes applications from all students.

## **R. OFFICE OF DIVERSITY, EQUITY & INCLUSION**

*Contact:* Deja Ware *Phone:* (413) 748-3289  
*Location:* Richard B. Flynn Campus Union, Room 350  
*Hours:* Monday – Friday 8:30 a.m. – 4:30 p.m.  
*Email:* [dware@springfield.edu](mailto:dware@springfield.edu)  
*Website:* <https://springfield.edu/directory/office-diversity-equity-and-inclusion>

The Office of Diversity, Equity, and Inclusion (DEI) is the campus resource and support facility for diversity concerns at Springfield College. The center works toward goals that are inclusive of all cultures, while influencing a campus environment that is supportive of differences. Since the College is strongly committed to diversity, the DEI Office develops and coordinates support services for students from diverse backgrounds, with a strong emphasis on historically under-represented groups.

The DEI Office provides counseling, emotional support, academic support, and advisement. The center also coordinates a multicultural student mentorship program, a multicultural student professional mentorship program, a multicultural student discussion group, and an academic coaching program. In addition, the DEI Office sponsors educational and cultural programs, and conducts diversity workshops, and works closely with the admissions offices and the academic and administrative departments on campus. The office also has strong ties with the Cooperating Colleges of Greater Springfield and community youth agencies and multicultural alumni/ae throughout the country.

## **S. PUBLIC SAFETY**

*Contact:* Karen J. Leary, Executive Director of Public Safety and Chief of Police *Phone:* (413) 748-5555  
*Location:* Public Safety Building (25 Portsmouth Street)  
*Hours:* 24 hours a day/7 days a week  
*Email:* [scdispatch@springfield.edu](mailto:scdispatch@springfield.edu)  
*Website:* <https://springfield.edu/department-of-public-safety>

It is the goal of the Springfield College Department of Public Safety to provide a college environment in which members of the Springfield College community can pursue academic goals in an atmosphere of safety and security while at the same time protecting the rights of all members of the community, to learn, to teach, and to conduct normal and necessary business of the institution.

The primary mission of the Springfield College Department of Public Safety is the protection of life and property, the prevention and detection of crime, the maintenance of public order, and

service to the community.

The department is charged with the enforcement of federal, state and municipal laws and ordinances as well as the rules and regulations of the College. College Police Officers are Special State Police under the Massachusetts Department of Public Safety. They have all police powers, including the power of arrest.

Springfield College Department of Public Safety headquarters is located on campus at 25 Portsmouth Street.

### **Emergency Information**

There are four ways to receive updates on Springfield College closure and emergency information:

- SC Alert System: Sign up for SC Alert at: <https://springfield.edu/department-of-public-safety/sign-up-for-sc-alert>
- Call (413) 748-5999
- Check the Springfield College website
- Local television and radio station broadcasts

The College makes every effort to notify the Infoline and media as early as possible, which is usually by 6:00 a.m. You will also find it useful to discuss class specific notification systems such as telephone trees with your faculty instructors as a back-up to the College weather emergency notification system. Finally, students in the Master of Social Work program travel from a broad geographic area. We recognize that students must consider weather conditions in their local areas. Students who are unable to attend class are encouraged to contact their instructors and complete a make-up assignment in accordance with the attendance policy.

### **Parking Facilities**

All motor vehicles parked on campus must be registered with the Department of Public Safety. Parking is restricted to the lot(s) assigned by public safety. Parking regulations are enforced by the issuing of tickets, fines, booting devices, and towing. Vehicles parked in a fire lane, handicapped parking area, tow zone, or other designated “No Parking” area are subject to being booted or towed at any time without prior notice. In addition, any vehicle parked anywhere on campus, including a resident lot, which has accumulated parking violations in excess of three in one academic year, is subject to being booted or towed at any time without prior notice. Having a motor vehicle on campus is a privilege granted by the College and subject to revocation by the Chief of the Department of Public Safety at any time for just cause.

Register your vehicle at <https://anchoveta.springfield.edu/parking/Login.aspx>. The parking permit fee is waived for Master of Social Work students.

### **T. SPRINGFIELD COLLEGE BOOKSTORE**

<i>Location:</i>	Richard B. Flynn Campus Union, Lower Level
<i>Hours:</i>	Monday – Thursday      9 a.m. – 5 p.m.
	Friday                      9 a.m. – 4 p.m.
	Saturday                    11 a.m. – 4 p.m.
<i>Email:</i>	0551mgr@follett.com
<i>Website:</i>	<a href="https://www.bkstr.com/springfieldstore/home">https://www.bkstr.com/springfieldstore/home</a>

Textbooks, clothing, gifts, residence hall supplies, gift cards, and other essentials are available at the SC Bookstore located on the lower level of the Richard B. Flynn Campus Union.

## V. FORMS

<b>A. Transfer Credit Approval Form</b>	<b>47</b>
<b>B. Withdrawal / Leave of Absence Form and Permit to Register Request Form</b>	<b>48</b>
<b>C. Remediation Plan</b>	<b>49</b>



(Available for matriculated students only, traditional and Regional and Online Program)

Student Name: \_\_\_\_\_ Student I.D. : \_\_\_\_\_

Major/Program of Study: \_\_\_\_\_ Advisor: \_\_\_\_\_

Semester/Year Matriculated: \_\_\_\_\_ Expected Date of Graduation: \_\_\_\_\_

**DESCRIPTION OF COURSE(S) MUST ACCOMPANY THIS FORM :**

- ❖ Course(s) must be taken at a regionally accredited institution of higher education.
- ❖ A maximum of 6 to 9 credits (depending on program) may be accepted for transfer. (See catalog for details and special exceptions for the Social Work program)
- ❖ Course(s) must be taken for letter graded, college credit. A minimum grade of "B" is required.
- ❖ Grades received are not indicated on the SC record.
- ❖ A student may not receive duplicate credit for a course already taken.
- ❖ **It is the student's responsibility to ensure all criteria noted above are met prior to registering for the course(s).**

Credit Hours Completed To Date: \_\_\_\_\_ # of Transfer Credits previously awarded: \_\_\_\_\_

**Course(s) taken:**

College/Univ: \_\_\_\_\_ Sem/Year: \_\_\_\_\_  
 Dept: \_\_\_\_\_ Course #: \_\_\_\_\_ Title: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Course taken for (Circle One): MAJOR REQUIREMENT / MAJOR SELECTIVE / ELECTIVE  
 (OFFICE USE ONLY) Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 SC Course Equivalency: \_\_\_\_\_ Dept Chair signature: \_\_\_\_\_

College/Univ: \_\_\_\_\_ Sem/Year: \_\_\_\_\_  
 Dept: \_\_\_\_\_ Course #: \_\_\_\_\_ Title: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Course taken for (Circle One): MAJOR REQUIREMENT / MAJOR SELECTIVE / ELECTIVE  
 (OFFICE USE ONLY) Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 SC Course Equivalency: \_\_\_\_\_ Dept Chair / signature: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dept. Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Registrar's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supplemental Approval for Educator Preparation Students

\_\_\_\_\_  
Date



## Graduate/Doctoral Withdrawal / Leave of Absence And Permit to Register Request Form

Office of the Registrar  
263 Alden Street  
Springfield, MA 01109-3797  
Phone (413) 748-3530

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_  
Last First Middle Initial

Major: \_\_\_\_\_ Matriculation Year: \_\_\_\_\_

**Withdrawal**

I do not plan to continue my education at Springfield College and wish to exit the College.

**Leave of Absence**

I do plan to continue my education at Springfield College but would like to temporarily exit the College.

**I plan to return to the College:**

(The maximum length for a Leave of Absence is two semesters.)

\_\_\_\_\_ Semester / Year

**Primary Reason For Withdrawal / Leave of Absence:**

- Financial (A)   
  Dissatisfied with SC (D)   
  Medical (M)   
  Completing Elsewhere  
 Personal (H)   
  Academic (B)   
  Military Service

**Official Date of Withdrawal / Leave of Absence:** \_\_\_\_\_

(Date Springfield College was notified of student's decision. If exiting the College at the end of the current semester, note the last day of final exams for the current semester.)

*I understand and agree when exiting the College that I will be responsible for paying all appropriate tuition and fees in accordance with the Springfield College refund policy available on the College website.*

**Student Signature:** \_\_\_\_\_

**Department Chair Signature:** \_\_\_\_\_

**Withdrawal / Leave of Absence:**

\_\_\_\_\_ Please indicate semester(s) / year(s) student was away.

**Semester Returning:**

\_\_\_\_\_ Please indicate semester / year student is returning.

*I understand when returning to the College that I need to meet with my academic advisor (or department chair) to be granted registration clearance before I will be able to register for courses. I also understand that I will not be able to register until any absolute holds on my account (e.g., Student Accounts, Dean of Students, or Health Center) have been released.*

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Department Chair Signature:** \_\_\_\_\_

*For Registrar's Use Only*

**Processed by (initials):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**REMEDIATION PLAN**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

- a. Concerns regarding Performance Identified in Letter of Information or Concern
  
- b. Actions to be undertaken by student to address the points of consideration as presented in the Letter of Information or Letter of Concern
  
- c. Actions to be taken by others to address the Points of consideration. (e.g., agency supervisor, faculty advisor)
  
- d. Date by which student will have demonstrated resolution of the Concerns

---

Student \_\_\_\_\_ Date \_\_\_\_\_

---

Advisor \_\_\_\_\_ Date \_\_\_\_\_

---

Chair of Department of Social Work \_\_\_\_\_ Date \_\_\_\_\_

## VI. MSW COURSE DESCRIPTIONS

### **SWRK 501 - Human Behavior in the Social Environment 1: Theories of Individual Development and Behavior**

This course introduces systems theory and person-in-environment as the conceptual framework for the HBSE sequence. It addresses the ecological context of human development with attention to cognitive, psychological, and social development and the individual's membership in the family, as well as in groups, organizations, and the community. Particular emphasis is given to gender, race, class, and culture.

**Credits: 3**

### **SWRK 502 - Human Behavior in the Social Environment 2: Systems Theories and Oppression**

This course continues the systems theory and person-in-environment framework introduced in HBSE I. It explores the structure of organizations, groups, and communities as they provide social contexts for human development beyond the family group. This course gives attention to the demographic profile of communities and issues surrounding access to services.

**Credits: 3**

### **SWRK 603 - Human Behavior in the Social Environment 3**

This advanced course continues the study of human behavior with emphasis on the behavioral and psychological difficulties people experience in interacting with their environments. The biological, sociological, and intrapsychic theories of mental illness and treatment based on these theories are reviewed in depth. The course includes an examination of the use of the DSM V, and the impact of diversity and oppression in the etiology, epidemiology, treatment, and prevention of mental illness.

**Credits: 3**

### **SWRK 604 - Human Behavior in the Social Environment 4**

This course provides advanced standing MSW students with an opportunity to learn and apply contemporary theories of human behavior which provide the foundation for advanced generalist social work practice. These theories include psychological theories, postmodern, systems theory and other theories of human behavior and the social environment that are considered essential in advanced generalist social work practice, but which are not generally covered in depth in BSW programs. The course is highly interactive and includes guest presentations, small group discussions, and application of theory in cases selected by both students and the instructor(s).

**Credits: 2**

### **SWRK 610 - Social Work Practice 5**

This course is a bridge course between foundational and concentration levels for advanced standing students. The course will include generalist practice perspectives, teach skills relating to those perspectives, and introduce current practice trends in major fields of social work, including the changes in practice resulting from multiculturalism, globalization, managed care, and welfare reform. Particular emphasis is placed on the generalist practitioner's ability to move from large,

community system interventions to organizational interventions to direct practice with families and individuals.

**Credits: 2**

### **SWRK 511 - Social Welfare Policy 1**

This course, a basic introduction to American social welfare policy, first examines the history of the American response to need with particular emphasis upon the role of the social work profession. After providing this historical framework, it assesses major contemporary governmental and non-governmental initiatives to fulfill human need, emphasizing a breadth of social policy issues, such as poverty, discrimination, health care, housing, food, child welfare, substance abuse, employment, and social service delivery.

**Credits: 3**

### **SWRK 512 - Social Welfare Policy 2**

This course emphasizes a social change approach to social policy with particular stress upon the influence of values and human choice in creating a socially just world, which guarantees all human rights. Within this humanistic framework, this course examines such basic issues as the theory and method of social policy analysis, political action toward social equality, internationalism, the creation of a human rights culture, interdisciplinary collaboration, and the strategic crafting of policy argument.

**Credits: 3**

### **SWRK 613 - Social Welfare Policy 3**

This course emphasizes the actual execution of policy by providing a focal point for students' growth as independent scholar-practitioners and public-spirited citizens in the field of social policy. In seminar format, it builds upon the foregoing sequence by considering state-of-the-art approaches and honing skills to advance policy and underscores a variety of analysis and action strategies, such as critical education, creative dialogue, lobbying, organizing, campaigning, testifying, and monitoring.

#### **Prerequisites & Notes**

And (Prerequisite is not required of students with Advanced Standing status)

**Credits: 3**

### **SWRK 521 – Research 1: Practice-Informed Research Methods**

This course provides a survey of the major approaches to social research using quantitative methods: Cross-sectional and longitudinal designs, group designs, survey research, experimental design, program level evaluation, and single system design. Students will work in teams to conduct a study based on their internship. Some specific concepts to be covered include: the scientific method, NASW code of Ethics, variables and measures, reliability and validity, external and external validity, probability and non-probability sampling, frequencies, correlations, the normal curve, and elementary data analysis. Our research text includes EPAS core competencies-clearly linking the value of social research to social work profession.

**Credits: 3**

### **SWRK 623 - Social Work Research 2**



This advanced course stresses qualitative methodology and its relevance for social work theory and practice. While it continues to emphasize primary areas of social work, such as clinical practice and program and policy development, its emphasis is upon the elicitation of the structure and meaning of lived experiences of individuals in social settings.

**Credits: 3**

### **SWRK 630 - Social Work Practice with Immigrants and Refugees**

This course examines the profession of social work's role in advocating for, enacting and implementing social policies and programs that benefit immigrants and refugees; social practices that encompass the diversity of immigration experiences, current international refugee situations, theories of social adjustment and acculturation; the cross-cultural skills needed to understand complex family dynamics of foreign-born populations; inter-and intra-ethnic tensions; cultural competence in social work interventions; and specific issues of oppression and social justice that face refugees and immigrants.

#### **Prerequisites & Notes**

**Credits: 3**

### **SWRK 531 - Social Work Practice 1**

This course establishes the generalist perspective as the framework for the practice sequence. It provides information on the historical base of social work with a strong emphasis on the underlying values and ethics of the social work profession with a respect for human diversity (culture, race, class, religion, sexual orientation, gender, differential ability, etc.). The emphasis is on learning the interviewing skills involved in doing a psychosocial assessment and understanding the phases of the helping process. Differential theoretical constructs, assessment and intervention skills used in direct practice with individuals and families are examined.

**Credits: 3**

### **SWRK 532 - Social Work Practice 2**

This course continues within the advanced generalist framework established in Practice 1. It examines assessment, goal setting, and interventions with groups and communities. Students have the opportunity to examine issues of empowerment and work with a diverse client population. Ethical dilemmas relative to group and community work are also examined.

**Credits: 3**

### **SWRK 633 - Social Work Practice 3**

This course utilizes the knowledge and skills gained in the foundation courses and advances these using more comprehensive models of assessment, theory, and intervention. The theoretical assessment of vulnerable and/or at-risk populations provides the context for the application of sophisticated micro and macro interventions.

**Credits: 3**

### **SWRK 634 - Social Work Practice 4**

This is an advanced course designed to assist students in gaining the knowledge and skills required to enter into the complex arena of interaction within and between human service organizations and to prepare students to assume management roles and responsibilities. As such,

it builds on the foundation content in Practice 2, in leadership in communities and organizations, as well as on foundation content in the Policy, HBSE, and Research sequences.

**Credits: 3**

### **SWRK 542 – Adventure Therapy**

This course is designed to provide the student with a theoretical understanding and practical working knowledge of the use of experiential education and adventure activities as an element of social work practice with vulnerable and resilient population.

**Credits: 3**

### **SWRK 643 - Seminar in Social Work Practice with Diverse Populations**

This seminar provides an in-depth experience of assessment, intervention, and evaluation in work with diverse groups of individuals, families, and small groups. Theoretical and conceptual overviews of ethnicity, culture, stigma, and oppression will be examined. The seminar focuses on understanding the impact of internalized and institutional oppression and refinement of interventive skills when a multiplicity of factors may be operating.

**Credits: 3**

### **SWRK 547 - Loss and Grief**

This course is offered as a distance learning course. It prepares the MSW student for social work practice with clients coping with loss and bereavement. The initial focus increases students' awareness of, and sensitivity to, issues related to death, dying, disability and bereavement. Theories of attachment and loss are used as a framework for assessing bereavement reactions in clients in different developmental stages and from different cultural backgrounds. Therapeutic interventions are examined and applied through case discussions and experiential exercises.

**Credits: 3**

### **SWRK 648 - Assessment and Intervention with Substance Use Disorders**

This course provides an opportunity to study substance abuse practice concepts and skills with emphasis on assessment, treatment planning, and intervention strategies with individuals and families affected by substance abuse. Evaluation of individual and family substance abuse problems is emphasized, with particular attention to the complex interaction with domestic violence.

**Credits: 3**

### **SWRK 649 - Social Work Practice with Children and Youth**

This course provides an opportunity to develop best practices in social work assessment, engagement, and intervention with children, adolescents, and their caregivers. There is a particular emphasis on utilizing a developmental, trauma-informed, culturally responsive, and strengths-based approach. Students will develop an understanding of the impact of social injustice, oppression, and racism on children and families at-risk, and employ social work practice skills to facilitate growth, empowerment, and well-being. Students will have the opportunity to develop mastery in understanding the theoretical knowledge and practice skills within the leading evidence-based psychotherapies, such Cognitive-Behavioral Therapy, Trauma Focused-Cognitive Behavioral Therapy, Functional Family Therapy, Parent Management Training, Solution-Focused Therapy, Play Therapy, etc. Affirming practice strategies with

neurodivergent, non-binary, and LGBTQI+ youth will be developed. Collaborative engagement with critical systems of care (public schools, child welfare, juvenile justice, mental health) will be explored.

**SWRK 653 - Working with Older Adults for Clinicians, Administrators, and Activists**

This course is designed to provide an overview of the multifaceted issues in gerontology. It explores the phenomenon of growing old in America, from the changing demographics of society that will command our attention in the years ahead, to the pressing need for satisfactory long-term care arrangement. This course seeks to further students' understanding of the myths and realities of aging, the role of social work in gerontology, health and social policy as it relates to aging, special populations, and research issues in gerontology.

**Credits: 3**

**SWRK 554 - Mediation and Conflict Resolution for Clinicians, Managers, and Activists**

This course teaches widely applicable mediation skills through enactment approaches. Focus is on evaluation and intervention in different types of conflict, finding common ground, and developing collaborative, win-win strategies resulting in lasting agreements. The course is predominantly experiential. Students learn mediation skills through extensive use of role plays and other enactment approaches.

**Credits: 3**

**SWRK 556 - School Social Work**

This course provides an overview of social work practice in public education settings. It furnishes information on the historical roots of school social work with a strong emphasis on the diverse roles and skills required to work effectively with many stakeholders. Since many school social workers are funded under the auspices of special education, this course examines the historical background information related to the field of special education legislation and litigation. It reviews the components necessary for effective collaboration and consultation with parents, school personnel and other professionals. The course will primarily focus on the definition and characteristics of exceptionalities with an emphasis on understanding the growth and development of exceptional children who include both disabled and gifted and talented children. Particular attention is given to the role of the school social worker and teachers in identifying, planning for and working effectively with special-needs children in the regular classroom.

**Credits: 3**

**SWRK 674 - Foundational Seminar -1<sup>st</sup> half**

**Credits: 1.0**

**SWRK 678 - Foundational Seminar -2<sup>nd</sup> half**

**Credits: 0.5**

**SWRK 676 - Specialization Seminar – 1<sup>st</sup> half****Credits: 1.0****SWRK 677 - Specialization Seminar -2nd half****Credits: 0.5****SWRK 584 - Practicum 1 – 1st Half**

In this course, Practicum and Foundational Seminar are taken concurrently as a single integrated foundation experience in generalist social work practice. In the agency-based practicum, the direct service experience requires psycho-social assessments, interagency collaboration, and relationship-based services to individuals and groups. The community organization experience requires involvement in community problems concerning lack of equality in human rights and basic social needs. Students identify community problems, set goals, and begin intervention.

**Credits: 3.0****SWRK 585 - Practicum I – 2nd Half**

In this course, Practicum and Foundational Seminar are taken concurrently as a single integrated foundation experience in generalist social work practice. In the agency-based practicum, the direct service experience requires psycho-social assessments, interagency collaboration, and relationship-based services to individuals and groups. The community organization experience requires involvement in community problems concerning lack of equality in human rights and basic social needs. Students identify community problems, set goals, and begin intervention.

**Credits: 3.0****SWRK 686 - Practicum 2 – 1<sup>st</sup> Half**

These are concentration courses in advanced generalist practice with Practicum and Specialization Seminar taken concurrently. The agency-based practicum emphasizes direct service organizations, and work with diverse multi-problem clients requiring complex multi-level intervention and advocacy. The administration experience requires an active contribution to the ongoing management activities of the practicum agency.

**Credits: 3.0****SWRK 687 - Practicum 2 – 2nd Half**

These are concentration courses in advanced generalist practice with Practicum and Specialization Seminar taken concurrently. The agency-based practicum emphasizes direct service organizations, and work with diverse multi-problem clients requiring complex multi-level intervention and advocacy. The administration experience requires an active contribution to the ongoing management activities of the practicum agency.

**Credits: 3.0****SWRK 688 - Special Topics in Social Work**

This course provides an opportunity for concentrated exploration and experience in a specialized or current area of relevance to social work. Topics are offered on a variable basis. A student may register for this course more than once, provided the topic is different each time.

**Prerequisites & Notes**

Social Work major or permission of instructor.

**Credits: 1-4**

**SWRK 692 - Independent Study**

Graduate students with special needs, interests, and capacities conduct individual study under faculty supervision involving library work, tutorial work, research, independent reading or writing, or other approved study which contributes to the educational growth of a particular student.

**Credits: 1-4**

## VII. National Association of Social Worker (NASW) Code of Ethics

2021

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### Preamble

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

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

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

1. service
2. social justice
3. dignity and worth of the person
4. importance of human relationships
5. integrity
6. competence

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

### Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.

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

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate

consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers



maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

### **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

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

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

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **1.02 Self-Determination**

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

### 1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third-party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

### 1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

#### 1.05 Cultural Competence

- (a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.
- (c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.
- (d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

#### 1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in

a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

### 1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients'

records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### 1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is

compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

#### 1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

#### 1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

#### 1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.



### 1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

### 1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### 1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### 1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

### 1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### 1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### 2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### 2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### 2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

#### 2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

#### 2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

#### 2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

#### 2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

#### 2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment

should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### 2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### 2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

## **3. Social Workers' Ethical Responsibilities in Practice Settings**

### 3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### 3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### 3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### 3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

### 3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### 3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### 3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### 3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### 3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. Social Workers' Ethical Responsibilities as Professionals**

### 4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### 4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

### 4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

### 4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

### 4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### 4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### 4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### 4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of, and the contributions made by others.

### **5. Social Workers' Ethical Responsibilities to the Social Work Profession**

#### 5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities



may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

## 5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### **6.03 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### **6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of

the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

## **VIII. SPRINGFIELD COLLEGE MASTER OF SOCIAL WORK STUDENT ORGANIZATION CONSTITUTION**

### **Article I. Name**

The name of this organization is Master of Social Work Student Organization, also referred to as the Student Organization.

### **Article II. Membership**

All students enrolled in the MSW Program are members of the Student Organization. Student Organization officers serve as a leadership team for the Student Organization, represent students in major decisions at the Department of Social Work and establish connections to student life at Springfield College.

### **Article III. Statement of Purpose**

The purposes of the Student Organization are to

- A. unify enrolled students into a community with shared interests in the social work profession
- B. provide opportunities to organize around student interests both at the DGSW and in the larger community outside the school
- C. develop educational and social activities that strengthen the student's experience while enrolled at the DGSW

### **Article IV. Governance**

- A. Governance of the organization will be led by officers from the weekday, and weekend programs.
- B. Elections for officers will be held in the first week of April.
- C. All students in each of the programs are eligible to nominate, vote and run for a Student Organization Office.
- D. The weekday program will elect the following officers:
  1. President
  2. Vice President
  3. Secretary
  4. Treasurer
- E. The weekend program will elect the following officers:
  1. President
  2. Vice President
  3. Secretary
  4. Treasurer
  5. Worcester chairperson
  6. Worcester representative
    1. Elections:
      1. Officers shall be nominated and elected by written ballot in the first week of April of each academic year.
      2. All elected officers will serve in their respective positions for the entire academic year.
      3. Special elections may be called at the start of each semester to fill any vacancies that may occur.

## **Article V. Duties of Officers**

It is the duty of all Student Organization officers to maintain communication with students and bring any issues, ideas, etc. to the organization, faculty, and MSW program chair. Following are the specific duties of each of the officers.

- A. President
  - 1. Lead, organize, and oversee the activities of the organization.
  - 2. Plan and facilitate all Student Organization officer meetings.
  - 3. Maintain weekly contact with the faculty advisor.
  - 4. Maintain communication with students, faculty advisor, and DGSW Chair.
  - 5. Lead efforts to schedule educational events/activities for social work students.
- B. Vice President
  - 1. Work with the President to further the objectives of the organization.
  - 2. To act in place of the President when he/she is unable to perform assigned duties.
- D. Secretary
  - 1. Prepare and distribute meeting minutes to the organization, faculty advisor, and DGSW Chair
  - 2. Maintain correspondence for the organization.
  - 3. Keep updated records of members, activities, events, and meetings.
  - 4. Prepare a monthly newsletter for the student body.
- E. Treasurer
  - 1. Maintain accurate records of all financial affairs.
  - 2. Provide monthly financial reports to the organization and faculty advisor.
- F. Worcester representatives
  - 1. Work in consort with the weekend program officers.
  - 2. Represent Worcester students in all student organization operations and events.

## **Article VI. Faculty Advisor**

- A. Offers guidance to the officers
- B. Acts as a consultant in furthering the Student Organization's goals/purpose.
- C. Serves as a resource in providing information about the operations of Department of Social Work.
- D. Provides information about community resources.
- E. Serves as a liaison to the DSW Chair, faculty, Student Organization Officers and the student body.

## **Article VI. Meetings**

The Student Organization Officers will have a minimum of two meetings each month during the academic year. All members should be present at the meetings to conduct business. The agenda for the meetings may include:

- A. Plans to organize activities that are consistent with the purpose of the Student Organization.
- B. Issues, concerns, problems that are raised by the students and expressed to the Student Organization Officers.
- C. The presidents from each of the two MSW program student organizations will meet once a semester to coordinate resources and activities.

## **Article VII. Amendments to the Constitution**

Amendments will be made to the constitution on an as needed basis by the Student Organization Officers and Faculty Advisor.

## **IX. PHI ALPHA HONOR SOCIETY BY-LAWS AND CONSTITUTION**

### **PHI ALPHA HONOR SOCIETY BY-LAWS**

#### **CHAPTER I**

##### **Officers of the Executive Committee**

- Section 1. The officers of the organization shall consist of a President, Vice President, Secretary, Treasurer, Cultural Affairs Officer and Weekend Student Representative. These officers are elected by the student body. Officer vacancies are filled on a volunteer basis under the direction of the Department of Social Work Student Organization leadership.
- Section 2. The President shall preside at meetings of the chapter; appoint such committees as may be provided for by Chapter Constitution or By-Laws or by vote of the chapter; call special meetings of the chapter; be responsible for all Chapter reports; perform the duties or ritual chair at initiation ceremonies and promote the welfare of the Society and Chapter.
- Section 3. The Vice President shall perform all duties of the President in the latter's absence or disability and any other duties assigned by the President.
- Section 4. A faculty member in the graduate social work program shall serve as the faculty advisor.

#### **CHAPTER II**

##### **Organization and Procedures**

- Section 1. The Executive Committee shall consist of the President, Vice President, Secretary, Treasurer, Cultural Affairs Officer and Weekend Representative.
- Section 2. The Chapter shall meet in official sessions at least twice each year.
- Section 3. Standing committees may be appointed by the President with the approval of the Executive Committee.
- Section 4. Special committees may be appointed by the President.
- Section 5. The Chapter year shall begin on July 1 and end on June 30.
- Section 6. The Chapter shall maintain adequate and accurate records of its membership activities and finances. Such records shall be kept in such a way as to serve as a permanent and historical record.
- Section 7. Qualified persons may be inducted into membership anytime of the year.
- Section 8. Since the officers of the Student Organization and Phi Alpha are the same, the officers of this Chapter are elected at the scheduled time for elections to Student Organization positions.

### **CHAPTER III Membership**

- Section 1. Students may apply for Phi Alpha induction if they have achieved an overall GPA of 3.75 at the completion of the fall semester prior to anticipated awarding of the MSW degree requirements. The student must have no incomplete grades and must be in good standing in Field education. The student's application for Phi Alpha induction must be approved by the faculty advisor.
- Section 2. A faculty member may be granted membership by invitation of the Executive Committee and approval of the Chapter membership.
- Section 3. The Executive Committee with the approval of the membership may grant Honorary Membership to a maximum of two individuals per year who have made outstanding contributions to the field of social work. Honorary members shall not be assessed membership dues.
- Section 4. The method of granting membership shall be in accordance with procedures established by the local chapter.
- Section 5. Any member may be expelled from membership for reasons of academic or personal conduct unbecoming a student of social work, by a three-fourths vote of the chapter, after a thorough investigation has been made by the Executive Committee and the member so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work program or college is cause for automatic recommendation for expulsion.

### **CHAPTER IV Dues**

- Section 1. The initial fee shall be of sufficient amount to include the following:
- a. The initiation fee required by the National Society.
  - b. The initiation fee required by the local chapter.
- Section 2. Annual chapter dues shall be established in accordance with chapter needs by action of the Executive Committee and three-fourths vote of the chapter membership present.
- Section 3. Special fees may be levied by the Executive Committee with three-fourths vote of the chapter membership present.

### **CHAPTER V Amendments**

These By-Laws may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the current membership (students who are still at the school and the last inducted class).

#### **Affirmative Action Statement**

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political beliefs or sexual orientation.

# **PHI ALPHA HONOR SOCIETY CONSTITUTION**

## **CHAPTER EFFECTIVE DATE MARCH 2006**

Eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian goals and ideal by a professional group which quality educational preparation is deemed imperative, students and faculty involved in social work education at Springfield College resolve to sponsor a Chapter of Phi Alpha National Honor Society, thereby to foster high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work.

### **ARTICLE I**

#### **The Supreme Law**

This chapter of Phi Alpha shall be affiliated with the organization known as Phi Alpha Honor Society and to its National Council. The Constitution, membership and program shall be consistent with the Constitution and Statutes of the national organization.

### **ARTICLE II**

#### **Purposes**

The purpose of this chapter of Phi Alpha shall be:

- Section 1. To recognize and promote scholastic achievement among students and faculty involved in the Department of Social Work at Springfield College.
- Section 2. To recognize, improve and further the goals of social work in the community, state, nation and world.
- Section 3. To stimulate interest in preparation for a career in social work.
- Section 4. To encourage continued study and research at the graduate level and in professional practice.
- Section 5. To recognize those professional social workers and others whose service, contributions and leadership are held in esteem.

### **ARTICLE III**

#### **Government**

- Section 1. The supreme governing body shall be the National Council as defined in the National Constitution.
- Section 2. The governing body of this Chapter shall be the duly elected officers and the Executive Committee as defined in the By-Laws.



## **ARTICLE IV**

### **Membership**

- Section 1. Any student of the Springfield College Department of Social Work who meets the qualifications set forth in the By-Laws shall be eligible for active membership.
- Section 2. Faculty members having an official connection with the social work curriculum may be granted membership upon invitation of the Executive Committee and the approval of the Chapter membership.
- Section 3. Honorary membership may be granted to professional social workers and others whose support of social work education and practice merit such recognition.

## **ARTICLE V**

### **Insignia**

- Section 1. The official logo of the society shall be blue and gold as established by the National Honor Society Committee. The key shall be issued to and worn only by members of the society.
- Section 2. Colors of the society shall be blue and gold as established by the National Honor Society Committee. Royal blue and light gold are preferred.
- Section 3. Certificates of membership shall be issued to all new members at the chapter's initiation ceremony.

## **ARTICLE VI**

### **Meetings**

Chapter meetings shall be held a minimum of two times during the academic year.

## **ARTICLE VII**

### **Constitutional Amendments**

- Section 1. This Constitution may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the active chapter membership.
- Section 2. Amendments may be proposed to the Executive Committee by any active member of the chapter.